

# **TEACHING PORTFOLIO 2011-2019**

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## Teaching Philosophy

*"I'm using my torch to light other people's torches...if we each have a torch, there's a lot more light."*  
Gloria Steinem

All the world's a stage...to be acted upon, learned from, delved into, and made magical. As a feminist theatre historian and performance studies scholar, I believe in authorizing students to be actors on their own stages, directors of their own lives, and producers of their own meaning. Just as actor, director and script interact to produce a play or a film—an entity entirely self-sufficient and with an energy and meaning of its own—so too do teacher, student, and subject matter work together to create spaces of learning and illumination.

I am a passionate advocate for the performing arts because of their potential to inspire, challenge, and expand the minds of future citizens of our global world. My personal experience of the apartheid state in my native South Africa informs my fervent belief in the power of performance for social change and the necessity for understanding the ways in which power and politics, and resistance and subversion, are performed in human communities.

My research concerns the staging of race and I infuse all my classes with projects and ideas that challenge students in our so-called "post-racial" world to examine the mythologies and practices circulating around them. I work very hard to create safe, open spaces in which students from varying backgrounds feel comfortable naming, questioning, exploring, and interrogating racism in our culture and around the world. Modeling allyship in all my courses, I encourage my white students to understand and own the privileges afforded them and I nurture my students of color as they navigate systems of oppression. My passion for this subject and for doing the necessary work to dismantle white privilege and institutionalized racism is evidenced by the fact that I teach above load seminars on whiteness for the Honors College and First Year Faculty Seminar program most semesters.

I am also a passionate advocate for internationalizing the curriculum and studying abroad. All my courses include African or other international perspectives and materials; I foster an exploration of the world beyond what my students' know. Every summer, I lead an intensive study abroad course to South Africa, which encapsulates my teaching philosophy and passions for social justice and performance. In Spring 2018, my best teaching to date happened while sailing around the world on the floating laboratory that is Semester at Sea. This hands-on international engagement gave my students the opportunity to learn about international theatre and film...but also about being global citizens and ethical tourists, and practicing radical empathy, the spirit of ubuntu, holding multiple truths, and engaging in dialogue across difference.

The best learning, I believe, is multidisciplinary, and that is why I am drawn to theatre, and the performing arts: for their intersections through various other disciplines—philosophy, history, sociology, psychology, politics—and the symbiosis created from such crossings. I teach my students to understand the production of and meaning-making within, and around, cultural texts.

To learn best, I believe that students must be engaged with what they think about, write about, or create. To keep them critically engaged, I use collaborative team-based learning, supported with digital media and appropriate readings. And I always encourage the act of reflection in the process

of creation.

I am perpetually developing my pedagogy and learning new, high-impact tactics, techniques, and technologies with which to reach and inspire my students. At UMass alone, I was in the Moodle pilot upon arriving here in 2011, have become a TBL convert, and have used many technologies, from Clickers to Camtasia, to support my teaching. I have used active learning since my time at the University of Minnesota, and as I have taught an array of students—from traditional college undergraduates to MA/PhD candidates to non-traditional adult learners—I am attuned to differing needs of diverse learners and their styles. Because I know them to be a highly effective system of imparting knowledge, I use a combination of engaging lectures, hands-on practice and activities, small group work, peer review, and discussion, the aim of which is always to authorize and support students in their own learning. I put the onus on my students to be responsible for their own education and I expect high standards from them, but I am also caring in my attention to their work, committing careful effort to nurturing and evaluating their processes and products.

A strong believer in putting theory into practice, I teach by example, using real-life scenarios and sources. My students leave my classes with tools they can use in their own lives—in their heads, and in their hands. As much as possible, I design in-class, coursework, and assessment activities that inspire passionate curiosity in my students. Echoing the collaborative and process-oriented nature of the theatrical arts, I encourage students to think of their class work both in terms of *practice* and *product*.

I also believe in sharing the knowledge I have gained over two decades as a teacher with colleagues and graduate students. I am committed to graduate teacher training in our department; I run workshops for new TAs at the start of the year and personally mentor them throughout their TAships with me, offering them chances to think theoretically and also practice in person. Several colleagues in the sciences have also approached me to help them train their TAs using theatre techniques. I have published on pedagogy in our field's peer-reviewed journal *Theatre Topics* and I share my insights and challenges with my Theater Department colleagues in our regular meetings. I have been a member of several cohorts through the Center for Teaching & Faculty Development and the Office of Information Technology, including the Moodle pilot, iTunesU working group, Student-Centered Teaching Fellowship, and the Ambassadorship for Teaching Inclusivity, Diversity & Equity. I was extraordinarily honored to receive the University Distinguished Teaching Award in 2015.

My teaching style is a blend of expertise and open-mindedness, sincerity and humor, driven by an enthusiasm and passion that infects, inspires, and supports the creative endeavors of the diverse and talented people I am lucky to have in my classes. Because mentorship is, I believe, the key to success for all students, but particularly for first-generation students (like me) and students of color, my office door is always open. Students seek me out, both formally and informally, for advice and guidance on classwork, research projects, independent studies, theatre and film projects, personal and cultural struggles, and career and life. Over more than 20 years of teaching, I continue to learn so much from my students, and this is what keeps me energized, inspired, and delighted to come to work every day.

## Summary of Teaching

Dr. Megan Lewis  
Associate Professor  
Department of Theater  
Fall 2011 - Fall 2019

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### COURSES TAUGHT AT UMASS AMHERST

- indicates above-load teaching
- AL=Arts & Lit Gen Ed   G=Global Diversity Gen Ed   IE= Integrated Experience Gen Ed

	<u>Fall 2011</u>	<u>Credits</u>	<u>GenEd</u>	<u>Enrollment</u>	
TH100	Introduction to Theater	4	AL	160	
TH322	Modern Repertory	3		25	
TH729	Dramaturgy Workshop	3		7	

#### Spring 2012

TH100	Introduction to Theater	4	AL	174	
TH729	Performance Theory	3		7	
TH729	Dramaturgy Workshop	3		7	

#### Fall 2012

• FYFS197T	First Year Faculty Sem: Africa/Media 1			16	
TH397T	Contemporary Repertory: Women	3		21	
TH729	Dramaturgy Workshop	3		9	
TH793B	World Repertory I	3		13	
• TH796A	Independent Study	3		1	

#### Spring 2013

TH100	Introduction to Theater	4	AL	70	
TH397R	Contemporary Repertory: Africa	3		14	
TH729	Dramaturgy Workshop	3		6	
• TH596	Independent Study: Paul Adolphsen	1		1	

#### Fall 2013

• HON391A	Honors Seminar: Africa Performed	1		11	
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#### Spring 2014

TH729	Performance Theory	3		9	
TH729	Dramaturgy Workshop	3		9	

**Summer 2014**

•ENG397DH	Navigating Edinburgh Fringe	4		24
•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	6
Plus independent non-credit students			IE	3
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	5

**Fall 2014**

TH105	Drama & the Media	4	ALG	80
TH322	Modern Repertory	3		23
TH729	Dramaturgy Workshop	3		4
•TH396	Independent Study: Conor Dennin	1		1

**Spring 2015**

•HON391A	Honors Seminar: Whiteness	1		13
TH105	Drama & the Media	4	ALG	63
TH729	Dramaturgy Workshop	3		4
•TH396	Independent Study: Annabeth Kelly	1		1

**Summer 2015**

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	19
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	2

**Fall 2015**

•FYFS197	First Year Faculty Seminar: Whiteness		1	9
TH334	Contemporary Repertory: Women	3		27
TH729	Dramaturgy Workshop	3		2
TH793B	World Repertory I	3		12

**Spring 2016**

•HON391A	Honors Seminar: Whiteness	1		15
TH105	Drama & the Media	4	ALG	62
TH729	Dramaturgy Workshop	3		5

**Summer 2016**

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	17
	Grinnell cohort			9
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	6

**Fall 2016**

•FYFS197	Whiteness Seminar		1	19
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TH105	Drama & the Media	4	ALG	62
•TH105H	Drama & the Media (Honors)	4	ALG	1
TH332	Contemporary Repertory: Africa	3		18

### Spring 2017

TH729	Performance Theory	3		10
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### Summer 2016

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	14
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	2

### Fall 2017

TH105	Drama & the Media	4	ALG	80
TH397L	Theaters of Dissent	3		14
TH397L-H	Theaters of Dissent (Honors)	3		1

### Spring 2018 (Semester at Sea)

•TH141	Introduction to Theater	3		20
•ENG345	World Drama	3		12
•SPCM357	Film and Social Change	3		43

### Fall 2018

•FYFS197	Film and Social Change	1		19
TH105	Drama & the Media	4	ALG	62
TH729	Dramaturgy Workshop	3		5
TH793B	World Rep I	3		14

### Spring 2019

TH320	Classical Rep	3		22	
TH620	Theater in Society: Theaters of Dissent			3	11
TH729	Dramaturgy Workshop	3		3	

### Fall 2019

•FYFS197	Film and Social Change	1		19
TH729	Dramaturgy Workshop	3		3
TH793D	World Rep II	3		12
TH797	Performance Theory	3		8

## Teaching Responsibilities & Strategy

My teaching responsibilities in my tenure at the University of Massachusetts have included undergraduate core curriculum classes in Dramaturgy, graduate level curriculum in Dramaturgy/Theatre History/Performance Theory, and large introductory General Education courses. Additionally, I have trained, mentored, and supervised graduate students in pedagogy as well as taught First Year Freshman Seminars and an Honors 391 Seminars. I also ran a faculty-led intensive summer study abroad program in South Africa. I have been solely responsible for teaching my courses (lecture, discussion, online), developing the syllabi, and all other aspects of instruction and assessment.

My teaching reflects the interdisciplinary scope of my own research interests, straddling Theatre and Film, Theatre History and Performance Studies, and is informed by my research interests in African performance and my creative practice in theatre. In my career, I have taught in a variety of settings, from a small liberal arts college to a large Research I institution, as well as several non-profit, private educational settings. Whatever my class configuration – a large introductory lecture course, populated mainly by first year students and supported with a team of graduate teaching assistants, or an intimate graduate and undergraduate seminar, or a class of adult learners – I tailor the material to suit the level of discourse appropriate to the students I am teaching.

Whenever possible, I infuse all my classes with multimedia examples from a global context (with particular focus on Africa). My courses have had in common a focus on decoding and unpacking cultural performance and media texts; examining the politics and poetics of race, gender, and national identity; an engagement with the political nature of art; and a passionate examination of the power of art, theatre, and film to facilitate social change.

As much as possible, I design in-class, coursework, and assessment activities that inspire passionate curiosity in my students. Echoing the collaborative and process-oriented nature of the theatre arts, I encourage students to think of their class work in terms of *practice* rather than *product*.

*In the classroom:* I am a firm believer in active learning: students, and especially contemporary students, learn more by *doing* than by either listening or reading. I build in hands-on activities within individual lectures and across the scope of each class I teach, putting the emphasis on reflection, analysis, creation, and experimentation. My classes also address the basic skills that much university teaching takes for granted: coaching students, for example, in different ways of taking notes, reading difficult material, and standard writing skills. In addition, I am always seeking opportunities to use performative methods in the classroom and I make creative use of the expertise and talents of invited guest artists, multimedia examples to illustrate key concepts, and chances for students (or me) to enact key concepts (often in costume!) The majority of in-class activities are collaborative, to generate fuller participation, and students are encouraged to reflect on the process of collaboration as much as the creation of a final product. My teaching is

informed by my own research, which I work into the classroom whenever possible, sharing my research and writing process.

I am also a big advocate for Team-Based Learning (TBL). Since Theater is a collaborative art form, it stands to reason that team-based learning is an appropriate pedagogy to use in this field. Because students bond with a small peer group across the semester, TBL helps make my large lecture courses feel like smaller classes and student learning outcomes are stronger. TBL offers students that chance to practice collaborative learning and work on team-building, interactive, and group dynamic skills. In Theater, we value a diversity of voices, styles, and points of view. Thus, in my TBL classes, teams are very consciously created to foster encounters with difference. Teams are selected to encourage collaboration amongst groups of students who bring their individual and unique experiences, group learning styles & behaviors, personalities, and differences in terms of race, gender, class, sexual identity, nationality, language, age/year in school, and political viewpoints to the group dynamics. These group dynamics often mirror larger societal dynamics and, I believe, this is fertile ground for learning about global citizenship, radical empathy, and encountering difference.

*Writing:* Improving written skills is a goal of all my classes. I teach our Junior Year Writing Program curriculum and served as our Department's JYWP representative. In short, informal, ungraded, exploratory writing activities or longer, more formal assignments, I emphasize writing as a tool to help students develop critical thinking skills, to deepen their understanding of a given problem by asking them to reconsider the material under discussion, to imagine alternative answers, and to question assumptions. I design all assignments with a process approach, and encourage the delights and illuminations that come from the revision process. I constantly remind students that revision is to writing what rehearsal is to performance.

*Research:* I also reinforce the research component of all theatrical endeavors and remind students that designers and artists also research, not just dramaturgs and scholars. In my classes, students engage in research projects that include dramaturgical analysis, book, library, and online textual research as well as creative, visual, and sound design work.

*Mentoring:* I have found that one of the most effective teaching strategies has been to address student needs and concerns on an individual basis, opening a dialogue with them about the ways in which course content and activities integrate with their overall interests, learning and career goals. My office door is always open, and I have mentored many undergraduate and graduate students, formally and informally, on an array of projects from dissertations to class assignments, from creative installations to independent film projects. I have advised many undergraduates in an official capacity and several more on an informal basis. I have served on the graduate committees of over 20 MFA candidates, chairing many of them. In addition to my work with MFA students at UMass, I have served on three PhD thesis committees for students working on African topics: one at my former institution (the University of Minnesota) and two in South Africa (the University of Cape Town and Rhodes University).

*Syllabus construction:* Recognizing the different learning styles of my students, I try to assign reading and study materials that span a wide variety of media: fictional or first person accounts,



journalistic writing, as well as scholarly articles, videos, and creative performance or visual materials. I also like to accommodate an investigation of timely issues that may be relevant to course content, and to follow topics generated by student interest. I try, where appropriate, to offer a choice of project and assessment options, allowing imaginatively motivated students opportunities for the creative presentation of their work.

*Learning Management System:* I used several LMSs (Moodle, WebVista/Blackboard, NING) at my previous institution and upon arrival at UMass volunteered to be a part of the campus-wide Moodle Pilot. I attended workshops throughout the year and partnered with a cohort of OIT staff and fellow faculty to work out glitches and establish best practices to use when the entire campus converted to Moodle in Fall of 2012. All my courses have a moodle site, which I use to communicate with students, disseminate readings and materials (to keep students' textbook costs down), grade assignments, host multimedia resources, and engage in continued discussion and online collaborative projects.

*Exposure to guest artists:* I believe passionately that students are most inspired, and learn so much from, engagements with live artists and live theatre. Whenever possible, I invite colleagues and guest artists into my classes to share their creativity and expertise with my students. I require students to see live performances as part of all my classes. In 2013, I brought five artists from South Africa's Magnet Theatre to UMass for a weeklong residency. In 2017 and 2019, Brett Bailey, Ewok Robinson, and Malcolm Purkey visited my classes. My students still speak of that experience as one of the most profound, moving, and educational of their academic careers, if not their lives.

## Professional Development

I believe that teaching requires as much diligence, curiosity, and resourcefulness as my own scholarly research. Accordingly, I have taken an active interest in pedagogy, running annual workshops for incoming Teaching Assistants and mentoring them throughout the year as they hone and practice their skills as blossoming educators in their own rights.

I also regularly participate in teaching enrichment and development courses and training on campus through the Center for Teaching and Faculty Development (TEFD) and the Office of Instructional Technology (OIT). I also seek the feedback of students throughout the semester, through short writing exercises that ask them to reflect on what and how they have learned, or through more formal mid-semester and final evaluations.

UMass Teaching Enrichment Professional Development:

- |      |   |
|------|---|
| 2019 | Public Engagement Fellowship (public-facing research training)          |
| 2018 | TIDE Fellowship Ambassador (colleague education workshops in my dept)   |
| 2017 | Teaching for Inclusiveness, Diversity & Equity (TIDE) Fellowship (TEFD) |

- 2016 Student-Centered Teaching & Learning Fellowship (TEFD)  
Echo360 training (TEFD)
- 2015 Creative Teaching Salon (TEFD)  
Diversity Workshop series (TEFD)  
Final Cut X training (OIT)
- 2014 iTunes faculty pilot (OIT)  
Team-Based Learning Workshop series (TEFD)
- 2013 Integrating Open Education Materials into Course Curricula (TEFD)  
Flipping the Classroom (TEFD)  
Camtasia Workshop (OIT)
- 2012 OIT Large Class Technologies: iClicker (OIT)  
iClickers in the Classroom with Roger Freedman (OIT)  
Moodle 2.0 Pilot (OIT)  
Moodle Training: Gradebooks, Groups, Assignments (OIT)  
Technology in the Classroom panel for visiting professors from Gaza (OIT)
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## Courses Taught

(DESCRIPTIONS OF COURSES TAUGHT PRIOR TO UMASS AVAILABLE UPON REQUEST)

### University of Massachusetts, Department of Theater

#### FALL 2011

#### **TH100: Introduction to Theatre: The Politics of Performance**

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Role: Primary instructor for large (160 person) undergraduate GenEd course in regular term; supervisor to 4 graduate teaching assistants (Alison Bowie, Sarah Brew, Kanchuka Dharmasiri, Megan McClain,); 4 credits.

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *Lysistrata*, *Ubu and the Truth Commission*, *Romeo & Juliet* among others.

Topics included: blackface minstrelsy, gender bending in the Spanish Golden Age, the power of puppetry, Musicals, performances of culture jamming, among others.

#### **TH322: Modern Repertory**

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Role: Primary instructor for undergraduate seminar (25 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: This course covers a fascinating, volatile and fruitful period in theater history from the 19<sup>th</sup> century into the early 20<sup>th</sup> century, covering a variety of performance and theater case studies, including the rupture of realism and its subsequent rise, avant garde theatrical movements (Dada, surrealism, futurism), Theatre of the Absurd, blackface minstrelsy, the Federal Theater Project, theater riots, and women's and queer issues. Classes involved lecture, small discussion, Junior Year Writing workshops, multimedia resources, class presentations, and written work. Taking a New Historicist approach to our study, the course focused on examining texts within their networks of material practices and their sociopolitical and historical contexts.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (7 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

### **SPRING 2012**

## **TH100: Introduction to Theatre: The Politics of Performance**

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Role: Primary instructor for large (174 person) undergraduate GenEd course in regular term; supervisor to 4 graduate teaching assistants (Paul Adolphsen, Alison Bowie, Amy Brooks, Adewunmi Oke); 4 credits.

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *Lysistrata*, *Indian Ink*, *Urinetown*, *Ubu & the Truth Commission*, *Hair!*, Julie Taymor's work, among others.

Topics included: blackface minstrelsy, the power of puppetry, the politics of musicals, Brecht & Boal, The Federal Theater Project, and devised theatremaking.

## **TH729: Dramaturgy Workshop**

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Role: Primary instructor for Special Topics; co-instructor for graduate seminar (7 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a

45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

This graduate level course is designed for students with an interest in dramaturgy as a critical exploration of performance theory. It complements practical and text-focused training with theoretical, historical, and contextual frameworks. The course is designed to familiarize students with Performance Theory and key theorists, as well as with the field of Performance Studies. We covered the historical concerns of postcolonialism and Marxism, with attention to orientalism, othering and postcolonial theory. In our unit on cultural concerns, we considered the potentials and pitfalls of interculturalism and performance ethnography. And in three units on political concerns, we explored some of the lessons the Feminist and Civil Rights Movements have given us and how, why, and to what ends gender, race, and sexuality are performed, theorized, and practiced.

## FALL 2012

### **UNIV197T: Africa in the Media**

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Role: Primary instructor for (16 person) undergraduate seminar in regular term; 1 credit; above load. In this First Year Faculty Seminar, incoming students are offered a chance to Interact with a tenure-track faculty member in a low-stakes, intimate class setting that welcomes them to academic life at UMass and exposes them to the faculty member's expertise and research area.

Course Overview: Using performance studies as a framework, this course explored representations of Africa across various media from several vantage points: visions of the colonizers, Hollywood's digestion of Africa, Wall Street, Madison Avenue, and Washington's manipulation of the continent, and literary, dramatic, cinematic and artistic visions and voices by and about Africans themselves.

### **TH397T: Contemporary Repertory: Women**

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Role: Primary instructor for (21 person) undergraduate core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this brand new course was offered for the first time in Fall 2012.

Course Overview: In conversation with the Department of Theater's 40<sup>th</sup> anniversary season (2012-13) that was dedicated to women, TH397T explored the ways in which women voice themselves and their concerns through theatre and performance in our contemporary moment. We read three of the six plays in our season as well as an array of works by women in the US and beyond and examined how these texts intersect with politics, make meaning in culture, participate in intellectual debates, pose questions for us to reflect on, or call us to action. Taking a New Historicist approach to our study, we examined these texts within their networks of material practices and their sociopolitical and historical contexts.

Framing our discourse through feminist, postcolonial, gender and queer theory, we unpacked how women playwrights and performance artists are articulating, reflecting upon, challenging, or otherwise engaging their worlds.

Plays read: *The Vagina Monologues, The Panza Monologues, Cloud Nine, Wit, Well, Machinal, Venus, Molora, Metamorphosis, In The Continuum, Human Terrain, Ncamisa! The Women, Clit Notes, Blasted, Art, Omnium Gatherum.*

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (9 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

## **TH793B: World Repertory I**

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Role: Primary instructor for (13 person) graduate core curriculum seminar in regular term; 3 credits.

Course Overview: This graduate level course is the first in a two-part sequence aimed at providing MFAs in Dramaturgy, Directing, and Design with an understanding of theatre history, theatrical texts, and dramatic practices from the ancients through the Renaissance from a global perspective. Graduate students in this course practiced “doing” theatre history from their distinct positions as dramaturgs, directors, and designers through advanced level oral and visual presentations, written expression, and final imaginative projects. Attending to how theatrical and performance “texts” operate within their “contexts,” students honed their abilities to make arguments (written and verbal) about the works we read and to apply these ideas to our greater endeavors as theatre practitioners and as citizens of our global world.

Plays read: *The Oresteia, Molora, Medea, Antigone, Lysistrata, The Bacchae of Euripides, Lady Han, The Love Suicides at Sonezaki, Peking Opera, The Revenger’s Tragedy, The Tempest, Une Tempete, among others.*

Topics included: Broadening our view beyond “Western” Theatre History; ancient Greek theatre; Roman comedy and public spectacle; medieval theatre, carnival & cycle plays; The Nāṭyaśāstra, The Poetics, & Zeami; Siglo de Oro; Elizabethan & Jacobean theatre.

## **Independent Studies (Graduate)**

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Advised MFA Dramaturgy candidate Alison Bowie on a dramaturgy independent study around applying dramaturgy to pedagogy, which led to a conference paper she presented at the Mid-America Theatre Conference (MATC) in Spring 2013.

Advised MFA Directing candidate Carol Becker on a dramaturgy independent study around Sara Baartman in preparation for Suzan-Lori Parks' *Venus* (part of our 40<sup>th</sup> anniversary season dedicated to women).

## SPRING 2013

### **TH100: Introduction to Theatre: The Politics & Poetics of Performance**

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Role: Primary instructor for large (70 person) undergraduate GenEd course in regular term; 4 credits; supervisor to 3 graduate teaching assistants (Paul Adolphsen, Alison Bowie, Adewunmi Oke).

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *War Horse*, *Miss Julie*, *Mother Courage*, *The Vagina Monologues*, *Phallacies*, among others.

Topics included: Brecht & Boal, Theater And/As Sports, 9/11 as Performance, Political Power of *Hair!*, among others.

Note: I adjust the content of this course based on student feedback from the previous year (note revised course title). I scaled back the "Politics" and added more "Poetics" of Performance.

### **TH397R: Contemporary Repertory: Africa**

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Role: Primary instructor for (14 undergraduates plus 1 graduate student) core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this brand new course was offered for the first time in Spring 2013.

Course Overview: Addressing what Steve Tillis calls the problems of the "Standard Western Approach" to teaching the history and literature of theatre—that is, omitting, ignoring, or tagging on as an afterthought Non-Western theatrical traditions—this course focused entirely on performance and theatre in Africa, with a strong emphasis on South Africa. Covering such diverse topics as theatre as/and ritual, syncretic performance (forms that combine multiple genres and cultural traditions), protest theatre, African spirituality and performance, African

film, as well as postcolonial, race, and gender theory appropriate to our study, the course coincided with a week-long residency by South Africa's Magnet Theatre Company, who performed their two-woman show, *Every Year, Every Day, I Am Walking*, and made artist visits to the class. *Ladysmith Black Mambazo*, a Zulu a capella musical group, also performed at the Fine Arts Center in this same semester. And our Department staged Suzan-Lori Parks' play *Venus*.

Plays read: *Every Year, Every Day, I Am Walking, Tegonni, Toufann, Une Tempete, Chocolat* (film), *The Island, A Woman in Waiting, Seriously?, Tsotsi* (film), *District 9* (film), *Ncamisa! The Women, Dilemma of a Ghost, The Rebellion of the Bumpy-Chested, Venus, Ubu and the Truth Commission, Mies Julie*

Additional topics: Egungun masquerades, Pieter Dirk Uys as Evita Bezuidenhout, Peter Van Heerden's *Abjected Whiteness*, among others.

Note: Paul Adolphsen, my graduate student, joined the course and I adjusted his workload accordingly, asking him to lead discussions/lectures twice and submit additional written work. He wanted to focus on how best to teach non-Western material to American students and we worked closely on this throughout the semester. He developed an abstract and then a full conference paper, which he presented at ASTR in November 2013.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (6 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculties participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

## **Independent Study (Graduate)**

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Advised MFA Dramaturgy candidate Paul Adolphsen on a dramaturgy independent study around the work of South African artists Yaël Farber and Thembi Mtshali-Jones, which led to a conference paper he presented at the American Society for Theatre Research (ASTR) conference in Fall 2013.

### **FALL 2013**

Taught above load during Research Intensive Semester

## **HON391: Africa Performed: Inside & Out**

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Role: Primary instructor for (11 person) undergraduate Honors seminar in regular term, 1 credit; above load. As an Honors Topics course, this one-credit seminar is intended to facilitate contact between Commonwealth College students and departmental faculty in a small, seminar-style



setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved.

Course Overview: AFRICA, with its dynamic clashes of culture, language, religion, politics, and landscape, has historically been depicted and performed as a tapestry of conflicting visions: Antithesis of civilization and the birthplace of humanity. Deep, dark, place of bestial wildness and romantic canvas for Western fantasy. Land of despots, famine and disease...and site of hope. Using performance studies and postcolonial theory as a framework, this course will explore representations of Africa across various media from several vantage points, both inside and out.

## SPRING 2014

### **TH729: Dramaturgy Workshop**

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Role: Primary instructor for Special Topics; co-instructor for graduate seminar (9 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

This graduate level course is designed for MFAs in Dramaturgy, Directing, and Design as a critical exploration of performance theory. It complements practical and text-focused training with theoretical, historical, and contextual frameworks. The course is designed to familiarize students with Performance Theory and key theorists, applicable to their work as aspiring dramaturgs, directors and designers. We cover relevant theory on gender, race, class, sexuality, and postcolonialism as well as theories of acting and directing.

### **Independent Study (Undergraduate)**

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Prior to her participating in the 2014 South Africa study abroad trip, advised BDIC major Annabeth Kelly on a dramaturgy independent study around stand up comedy and women in South Africa.

## SUMMER 2014

### **TH494SI: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for NEW PILOT (14 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; supervisor to 1 graduate teaching assistant (Paul Adolphsen). Piloted course with colleague, Prof. Judyie Al-Bilali.

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

Note: TH494SI is an Integrated Experience course, offering Theater majors multiple chances to reflect thoughtfully about their work as Theater artists, the role of the arts in the larger context of the global world, their future careers, and tie it all together with their past academic work.

Course website: [theatreinafrica.weebly.com](http://theatreinafrica.weebly.com)

### **ENG 397DH: Alternative Theatres: Edinburgh Fringe Festival**

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Role: Co-instructor on Prof Jenny Spencer's (28 person) study abroad program in summer term, 4 credits; above load. Supervised a cohort of 12 students in the group, graded their work, and met with them throughout the festival to discuss the work we saw.

**Course Overview:** Focused around the Edinburgh Fringe Festival in Scotland, students see new plays and cutting edge international performances. The course is designed to help students navigate the Fringe Festival with confidence, exposing them to fresh, inspiring, cutting-edge theater that will change the way they see the world.

Course website: <http://www.edinburghfestivalcourse.com>

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### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for NEW (80 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Glenn Proud). Piloted the course as a Team-Based Learning (TBL) class.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Celluloid Shakespeares, Rom-Com Formula and Gender Norms, Disney's Public Pedagogy, Performing our Virtual Selves, *Reel Bad Arabs*, Africa in the Media, Nassim Soleimanpour's *White Rabbit*, *Red Rabbit* staged reading.

### **TH322: Modern Repertory**

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Role: Primary instructor for undergraduate seminar (23 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: This course covers a fascinating, volatile and fruitful period in theater history from the 19<sup>th</sup> century into the early 20<sup>th</sup> century, covering a variety of performance and theater case studies, including the rupture of realism and its subsequent rise, avant garde theatrical movements (Dada, surrealism, futurism), Theatre of the Absurd, blackface minstrelsy, the Federal Theater Project, theater riots, and women's and queer issues. Classes involved lecture, small discussion, Junior Year Writing workshops, multimedia resources, class presentations, and written work. Taking a New Historicist approach to our study, the course focused on examining texts within their networks of material practices and their sociopolitical and historical contexts.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (4 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

### **Independent Study (Undergraduate)**

Advised Theater major Conor Dennin on a dramaturgy independent study around our Fall production of the musical *A New Brain*.

## **SPRING 2015**

## **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for second iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Samantha Doolittle). Continued the course as a Team-Based Learning (TBL) class.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Rom-Com Formula and Gender Norms, Disney's Public Pedagogy, Performing our Virtual Selves, *Reel Bad Arabs*, Africa in the Media, Nikoo Mamdoohi (guest artist for Iran), Brett Bailey's *Exhibit B*.

Team-based projects: Radio Drama, Social Media Research Project, Culture Jam.

## **HON 391: White Lines: Whiteness, Privilege, & Performance in Contemporary Society**

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Role: Primary instructor for NEW (13 student) undergraduate Honors Topics Seminar in regular term, 1 credit; above load. As an Honors Seminar course, this one-credit seminar is intended to facilitate contact between first year students and departmental faculty in a small, seminar-style setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved.

Course Overview: This course engages students in an in-depth exploration of the multi-dimensional and highly fraught nature of race in contemporary culture by focusing on the performance of whiteness. As an imagined category of identity that has material consequences on bodies, both those within its sphere of privilege as well as those who are excluded from it, whiteness is supported by cultural systems at every level. As a discursive category and a lived practice, whiteness involves a constant public presentation, or staging; whiteness is maintained through its reiterated and stylized performance. In this course, we unpack what whiteness (the racial category and the lived experience) is, and explore how whiteness functions in our contemporary social world. We explore its invisibility and ubiquity in popular culture, its power dynamics, and the way in which whiteness gets performed in personal and public life in the USA and elsewhere in the world.

Using examples from various cultures—American, Canadian, British and South African—we will ask the following kinds of questions: What makes someone “white”? How has whiteness come to be the default category of existence? Why can we see people of color as raced bodies and yet whiteness is an invisible default? How is whiteness part of (or the center of) a system of institutional and cultural privilege? What are the stakes, burdens, benefits, and pitfalls of being/performing white? Not white? How might one perform “ethically” as a white person? What options exist for whiteness at this point in history? *While the subject of the course is focused on whiteness, it is not intended to be limited to white people. Everyone is welcome to join this conversation!*

TOPICS: Race & Whiteness: Definitions, Race as a Social Construct, White Privilege & Intersectionality, Peggy McIntosh “The Invisible Knapsack,” Tim Wise’s *White Like Me*, Nancy Buirski & Elisabeth Haviland James’ *The Loving Story*, W.E.B. du Bois’ “The Souls of White Folk,” Whiteness Post-Ferguson, allyship, Angry White Men, Performing Whiteness in South Africa: *Die Antwoord*, White Rappers, Iain “Ewok” Robinson’s *Seriously?*, Brett Bailey’s *Exhibit A/B: Reversing the Colonial Gaze*, Whitney Dow’s *The Whiteness Project* (2014), white trash.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (4 students) in regular term; 3 credits. Session leader: Megan Lewis.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a

45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

Topics: Season shows: *Cat on a Hot Tin Roof*, *Tennessee Williams: Gender Play in 2015 and Beyond*, *Playlab*, *Dead Man's Cell Phone*, Topics: Promoting our "signature" talk back series, Season Selection: Successful Models, Northeastern Dramaturgy Retreat, Multicultural Theatre Conference.

## SUMMER 2015

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for (21 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; 19 undergraduates (from UMass, Tufts, and Illinois State University) plus 2 graduate students (from UMass). Co-pilot: Paul Adolphsen (former graduate student; TA in 2014).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

Summer 2015 summary article:

<http://www.umass.edu/theater/stagesoctober2015.php#southafrica>

## FALL 2015

### **FYFS: White Lines: Whiteness, Privilege, & Performance in Contemporary Society**

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Role: Primary instructor for (9 person) undergraduate First Year Faculty Seminar (FYFS) in regular term, 1 credit; above load. Adapted HON391 seminar for FYFS. This one-credit seminar is intended to facilitate contact between first year students and departmental faculty in a small, seminar-style setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved around a topic the professor is passionate about.

Course Overview: This course engages students in an in-depth exploration of the multi-dimensional and highly fraught nature of race in contemporary culture by focusing on the performance of whiteness. As an imagined category of identity that has material consequences on bodies, both those within its sphere of privilege as well as those who are excluded from it, whiteness is supported by cultural systems at every level. As a discursive category and a lived practice, whiteness involves a constant public presentation, or staging; whiteness is maintained through its reiterated and stylized *performance*. In this course, we unpack what whiteness (the racial category and the lived experience) is, and explore how whiteness functions in our contemporary social world. We explore its invisibility and ubiquity in popular culture, its power dynamics, and the way in which whiteness gets performed in personal and public life in the USA and elsewhere in the world.

Using examples from various cultures—American, Canadian, British and South African—we will ask the following kinds of questions: What makes someone “white”? How has whiteness come to be the default category of existence? Why can we see people of color as raced bodies and yet whiteness is an invisible default? How is whiteness part of (or the center of) a system of institutional and cultural privilege? What are the stakes, burdens, benefits, and pitfalls of being/performing white? Not white? How might one perform “ethically” as a white person? What options exist for whiteness at this point in history? *While the subject of the course is focused on whiteness, it is not intended to be limited to white people. Everyone is welcome to join this conversation!*

TOPICS: Race & Whiteness: Definitions, Race as a Social Construct, Donald Trump, white allyship, White Privilege, Intersectionality, Peggy McIntosh “The Invisible Knapsack,” Tim Wise, *White Like Me*, Nancy Buirski & Elisabeth Haviland James’ *The Loving Story*, Whiteness Post-Ferguson, Angry White Men, Performing Whiteness in South Africa: Die Antwoord, Iain “Ewok” Robinson, and Brett Bailey, White Rappers, white trash.

### **TH334: Contemporary Repertory: Women**

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Role: Primary instructor for (27 person) undergraduate core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this course is now a permanent part of our curriculum.

Course Overview: TH334 explored the ways in which women voice themselves and their concerns through theatre and performance in our contemporary moment. We examined how texts from the US and abroad intersect with politics, make meaning in culture, participate in intellectual debates, pose questions for us to reflect on, or call us to action. Students examined the texts we read and viewed within their networks of material practices and their sociopolitical and historical contexts. Framing our discourse through feminist, postcolonial, gender and queer theory, we unpacked how women playwrights and performance artists are articulating, reflecting upon, challenging, or otherwise engaging their worlds.

Plays read: *The Vagina Monologues*, *Machine*, *Venus*, *Molara*, *Metamorphosis*, *Father Returns Home from the War*, *Vinegar Tom*, *The Syringa Tree*, *Mies Julie*, *Love & Information*.

Other media: Female Performance Artists, documentary film: *Miss Representation*, fiction film: *Chocolat* by Claire Denis, filmed plays: *Ncamisa! The Women* by Pam Ngwabeni, *The Panza Monologues* by Virginia Grise and Irma Mayorga, *A Woman in Waiting* by Thembi Mtshali-Jones.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (2 enrolled students; 2 second year MFAs audited) in regular term; 3 credits. Session leader: Harley Erdman.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

Topics: Season shows (Fall): *Marie Antoinette* by David Adjmi; *Donny Johns*, a new musical by Gina Kaufmann, Harley Erdman & Aaron Jones. Spring: *Love and Information* Art, Legacy & Community/Collidescope 2.0 Topics: Talkbacks, Dramaturg's "Elevator speech," Dramaturg as Producer-Curator, Dramaturging New Works, CVs & resumes, Global Dramaturgy, Publicity.

## **SPRING 2016**

## **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for third iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 2 graduate teaching assistants (Finn Lefevre & Claudia Nolan). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.



Topics included: Myths & Countermyths around The American Dream, Performing our Virtual Selves, Mythic Africans, *Reel Bad Arabs*, Nikoo Mamdoohi (guest artist for Iran), Conor Dennin staged reading of *Wings of a Butterfly* a new play about the Arab Spring.

Team-based projects: Radio Drama, Culture Jam, Documentary Theatre Project.

## SUMMER 2016

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

Role: Primary instructor for (expected: 25-30 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; co-pilot: Glenn Proud (former graduate student; participant in 2015).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

## FALL 2016

### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

Role: Primary instructor for fourth iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Claudia Nolan). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics.

**Course Overview:** As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced?

Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Myths & Countermyths around The American Dream, Performing our Virtual Selves, Mythic Africans, *Reel Bad Arabs*, Nikoo Mamdoohi (guest artist from Iran), Disney.

Team-based projects: Radio Drama, Culture Jam, (Re)Imagineering Disney Theatre Project.

## SPRING 2017

### **TH729: Performance Theory**

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Role: Primary instructor for Special Topics: Performance Theory; (10 students) in regular term; 3 credits.

Course Overview: This graduate level course is designed for MFA candidates in Dramaturgy, Directing and Design as a critical exploration of performance theory as it applies to the art of theatremaking. It aims to foster the act of reflecting on creative choices in performance, both as audiences and theatre creators. It complements practical and text-focused curriculum and training with theoretical, historical, and contextual frameworks. In the course, we will consider some of the important ways in which theatre/performance functions in human societies and will investigate the connections between theatre/performance and theory from a selection of theoretical and historical perspectives that students can add to their creative toolboxes.

The course is designed to expose MFA students to some of the key theorists of theatre and performance, including Aristotle, Bharata, Boal, Bogart, Brecht, Brook, Grotowski, Hall, Mnouchkine, Stanislavski among others. The course covers vital theoretical issues and topics that apply to the art of theatre-making, or theory and/in practice, including: theatre as a sensory or affective experience, audience reception, interculturalism, staging race, gender and (dis)ability, theatre as a political act, and performing and directing bodies.

Students practice summarizing and introducing theories and their authors to their peers, journal about how each unit under study might inform their practice as theatre artists, write a personal theatre manifesto, and, in teams, apply theory to three practical case studies, which are likely to arise in the life of an active theatre artist: 1) the issue of colorblind casting, 2) the question of staging nudity, and 3) the ethics of performing violence or trauma on stage.

## SUMMER 2017

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for (23 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; co-pilot: Prof Priscilla Page (colleague).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

## FALL 2017

### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for fifth iteration of (80 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Gaven Trinidad). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics. Taught in new Flex Class in newly renovated South College.

**Course Overview:** As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Myths & Countermyths around The American Dream, Black America, Native America, Mythic Africans, *Reel Bad Arabs*, Counter-mythic Africa, devised theatremaking.

Team-based projects: Radio Drama, Culture Jam, Devised Documentary Theatre Project.

## **TH397L: Theaters of Dissent**

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Role: Primary instructor for experimental seminar on Theaters of Dissent in response to the 2016 election. 15 undergraduates and 4 graduates in regular term; 3 credits; 3 undergraduates from Five Colleges.

Course Overview: From Aristophanes' anti-war satire, *Lysistrata*, to reenactments of combat trauma by Iraq Veterans Against the War (IVAW), from Henry "Box" Brown (a black slave who escaped a Virginia plantation by mailing himself in a crate to an abolitionist in Philadelphia in 1849) to ACT UP! AIDS activism in the 1980s and 90s, artists across human history have confronted social injustice and played a dissenting role in society.

Performing artists use bodies (their own and those of others, live or animate) to take up space, disrupt the status quo, comment on contemporary states of/and affairs, and to (re)imagine human possibilities and connections. Radical protest movements have historically leveraged theatrical *mise en scène* – from costuming and design elements to performance tactics, choreography, visual coding, and live bodies engaging audiences, passively, confrontationally, loudly or silently.

In our current political climate, the role of the artist is charged with a renewed urgency and relevance. As the spectre of fascism rears its dragonhead, and as white supremacist, Islamophobic, sexist and anti-LGBTQ rhetoric and action are given renewed license for expression in Trump's America, what role can artists play in countering hate speech and hate acts, social injustice, the corporate oligarchy, and media complicity? In other words, how can/do/are/should artists perform(ing) dissent in our contemporary world?

We learn about, and then *make*, pieces of dissenting performance art in this upper level undergraduate course in the Department of Theater (grads are welcome to take it for graduate level credit).

Topics covered:

- The Black Arts Movement in the 1960s, the intersection of race, politics and performance
- Protest Theatre in the 1970s in apartheid South Africa, nimble political theatre, evading the censors, and queer satire (Pieter-Dirk Uys)
- Feminist body artists of the 1970s and today, performing women, challenging gender norms, taking up space, leveraging the nude female body, punking patriarchy

- Act Up! (AIDS Coalition to Unleash Power) AIDS activism in the 1980s, the staging of political funerals, mass demonstrations, and using bodies as a canvas for social change
- Radical Chicx Theater, agit-prop, actos, and guerilla theatre
- The Lysistrata Project (03/03/03), Kathryn Blume and Sharron Bower's worldwide peace protest initiative around the Iraq disarmament crisis
- Street art, graffiti and hip hop artistic practices from the Bronx to Banksy, Ai Weiwei to Dread Scott
- Culture jamming in contemporary media culture, anticorporate media manipulation, adbusting, identity correction and more
- Political protests such as #FeesMustFall and #RhodesMustFall, Black Lives Matter, antifa, the 2017 Women's March, Code Pink and Pussy Riot

### **SPRING 2018 (Semester at Sea)**

#### **TH141 Introduction to Theatre**

Enrollment: 20 undergraduate non-majors from a variety of institutions; 2 high school students (3 credits)

Students in TH141 Introduction to Theatre will:

- EXPERIENCE the art, craft, and practice of theatre across a variety of global traditions, in written, digital and live form, and across multiple genres;
- UNDERSTAND the various building blocks of theatre: playwriting, directing, acting, costume, scene/lighting design, dramaturgy, structure, and storytelling;
- EXPLORE both the poetics and politics of theatre-making;
- UNDERSTAND theatre as both a reflection of the social world from which it emerges AND a social and political entity capable of impacting the world; and
- PRACTICE MAKING theatre — by staging a final project as a group.

We explore what theatre is, who makes it, and how they turn words on a page into meaning on a stage. You will gain an understanding of the various components of theatre: playwriting, directing, acting, costume, scene/lighting design, and dramaturgy. We will explore how theater involves both POETICS (the art, craft, and creative choices involved in making theater) and POLITICS (the ways in which theater and performance reflect and make meaning in our culture, serve as sites of engagement and dissent with society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.) We will learn how to do a close reading of a playtext, study play structure and storytelling techniques, examine how playwrights, directors, and designers create for the theatre, and analyze how actors' bodies read (differently) on stage. And we will learn about various genres of theatre, from musical theatre to performance art.

Plays we study include: Lysistrata by Aristophanes; Every Year, Every Day I Am Walking by Magnet Theatre, the musical Hamilton; and Ubu & the Truth Commission by Jane Taylor and

Handspring Puppet Company. We will read and discuss plays in class, and see performances (live on excursion and via video recordings in class), and have the chance to make theatre in short group projects (no prior theatre experience necessary).

This course includes a Field Class in Ho Chi Minh City, Vietnam (25% of course grade with reflective writing assignment): ***Vietnamese Performing Arts in Action: Water Puppetry and Music-Making***

Students experience two forms of Vietnamese performing arts: water puppetry and musical training and performance. First, we will visit the SOUL music academy, a renowned youth music school in Ho Chi Minh City. Following a tour of the campus and some introductions and lectures by staff, including the potential observation of music classes in session, students have the unique experience of viewing the Voice Kids of Vietnam – the famed chorus of which Mr. Thank Bui of the SOUL Academy has been affiliated as a coach – and the chance to play an array of traditional Vietnamese instruments. Next, we will travel by bus to Tao Dan Park for dinner, followed by a Water Puppet Show and hands-on puppet manipulation lesson at the Golden Dragon Water Puppet Theatre. Back on board the ship, we will end our evening reflecting on these art forms, the experience of live puppet theatre, and culturally different performances.

### **SPCM357 Film & Social Change**

Enrollment: 31 undergraduate non-majors from a variety of institutions; 3 lifelong learner auditors (3 credits)

This course is designed to introduce students to the ways in which the medium of film participates in efforts towards social change across the global landscape. Students gain an understanding of the relationship between artistic expression, culturally-specific context, societal impact, and political efficacy in films addressing social change. We will look at the documentary film as a form of “intelligence work” (Kahana) in culture and a “social imaginary” (Taylor) that helps us “envision the collective consequences of our thoughts and actions (Kahana 1). We will watch documentary films tied to the places we will visit on our Spring 2018 voyage. Films include: Jack Shaheen’s *Reel Bad Arabs* (Middle East, 2006), Jehane Noujaim’s *The Square* (Egypt, 2013), Ai Weiwei’s *Never Sorry* (China, 2012), Michael Patrick Kelly’s *Operation Lysistrata* (USA, 2006), Emile de Antonio’s *In the Year of the Pig* (Vietnam, 1968), Robert K. Lieberman’s *They Call It Myanmar: Lifting the Curtain* (Myanmar, 2012), Deborah Hoffman and Frances Reid’s *Long Night’s Journey Into Day* (South Africa, 2001), Connie Field’s *Have you Heard from Johannesburg?* (South Africa, 2010), Gillo Pontecorvo’s *Battle of Algiers* (USA/Algeria, 1967), (Raoul Peck’s *I Am Not Your Negro* (USA, 2016), and Ava DuVernay’s *13TH* (USA, 2016). We will see films (in and outside of class) and engage in rigorous dissection of the films in class discussion. Themes we will explore include: the “intelligence work” the films we watch are engaged in; the ethics of representing self and other in documentary film; the role of art as activism; documentary and democracy in Asia and Africa; and issues of race and racism in documentary film.

Students in SPCM357 Film & Social Change will:

- discover the ways in which the medium of film participates in efforts towards social change across the global landscape, exploring the relationship between artistic expression, culturally-specific context, societal impact, and political efficacy in films addressing social change;
- examine the documentary film as a form of “intelligence work” (Kahana) in culture(s) and as a “social imaginary” (Taylor) that helps us “envision the collective consequences of our thoughts and actions (Kahana 1);
- appreciate the methods of the documentary filmmaker, including conventions and techniques, ethics and politics;
- understand the social contexts in and out of which documentary films emerge;
- reflect on our learning and discoveries in short written responses and in-class discussion.

This course includes a Field Class in Hawaii (25% of course grade with reflective writing assignment): ***Study the impact of climate change on island nations in Honolulu*** Paired with Fisher Steven’s film *Before the Flood*, featuring Leonardo DiCaprio, and *An Inconvenient Truth* by Al Gore, we hear from expert climate change scientist, Dr. Charles “Chip” Fletcher from the University of Hawaii about his research on the impact of climate change on island nations. We will also meet with Nainoa Thompson and other sailors from the Polynesian Voyaging Society, and tour Hokule’a, the indigenous wa’a canoe on which they circumnavigated the globe gathering signatories from island nations impacted by climate change. During their three-year voyage around the world, the PVS sailors used only traditional Polynesian navigation knowledge of the ocean, stars, weather (no instruments or GPS) and reached 150 ports, 23 nations and territories spreading their message of “Malama Honua,” or “caring for the island earth.”

### **E245 World Drama**

Enrollment: 15 undergraduate non-majors from a variety of institutions; 1 enrolled high schooler (3 credits)

In this globally-focused course, we:

- READ a variety of dramatic texts from several different cultural locations;
- ANALYZE these texts within their sociopolitical, cultural, and historical contexts;
- APPRECIATE diverse cultural identities through several distinct dramatic and theatrical traditions; and
- ARTICULATE ideas, reactions, and interpretations to drama both orally and in writing.

We read dramatic literature from across the world, and across history, in order to gain insights into the cultures we will encounter on our Spring 2018 voyage, including ancient Greece, medieval Japan and China, India, South Africa, Ghana and the USA. We gain an understanding of the dramaturgy of plays, dramatic storytelling, and how plays are structured and work internally, as well as how they work as “texts” in their larger cultural “contexts.” We read, view, and discuss plays in class, write short responses to works we encounter, see performances (live on excursion and via video recordings in class), and even have the chance to stage short scenes in small groups (no prior theatre experience necessary).

Students will write 3 response papers of 3-5 pages after each of the major geographic areas we visit: Japan, India, Africa. In these papers, students will examine major discoveries, pose questions, and discuss theatrical and dramatic issues that they learned about in this region of the world.

In a final synthesis essay, students will reflect on the global dramatic storytelling they have studied, tying themes or trends they identify together, comparing and contrasting regional differences, and articulating how, why, and in what way different cultures across our Spring 2018 voyage use theatre and drama to express their unique cultural identities.

In E245 World Drama, students will:

- READ and DECONSTRUCT a variety of dramatic texts (and see performances) from several different cultural locations;
- APPRECIATE diverse cultural identities through several distinct dramatic and theatrical traditions;
- ANALYZE texts within their sociopolitical, cultural, and historical contexts;
- INTERPRET texts using historical and theoretical frameworks and test them in performance using video sources as well our own bodies and voices;
- ARTICULATE ideas, reactions, and interpretations to drama both orally and in writing.

This course includes a Field Class in Osaka, Japan (25% of course grade with reflective writing assignment): ***From Page to Stage: Japanese Kabuki in Performance***

Accompanied by an expert guide on kabuki, we will travel to Osaka-city, where we will visit the famous Osaka Shochikuza Theatre. We will attend a performance of Kabuki, featuring the most famous onnagata performer working today: Bando Tomasaburo. As is customary, a bento box dinner will be provided between the acts of the play. Students will learn about the conventions of this traditional Japanese performing art and then see them live in action on the stage, from stage design to period costuming, canonical scripts to spectacular theatrical conventions, musical support and actor fan culture. Post-shows reflections will explore the difference between a play on the page and it live on stage, how we read/experience live theatre and encounter culturally different performances, how gendered bodies read on stage, the impact of costume and makeup, and the effect of spectacular stagecraft practices to the unique cultural form of storytelling.

## FALL 2018

### FYFS 197: Faculty First Year Seminar: Film and Social Change

Inspired by the success of the course at Semester at Sea, I adapted my Film and Social Change course for a seminar of 19 UMass first year students.

We watched and discussed the following films:

- Jack Shaheen's thesis on how Hollywood vilifies a people, ***Reel Bad Arabs*** (2006) - USA/Middle East.
- ***The Square*** by Egyptian-American filmmaker Jehane Noujaim, which documents the Arab Spring in Tahrir Square in Cairo (2013) - Egypt



- ***Before the Flood*** by Fisher Stevens with Leonardo DiCaprio, the millennial generation's version of Al Gore's film *Inconvenient Truth*, about the impacts of global climate change (2016) - USA
- ***They Call It Myanmar: Lifting the Curtain*** by Robert H. Lieberman, about isolated Burma's emergence into the independent country of Myanmar and its consequences (2011) - USA/Myanmar
- Ava Duvernay's original film ***13TH***, based on Michelle Alexander's book *The New Jim Crow*, about the American carceral state (2016) - USA
- ***White Right: Meeting the Enemy***, Deeyah Khan's doc about the alt-right movement (2018) - USA
- ***Never Sorry*** by Ai Weiwei, about the role of art in speaking truth to power (2012) - China
- ***Amandla! A Revolution in Four-Part Harmony*** by Lee Hirsch, a documentary about the role of protest music in the anti-apartheid struggle (2002) - South Africa
- ***Pussy Riot: The Movement***, Natasha Fissiak's doc about punk-rock feminist activists Pussy Riot (2013) - Russia.

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### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

Role: Primary instructor for (62 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Bianca Dillard). Ran the course as a Team-Based Learning (TBL) class.

See detailed description above.

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### **TH793B: World Repertory I**

Role: Primary instructor for (14 person) graduate core curriculum seminar in regular term; 3 credits.

See detailed description above.

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### **TH729: Dramaturgy Workshop**

Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

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## **SPRING 2019**

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### **TH320 Classical Repertory**

Role: Primary instructor for undergraduate seminar (22 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: What is the human impulse to perform and where do we locate the origins of theatre and performance? What do ancient forms of theatre and performance offer us as contemporary artists? What can classical Greek, Roman, Japanese, Chinese, Indian, and medieval European forms of theatre teach us about the nature of performance and the ways human beings tell stories in embodied ways? Addressing what Steve Tillis calls the problems of the “Standard Western Approach” to teaching the history and literature of theatre—that is, omitting, ignoring, or tagging on as an afterthought Non-Western theatrical traditions—this course will focus on non-Western forms alongside European theatrical traditions. Using an adapted team-based learning (TBL) framework, this class offers students the opportunity to collaborate in small groups across the semester on several team projects, modeling the kind of collaborative process inherent in the discipline of Theatre. As a Junior Year Writing Program (JYWP) certified course, students will also have the opportunity to work on and hone their written skills.

The research questions we will use to guide our study include:

1. ARCHIVAL RECORD: How do we know about theatre in the time period? What sources are extant? What are the traces of ancient performance we can find? What, for example, can egungun masquerades or the Abydos Passion Play tell us about ancient African performance? Or the Rabinal Achi about ancient Mayan performance? Or Greek phyllax vases about Greek theatre?
2. GENRE: What are the genres specific to this given period? How do we explain the (over)emphasis on tragedy in the ancient world - and how might comedy fit into the picture? What comic practices do we know about at any given period in time? What about blended forms (tragicomedy)?
3. THEORIES: What is the purpose and practice of theatre, based on three ancient theoretical texts: Fushikaden (Japan), Natyasastra (India), Aristotle’s Poetics (Greece)? How are these three cultural texts similar or different?
4. GLOBAL VISION: How do we overcome what Steve Tillis calls “Standard Western Approach” to understanding theatre history? What does ancient “World Theatre” or “Global Theatre” look like? What is happening elsewhere in the world when we focus on European drama at given moments in history?
5. SPACE: How do theatrical spaces function, and change, over history? What do the different spaces where theatre happens tells us about the cultures that produced them? The relationship between audiences and performances? The kinds of storytelling that can/do/happen there?
6. MISE EN SCENE: What does theatre/performance look like in this time period? What are the creative practices used to tell stories on stage? How are actors costumed, sets dressed, magic made, effects produced?
7. AUDIENCES: Who are the audiences for this age of theatre? Who is included and who is excluded? What is the relationship between audience and performer/action? How are audiences expected to behave/not behave?
8. FUNDING/PATRONAGE: How is theatre funded and produced? Who is in charge? What relationship is there between funders and content at this moment in history? How do the ethics, morality, or politics of the day apply to theatre in this time period?

9. GENDER ROLES: Why is cross-dressing such a central part of theatre history traditions across different cultures? How are these traditions similar or different? How do we reconcile the role of women in ancient times and places with how they are depicted in ancient playtexts?
10. POLITICS: How does the dramatic literature of a given period reflect, respond to, or reimagine the political climate of the day? How are art and politics in conversation with one another? What might we learn from this period to apply to art-making today?

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### **TH620: Theaters of Dissent**

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Role: Primary instructor for permanent upper level seminar on Theaters of Dissent. 8 undergraduates and 3 graduates in regular term; 3 credits.

See detailed description above.

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### **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

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## **FALL 2019**

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### **FYFS 197: Faculty First Year Seminar: Film and Social Change**

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I taught my Film and Social Change course again for 19 UMass first year students.

We watched and discussed the following films: *Reel Bad Arabs* (2006); *The Square* (2013); *Before the Flood* (2016); *They Call It Myanmar: Lifting the Curtain* (2011); *13TH* (2016); *White Right: Meeting the Enemy* (2018); *Never Sorry* (2012); *Amandla! A Revolution in Four-Part Harmony* (2002); and *Tough Guise* by Jackson Katz, about media representations of masculinity (1999) – USA.

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### **TH793D: World Repertory II**

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Role: Primary instructor for (12 person) graduate core curriculum seminar in regular term; 3 credits.

Course Overview: This graduate level course is the second in a two-part sequence aimed at providing MFAs in Dramaturgy, Directing, and Design with an understanding of theatre history, theatrical texts, and dramatic practices from the neoclassical era to the present.

Plays read: August Strindberg's *Miss Julie*; Yael Farber's *Mies Julie*; Alfred Jarry's *Ubu Roi*; Jane Taylor, William Kentridge & Handspring Puppet Co's *Ubu and the Truth Commission*; Lin-Manual Miranda's *Hamilton*; Jean Genet's *The Balcony*; Bertolt Brecht's *Mother Courage*

*& Her Children; Caryl Churchill's Cloud Nine; Wole Soyinka's The Bacchae of Euripides; Ntozake Shange's for colored girls who have considered suicide when the rainbow is enuf; Eve Ensler's The Vagina Monologues; Ota Shogo's Water Station; Magnet Theatre's Every Year, Every Day, I Am Walking.*

Topics included: Broadening our view beyond "Western" Theatre History; neoclassical French theatre and Moliere; The Female Wits; Restoration Comedy; Italian opera; Hamburg Dramaturgy; Romanticism & *Gesamtkunstwerk*; Craig & Appiah; 19<sup>th</sup> century popular entertainments, including human zoos, minstrelsy, melodrama, vaudeville and burlesque; realism, naturalism & the well-made play; political puppetry; Stanislavsky; the history of stage lighting; theatrical avant gardes and Theatre of Absurd; Brecht; physical theatre; and feminist, queer, black and other political theatres.

### **TH729: Performance Theory**

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Role: Primary instructor for Special Topics: Performance Theory; (8 students) in regular term; 3 credits.

See detailed description above.

### **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

## **Pedagogical Publications**

(Copies available upon request)

"Hyperlinking and Thinking through Theatre History: Haiti, Hotel California, Woyzeck, Hegel and Back Again." Co-authored with William Daddario. *Theatre Topics* 22:2, September 2012

"What's in a Name: Multiculturalism and its Limits." *ASTR Online Issue on Theatrical Grammars of Diversity and Difference*, Spring 2012. <http://www.astr.org/featured-news/309-whats-in-a-name-multiculturalism-and-its-limits>

*Politics & Performance: Theatre in the 20<sup>th</sup> century*

8 audio lectures for The Crescite Group; producer: John Alexander (Spring 2014)

*All the World's a Stage: A History of the Theatre*

8 audio lectures for The Crescite Group; producer: John Alexander (Summer 2013)



In 2015, I was immensely honored to receive the campus-wide Distinguished Teaching Award.

With my Chair, Penny Remsen, at the Awards Dinner.

Story on The College of Humanities and Fine Arts' webpage.

<https://www.umass.edu/hfa/news/theater-professor-megan-lewis-receives-umass-distinguished-teaching-award>

A screenshot of the HFA website's news page. The header includes the HFA logo and the text "College of Humanities &amp; Fine Arts". Navigation links for "NEWS", "EVENTS", "PHOTOS", "VIDEO", and "CONTACT" are visible. Below the header, there are links for "About", "Academics", "People", "Research", and a red "GIVE" button. The main content area features a "News" section with a "SUBSCRIBE" button and a list of "Recent News Stories". The first story is highlighted with a large image of Megan Lewis speaking at a podium. The headline for this story is "Theater Professor Megan Lewis receives UMass Distinguished Teaching Award". The date "Monday, March 30, 2015" is displayed below the headline. A "SHARE THIS ARTICLE" button with social media icons is also present.

Recent News Stories

- Journalist from Ghana to speak with UMass History Professor on NEPR Thursday, February 11, 2016
- FAC Director Dr. Willie Hill part of CBS special about the history of Super Bowl entertainment Tuesday, February 2, 2016
- Professor Chris Appy to give talk on his new book Tuesday, February 2, 2016
- Travel to Italy with HFA – Appreciating Food & Art with Professor Roberto Ludovico Wednesday, January 27, 2016
- World-class choreographer Helen Pickett works with "gung-ho" Dance majors over Winter break Tuesday, January 19, 2016
- Here to Career Friday, December 11, 2015

News Archive

News

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Theater Professor Megan Lewis receives UMass Distinguished Teaching Award

SHARE THIS ARTICLE

Monday, March 30, 2015

The College of Humanities and Fine Arts and the Department of Theater are proud to announce that Professor Megan Lewis has received the UMass Distinguished Teaching Award, a university-wide honor granted to only a select handful of faculty members annually. Lewis is the first member of the theater faculty to receive the award since the late Doris Abramson, a department founding member, received it in 1978.

Lewis, who joined the department in the 2011-2012 school year, received the award on the strength of her passion and skill for teaching both general education and advanced theater courses, her embrace of modern technologies to engage students, and a breadth of course topics that ranges from the arts in South Africa to drama and the media. Student reviews of her classes consistently speak to her enthusiasm and also mention the way Lewis successfully encourages students to engage with potentially intimidating or hot-button topics. "Professor Lewis made this class of 80 feel like a class of 20," one student said.



Megan is a consummate teacher, an inspiration in her classrooms who is always committed to honing her skills so that she can impact each new generation of students. She has curricular vision and has developed some thrilling new courses for our department and this university. It is an incredible honor for a pre-tenure faculty member like Professor Lewis receive this award. I believe it stands as an exemplar of how faculty in the arts can make a significant and impactful difference in the lives of the students on this campus and I offer her my congratulations.

Lewis originally hails from South Africa but has lived in the United States for many years. She came to UMass Amherst by way of Minnesota; she received her PhD in theater from the University of Minnesota, where she also taught theater, media and film courses for several years. Lewis's areas of interest as a teacher and scholar include the staging of national identity, gender, and race in a variety of performance media—including monuments and public pageants, traditional staged texts, and documentary and narrative films. Her book *Magnet Theatre: Three Decades of Making Space* a collection of essays and interviews about Cape Town-based Magnet Theatre's 25 years of theatremaking in South Africa she is co-editing with Anton Krueger of Rhodes University, is due out in early 2016 from Intellect Books and UNISA (Univ of South Africa). A manuscript, *A Whitely Nation: Performing and Reforming the Afrikaner in South African Theatrical and Public Life*, is currently in review.

Honoring individual excellence, the campus-wide Distinguished Teaching Award is highly competitive and prestigious. Only current students and alumni may nominate faculty for this award. Each year faculty, graduate, and undergraduate student committees review more than 100 nominations in a two-step process of data collection and analysis prior to selecting three faculty and two teaching assistant awardees. Recipients receive a monetary prize and are recognized at both the undergraduate and graduate commencements.

# MULTICULTURAL THEATER CERTIFICATE

This Certificate blends the teaching of history and theory with the practical aspects of theater-making by offering students throughout the university an opportunity to deepen their studies in this important and growing area of arts and academic study.

Work in the classroom is enhanced through internships that bring students into direct contact with professionals in the field at multicultural arts organizations locally, regionally, and nationally. Performances, lectures, and workshops in the Department of Theater and the surrounding Five College area give students hands-on experiences with the artists, artistic forms, and content they are studying.

<http://www.umass.edu/theater/certificate.php>

## Affiliate Faculty



Judyie Al-Bilali • Harley Erdman • Megan Lewis • Priscilla Page • Gilbert McCauley



**2013-2016**

**Student Ratings of Teaching  
For Prof. Megan Lewis**

SRTI (Student Response to Instruction)

For each course:

QUANTITATIVE data is listed first, followed by QUALITATIVE written feedback

# 2013-2016

## THE FOLLOWING COURSE EVALUATION QUANTITATIVE & QUALITATIVE RESPONSES ARE INCLUDED

### Undergraduate

- TH105: Drama & the Media – Performing Mythologies in Contemporary Global Culture
  - p. 3 Fall 2014
  - p. 78 Spring 2015
- FYFS197 Whiteness, Privilege, & Performance in Contemporary Society (First-Year Faculty Seminar)
  - p. 103 Fall 2015
- TH322: Modern Repertory
  - p. 106 Fall 2014
- TH334: Contemporary Repertory – Women
  - p. 132 Fall 2015
- HON391: White Lines: Whiteness, Privilege, & Performance in Contemporary Society (Honors Seminar)
  - p. 153 Spring 2015
- TH494SI/698B Arts & Culture in South Africa
  - p. 168 Summer 2014
  - p. 178 Summer 2015

### Graduate

- TH729: Performance Theory for MFA Dramaturgs, Directors & Designers
  - p. 222 Spring 2014
- TH793B: World Repertory I
  - p. 233 Fall 2015

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 105 Section #:01 Class #: 79216  
Forms returned: 77  
Total enrollment: 80  
Response rate: 96%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	73	4	0	0	0	0	77
		95%	5%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	61	13	2	0	0	1	76
		80%	17%	3%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	56	19	2	0	0	0	77
		73%	25%	3%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	68	8	1	0	0	0	77
		88%	10%	1%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	68	7	2	0	0	0	77
		88%	9%	3%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	69	8	0	0	0	0	77
		90%	10%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	42	26	8	1	0	0	77
		55%	34%	10%	1%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	55	18	4	0	0	0	77
		71%	23%	5%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	66	10	1	0	0	0	77
		86%	13%	1%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	45	19	11	1	0	1	76
		59%	25%	14%	1%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	60	14	2	0	0	1	76
		79%	18%	3%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	56	13	8	0	0	0	77
		73%	17%	10%	0%	0%		

This course is a	
Major requirement	4%
Gen. Ed. requirement	83%
Other requirement	3%
Elective	6%
Missing	4%

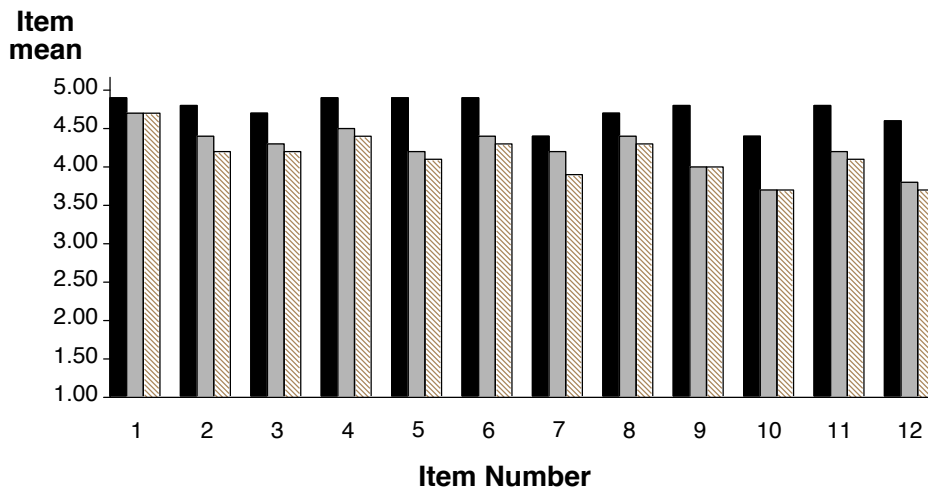
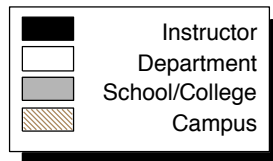
Student class level	
Freshmen	56%
Sophomore	25%
Junior	14%
Senior	3%
Graduate	0%
Other	0%
Missing	3%

Expected grade	
A	27%
A-	36%
B+	22%
B	6%
B-	6%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	1%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 105 Section #:01 Class #: 79216  
Forms returned: 77  
Total enrollment: 80  
Response rate: 96%

				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 3 Resp. rate: 76%		College: HFA # Sections: 125 Resp. rate: 64%		Campus # Sections: 955 Resp. rate: 65%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.22	.	.	4.7	0.24	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.48	.	.	4.4	0.43	4.2	0.54		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.7	0.51	.	.	4.3	0.46	4.2	0.55		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.37	.	.	4.5	0.37	4.4	0.45		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.9	0.42	.	.	4.2	0.52	4.1	0.55		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.31	.	.	4.4	0.47	4.3	0.48		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.4	0.73	.	.	4.2	0.46	3.9	0.58		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.57	.	.	4.4	0.42	4.3	0.46		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.8	0.40	.	.	4.0	0.64	4.0	0.59		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.4	0.78	.	.	3.7	0.48	3.7	0.53		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.48	.	.	4.2	0.53	4.1	0.58		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.6	0.67	.	.	3.8	0.58	3.7	0.59		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

# UNIVERSITY OF MASSACHUSETTS STUDENT RESPONSE TO INSTRUCTION (SRTI) BATCH FORM

**Department Instructions:**

Please complete all the information below for each course section where SRTI forms will be distributed. This batch sheet should be placed on top of the completed course evaluations and sent for processing.

CORRECT MARK



- Use a No. 2 pencil only.
- Fill the circle completely.
- Erase cleanly any changes.
- Make no stray marks.
- Do not fold.

**CLASS NUMBER**

7	9	2	1	6
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3	3	3	3	3
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**SECTION NUMBER**

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**CATALOG NUMBER**

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**TERM**

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WTR          SPR          SMR          FAL

**SECTION ENROLLMENT**

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**SUBJECT**

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**FIRST NAME**

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**INSTRUCTOR LAST NAME**

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The way Megan integrated lessons with YouTube Videos, readings, or performances presentations and so much more into the curriculum. The class was never boring.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing in particular, I was very satisfied with Megan's approach to the coursework.

What suggestions can you offer that would have made this course a better learning experience for you?

The readings sometimes were a bit strenuous and maybe it would be a good idea to switch up the groups once in a while.

Any additional comments?

instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is a very vivacious, exciting + prepared instructor. Her classes were fun to attend + the learning environment she orchestrated was fabulous.  
This course was fabulous and I

What about this course and/or the instructor's teaching of it needs change or improvement?

am so glad that I chose it as my general requirement. Well Done!

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The Group projects were well thought out + did provide me with a unique way of learning about diverse topics.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like that in this class I actually learned things. I wasn't just memorizing information for tests. I was inspired to research politics and what is actually going on in media and throughout the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think one more project should be added as an opportunity to have more grades.

What suggestions can you offer that would have made this course a better learning experience for you?

One more project.

Any additional comments?

My favorite class! 😊



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She always has enthusiasm which clearly translates to the class. Listening to lectures was a joy because of her passion.

What about this course and/or the instructor's teaching of it needs change or improvement?

Because of the class size, individual help feels hard to get

What suggestions can you offer that would have made this course a better learning experience for you?

None. It was great!

Any additional comments?

I loved this class and the way it was taught. Teams worked.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I most enjoy the enthusiasm of the professor and how much effort she clearly put in to wanting us to learn. Her emotional investment made the material more compelling. She also knows how to relate the material to our demographics and current events which is rare and special.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Team Based Approach - I think that working in a team was a very smart approach to the class; I learned better because I felt more comfortable and looked forward to coming to class to see these people. I'm pretty bummed to leave them. Overall I think teams enhance learning and enjoyment and make the class even better.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I feel that team learning worked very well with the group projects since we kept our groups as time went on.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoy the team aspect also the interaction between class and professor/TA.

What about this course and/or the instructor's teaching of it needs change or improvement?

I feel the material is forced/biased in some instances.

What suggestions can you offer that would have made this course a better learning experience for you?

I personally enjoyed anything theater related and would've loved even more than was integrated in the course.

Any additional comments?

In a class with so many different opinions the team aspect really incorporates different ideas and provokes great discussion/learning.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is extremely passionate about the subject and it is very exciting to listen to her lecture on Drama and the Media (especially in Africa!)

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing. Megan did a fine job with this course.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments? Team based learning  
I loved the team based style of this class. It was very interactive and it gave me good experience for the future. The group projects were fun and very informative.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is phenomenal. Not only is she infectiously passionate, but she has made me a better person. She talks and teaches about the things we all think but are too afraid to discuss. This has been my favorite class at UMass so far.

What about this course and/or the instructor's teaching of it needs change or improvement?

Just remind class of readings on moodle ahead of time.

What suggestions can you offer that would have made this course a better learning experience for you?

The groups: try assigning new groups halfway through semester. If I got unlucky and my group always leaves everything till last minute. I end up taking charge and doing the entire projects myself.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The introduction to new mediums of technology to learn. It really helps visualizing what we are talking about in class. One of the best teachers I have ever had, most certainly, deserves the teaching award.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I like the groups because it lets me bounce ideas back and forth between my peers. Everyone has something to offer so why not collaborate.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis did a great job of keeping the class engaged. Very interesting material taught in a way that makes you want to know more about the subject.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing, Professor Lewis made this one of my favorite classes. Other than some difficulty with technologies the class was perfect.

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

My favorite class this semester



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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

By far this has been the best class I have ever taken in my eighteen years of being a student. Megan was always more than prepared to discuss, inspire, and encourage us as students about the course material, I recommend this class to everyone who asks about it.

What about this course and/or the instructor's teaching of it needs change or improvement?

Absolutely nothing.

What suggestions can you offer that would have made this course a better learning experience for you?

The team/group based environment was so conducive for the material. I felt not only excited for class, but excited to work with my group.

Any additional comments?

BEST CLASS EVER

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked having discussions and participating, as well as being in groups. It made the class seem smaller.

What about this course and/or the instructor's teaching of it needs change or improvement?

Need more time to discuss things, so we could go more in depth.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing.

Any additional comments?

I really enjoyed this course and am glad I took it!

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I liked Professor Lewis' enthusiasm for the subject and I liked the people in my group, we all got along well

What about this course and/or the instructor's teaching of it needs change or improvement?

I can't think of anything

What suggestions can you offer that would have made this course a better learning experience for you?

If we'd had a few more individual assignments as well as group ones

Any additional comments?

I can't think of anything

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I liked the group projects and team based learning for the class. The teacher was great and enthusiastic about the subject.

What about this course and/or the instructor's teaching of it needs change or improvement?

More handouts or better note material would be nice. Some concepts are very detailed in text, and are hard to pick up completely.

What suggestions can you offer that would have made this course a better learning experience for you?

More handouts or punctual notes

Any additional comments?

Nope

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She had a true passion for what she taught and it was easy to see that.

What about this course and/or the instructor's teaching of it needs change or improvement?

There is nothing she should change or improve, except possibly going over the readings a little more.

What suggestions can you offer that would have made this course a better learning experience for you?

There are no suggestions I can think of to better the learning experience except for possibly helping to overview of the readings.

Any additional comments?

Group work was a great experience, we all worked great together

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

We learn about things that are relevant and important today.

We need the things Prof. Lewis teaches us brought to our attention so we can be educated enough to change the world for the better.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would not suggest any changes.

What suggestions can you offer that would have made this course a better learning experience for you?

I really enjoyed the team work and the classroom was perfect for this particular class. I never felt like there were actually 80+ people in the room.

Any additional comments?

Every college student should have to take this class.

I am so grateful I enrolled and I give the class (in addition to Prof Lewis + Glenn) my highest praise and recommendation.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I thought professor Lewis was extremely personable and allowed us as students to ask questions and give our opinions

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing other than possibly showing arguments from both sides.

What suggestions can you offer that would have made this course a better learning experience for you?

Not really it was great.

Any additional comments?

The Team projects and having groups was extremely beneficial I felt.

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## University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I like the way that she runs lectures. The visuals are very beneficial to my learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

I did not enjoy working in groups for every assignment, specifically the same group everytime. It did not benefit my learning and prevented me from showing my individual learning and understanding.

What suggestions can you offer that would have made this course a better learning experience for you?

Less group projects and if there are group projects, I would like to work with different people each time.

Any additional comments?

great class, felt like I want to learn more!



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Prof. Lewis is one of the best lecture professors I have had. She makes a large classroom seem small and intimate, and is genuinely interested and engaged in what every student has to say. I look forward to taking more classes with her in the future.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

The team based learning is a new approach for me and I generally enjoyed it. However, I would have liked to see more interaction between the groups. I feel like there were people & groups I would have loved to engaged with but didn't get the chance to.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I really liked how energetic + passionate Prof. Lewis was as she was teaching. She made this class very interesting for me! + I learned a lot.

What about this course and/or the instructor's teaching of it needs change or improvement?

more in class work time for projects because it is sometimes hard to get the whole group of 9 all together w/ such busy schedules but we managed!

What suggestions can you offer that would have made this course a better learning experience for you?

No I thought this was a great class! I enjoyed working in a group + how we kept the same group — allowed us to learn each others work habits/ strengths.

Any additional comments?

would recommend this class!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I absolutely LOVED this course. I must admit - I hate "theater" - I'm not creative or musical or theatrical - I am really scientific + math material. However, Professor Lewis inspired interest in the media and how different people may be affected and provided an insight into a

What about this course and/or the instructor's teaching of it needs change or improvement?

completely different point of view and got me interested in subjects I didn't care about before.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Initially, I was very scared about doing a "team based learning" class. However, it could not have worked out any more beautifully. The group setting helped me expand my viewpoints and "break out of" my comfort zone. I made friends w/ people I never would have thought to establish a relationship, and gained different viewpoints!

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I liked that the class actually taught us about the world around us. Megan presented topics in a way that made them relatable to real life.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was a lot of homework that wasn't related to class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The groups worked great, they gave me friends in the class.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is the best professor I have ever had - hands down. She needs to be recognized for her greatness

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

You were one of the most inspiring and engaging instructors I've ever had. I always looked forward to going to your class, I was never bored, your energy ~~ran off~~ on the class and myself.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only thing is sometimes class was way too biased. I didn't always agree with what was said and felt I couldn't speak up because you felt so strongly about certain topics.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The team based experience was awesome I got to connect with a lot of people I never would have unless I had this opportunity.

# Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I think that Megan Lewis is a brilliant professor with more passion than any type of teacher I've had before. She is very smart and incorporates her unique background into the way she teaches which makes it both interesting and effective. The usage of teams was great as I made friends and learned more.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only thing that I think could be changed is the lengthy readings. Besides that it is great.

What suggestions can you offer that would have made this course a better learning experience for you?

Perhaps shorter readings and videos with questions to respond to as opposed to the long readings and videos.

Any additional comments?

Megan Lewis is the best.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She really loves the topic she teaches  
and that really shines through.

What about this course and/or the instructor's teaching of it needs change or improvement?

Having to watch a lengthy video and  
read a long article for homework is  
too much at once.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I truly enjoyed this class. It delved into topics I had never discussed and never really thought about it. I also think the team base was effective for some but not all. Our group had little cohesion and it might have benefited to switch groups up after the first project.

What about this course and/or the instructor's teaching of it needs change or improvement?

Other than the work in group undertakings, I think it worked well. There were instances where Moodle didn't correspond to the syllabus which was confusing but overall it was very well taught.

What suggestions can you offer that would have made this course a better learning experience for you?

The readings tended to be long and elegant. Some completely went over my head if they were one typed or discussed more in class I feel I could have benefited more.

Any additional comments?

You're clearly a passionate teacher, and I would love for you to use your experiences in time to teach an African or history course. I would take it in a heartbeat.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I love how passionate Prof. Lewis is and how invested she is in her students' learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

Not much, she was a very effective and competent teacher.

What suggestions can you offer that would have made this course a better learning experience for you?

More checks that we are doing our work or more even checks. Sometimes I would watch a movie without any follow-up, so it felt like I didn't even need to watch it, etc.

Any additional comments?

Thoughts on group buses: It worked most of the time. Prof. Lewis was very involved in the planning stages and she was very helpful. She was always available when our group had a question and she often helped us out whenever we hit a dead end.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Everything! Professor Lewis was one of the best teachers I've ever had. She inspired me, and actually helped me decide my major. I liked how much she interacted with students. Readings and lectures were always valuable. She encouraged discussion and active engagement, not only in the course materials but in ~~the~~ our communities.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing. I would have loved to get more detailed feedback, but since it's a large class, I understand how hard that is. A little more personal interaction would be nice as well.

What suggestions can you offer that would have made this course a better learning experience for you?

The class was wonderful! Maybe give more time for group work in class. Loved how group oriented it was. Really made a large class feel intimate! Thank you Megan for a wonderful semester!

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This teacher was passionate about her subject, took feedback frequently and interacted with most individuals in the large classroom setting, and evaluated the "team based" aspect fairly.

What about this course and/or the instructor's teaching of it needs change or improvement?

With projects as big and important as the ones in this class, it is very important to explain them clearly.

What suggestions can you offer that would have made this course a better learning experience for you?

(see above)

Any additional comments?

This was the most fun I've had in a group project ever.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's passion for her subject is apparent in every word she teaches. She has opened my eyes about the power of the media. I enjoyed the team based learning, it was nice to be able to learn with the help & support of other students

What about this course and/or the instructor's teaching of it needs change or improvement?

I think this course does not need improvement  
I recommend it to everyone for a Gen Ed

What suggestions can you offer that would have made this course a better learning experience for you?

I think having at least 1 project that was a solo project would be helpful

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The instructor was incredibly enthusiastic and knowledgeable. She was always very organized and clear, which made it easy to follow and understand the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

More group assignments, and the group aspect should be kept for future classes.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Lots of group work which can help us  
to communicate with other students.

What about this course and/or the instructor's teaching of it needs change or improvement?

She did just fine

What suggestions can you offer that would have made this course a better learning experience for you?

Put ~~o~~ more theater stuff in class.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the subject matter that was taught in this class. You are a very good teacher, I learned a lot from this class and you seemed very knowledgeable about the topics that were taught.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I enjoyed the team learning based class atmosphere.



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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Prof. Lewis is great! She is a great speaker and almost always opened up class to discussion.

What about this course and/or the instructor's teaching of it needs change or improvement?

Class was very political. Did not enjoy classes that centered around politics and culture jam assignment could be reworked to be less intense.  
Not sure what I was supposed to learn...

What suggestions can you offer that would have made this course a better learning experience for you?

No quizzes on old reading material, I didn't do well because I couldn't remember after a week, not because I didn't do it.

Any additional comments?

loved the team based learning!

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

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What do you like most about this course and/or the instructor's teaching of it?

This course is the best course of my first semester. I love that it is team-based so you get to know new people. I loved the topic and the different projects we had to do. Megan Lewis made everything so interesting.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think maybe going into more depth about the projects at first but other than that it was perfect.

What suggestions can you offer that would have made this course a better learning experience for you?

I think having some of the readings be less extensive and then have a quiz on it.

Any additional comments?

This is such an amazing class and Megan Lewis is such an inspirational teacher and works so hard to teach the students something meaningful. I will remember her and this class for a long time.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I love how invested Professor Lewis was to the material she was teaching. She always had a great presentation ready. And the group projects were so fun but also taught us a lot.

What about this course and/or the instructor's teaching of it needs change or improvement?

I really don't think there is anything.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe to make it a little more clear when assignments are due.

Any additional comments?

I love her style of teaching and her group projects!

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

This class really gets you thinking about how you can be an active part of the future.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I really liked the group work. It was kind of hard to meet outside of class but overall I liked it.

I liked her teaching, it is very passionate

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## University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I really like the group work. I got to know the 7 other members of my group really well. To have 7 other people to talk with and ask questions and help you was really nice. The class didn't feel as big.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think this course is very biased and I don't know if that's good or bad but it made me feel very uncomfortable.

What suggestions can you offer that would have made this course a better learning experience for you?

I think I would've liked this class if I enjoyed politics more, so I think it's on me that I didn't enjoy it as much as I could have.

Any additional comments?

group work = good

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the use of powerpoints and Professor Lewis's way of explaining the material. I also enjoyed reading and watching the media provided for outside of class.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I really liked the team based learning. Especially that we got to stay in the same groups all semester because we get to know the people in the group better and how they work.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I felt that the professor kept everyone's attention well and made use of technology in a way that augmented lectures. Group projects were fun, though finding time to meet was difficult.

What about this course and/or the instructor's teaching of it needs change or improvement?

I felt that there was not enough information on how to make a difference. I often left class feeling depressed because of all the social issues facing the country and feeling I didn't have a way to change it.

What suggestions can you offer that would have made this course a better learning experience for you?

More time in class to work on group projects.

Any additional comments?

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved this course! This class is my favorite this semester because I've gained so much knowledge about the media. My leisure time revolves around themes about this class. Truly engaging! She changed my perspective on life.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only change I recommend is switching groups each project because it is unfortunate when you are stuck with a poor group the whole semester. I would

What suggestions can you offer that would have made this course a better learning experience for you?

It would be great to hear from different groups and share ideas. Also, the readings should be shorter excerpts!

Any additional comments?

Continue to engage with your students because you truly impact our lives!



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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I found the material included in this class fairly interesting despite it not being what I originally expected. I also appreciated the passion professor Lewis showed towards the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

Since this is labeled as a theatre course I expected it to involve theatre much more than it did. One improvement would be to involve theatre more or change the course title to be less misleading.

What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I love your teaching! Your voice and personality come across well! I love the group work, the engagement in social issues. I want more!!

What about this course and/or the instructor's teaching of it needs change or improvement?

more social issues, more platforms and organizations names, more resources.  
STILL LOVED IT! ♡

What suggestions can you offer that would have made this course a better learning experience for you?

The group work was fun. I liked SHARING IDEAS. You inspired me to Blackout facebook. I enjoyed that. I would like to have heard more gayness.

Any additional comments?

Much Love ♡ peace 3 hope

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Great enthusiasm, really engages students.  
Prof Lewis REALLY knows the course material  
and makes it applicable to many situations.

What about this course and/or the instructor's teaching of it needs change or improvement?

Tech needs to be figured out better

What suggestions can you offer that would have made this course a better learning experience for you?

Can't think of anything

Any additional comments?

Team based approach:  
I liked the team based approach b/c it allowed  
us to get to know a small group of students  
really well. That being said, with this approach  
the good as well as the bad qualities of the group  
vibe get excentrated. Maybe would have been nice  
to work w/ other ppl 2

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis' teaching was always well prepared and correlated well with theater and social culture. She has a vast range of knowledge and depth on matters and her passion keeps everything interesting!

What about this course and/or the instructor's teaching of it needs change or improvement?

Just grading ↓

What suggestions can you offer that would have made this course a better learning experience for you?

Less readings on days with quizzes following so we focus on the specific reading, or make quizzes less specific with quotes.

Any additional comments?

Stay with Glenn!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is one of the most enthusiastic teachers I've had. She loves the topic and made it interesting. I learned so much in this class and am so glad I took it.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing.

Any additional comments?

I liked her teaching style a lot. I also loved that we worked in groups. I learned a lot from other people and really liked our projects.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I like the group based learning. I also loved the group projects, the content of the class, and the material Prof Lewis used in class.

What about this course and/or the instructor's teaching of it needs change or improvement?

Possibly some more individual work so we can explore individual interests, as well as group interests.

What suggestions can you offer that would have made this course a better learning experience for you?

The quizzes were hard, especially if you read and forgot something. At home writing assignments would be better.

Any additional comments?

Prof Lewis is a great professor. I really enjoyed this class, and everything I learned. I loved her creativity, energy, and interesting readings, videos, and live performances we experienced in class.

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

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What do you like most about this course and/or the instructor's teaching of it?

As I said on Glenn's review, I really like how interactive this class is. From lectures to class assignments, it's always intriguing and we are allowed to contribute our own thoughts. There has never been a dull class.

What about this course and/or the instructor's teaching of it needs change or improvement?

I honestly think this class is run very well, and I have learned an incredible amount this semester, not only within class topics but also beyond that and into current world events!

What suggestions can you offer that would have made this course a better learning experience for you?

I honestly have none.

Any additional comments?

Surprisingly, because group projects can sometimes be unequal distribution of work, I loved working in team based projects. It allowed a broader exploration of ideas amongst peers and also my voice was heard more since I'm fairly shy about speaking up in class. I also made some pretty cool friends.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I love how this class is largely about exploring topics and truly enhancing our understanding of the world around us. This class isn't about getting good grades + memorizing facts; it's about learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

This class was taught extremely well. I loved every class, so I really don't have any critiques.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I loved the group aspect because it gave us an opportunity to work and explore topics in a way other large classes don't allow.



# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Going into the class I thought I was going to be extremely lost. I don't do much with theater and as far as media go I just do silly insta/twitter posts... the course ended up being great and my instructor did an amazing job on helping not just my group and I but everyone. Also, always had amazing energy

What about this course and/or the instructor's teaching of it needs change or improvement?

I think the team base style was a good idea. It was something I enjoyed plus not something most teachers do. And seeing how in the real world being a team player is a major skill needed I'm glad I got to experience this.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The team based learning was interesting approach although I think it is effective.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

You always stimulate class participation and make a fun learning environment.

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I love professor Lewis, she is a very enthusiastic teacher who presents us with authentic and eye-opening materials.

What about this course and/or the instructor's teaching of it needs change or improvement?

Professor Lewis needs to have a better grasp of the technology, and be quicker to update Moodle.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Favorite professor and class so far at Umass!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I love the group projects because I learned a lot about what is going on in our world today. Megan was a great professor because she had a lot of insightful information to teach us.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing much, I love this course.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing much, she was a great professor.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I really like this teacher because she really engaged with us and this classroom really helped us be more interested with the tools which made everyone more engaged. My FAVORITE CLASS!!!

What about this course and/or the instructor's teaching of it needs change or improvement?

I never before had a team based class that lasted the whole semester. My other classes are all auditorium based classes that makes it really to engage in. I've had a great opportunity to meet new friends which made me more engaged in the class.

What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The team learning is a great system.  
Megan also helped guide the  
groups in a nice direction

What about this course and/or the instructor's teaching of it needs change or improvement?

However she guided us for projects  
but some advice as a group also  
would have been nice at times.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The group learning is really great my  
group however had a hard time meeting  
up and working together because of that. It  
might just be something to be mindful  
of in the future

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

IT INCORPORATES SO MANY ASPECTS OF LEARNING. THE  
TEAM BASED SETTING IS FANTASTIC. I LEARN FROM MY  
PROFESSOR IN WONDERFULLY CRAFTED LECTURES +  
FROM MY GROUP MEMBERS IN OUR PROJECTS

What about this course and/or the instructor's teaching of it needs change or improvement?

I DON'T KNOW.

What suggestions can you offer that would have made this course a better learning experience for you?

I CANT SAY THAT I KNOW.

Any additional comments?

THE TEAM BASED SETTING WORKS VERY WELL.  
THE FACILITY IS PERFECT FOR PROJECTS.  
THE LECTURES ARE INTERESTING.  
IT'S ACTUALLY FUN TO LEARN IN THIS CLASS.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I loved the material in this class it has significantly changed my outlook on things especially in the media. Megan Lewis is amazing and helps us to see points.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Team based learning helped me to engage in the class more than I would in a normal class setting and I have easily learned more in this class than in any other because of it and the professor.



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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The use of technology

What about this course and/or the instructor's teaching of it needs change or improvement?

less readings that I don't see necessarily relating to class, although after mid semester review that was improved!

What suggestions can you offer that would have made this course a better learning experience for you?

Group time in class, and since the projects are varied and open to interpretation, which is good, maybe some check in by instructors throughout the process.

Any additional comments?

LOVE THE ILC and it is such a good classroom.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

It was engaging, creative, original,  
& applicable to the real world.  
By far my favorite class and  
professor!

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I loved the way this class was set  
up. The team base idea was really  
beneficial, & made this class different  
from any other class I've taken.  
Megan Lewis should get 10 years!  
Really dedicated to her class &  
her students.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Her passion and dedication to the topics  
and to teaching them to her students

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The Team Based Learning was interesting,  
I was able to make friends with some people  
that I would never otherwise have met  
I just wish I had been able to give  
them more of my time on projects

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

It being team based is great because you can learn your own strengths and weaknesses. I learned a lot in a fun way.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing, I learned a lot in an interesting way

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing, I loved the class.

Any additional comments?

I learned a lot about the modern world and how we communicate in a fun way and got to share my opinions and hear other people's opinions.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The team aspect of the course was my favorite aspect of the course. Really fun way to go through the semester doing group projects.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

N/A

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

PROFESSOR LEWIS ~~is~~ IS SO PASSIONATE, ~~it~~ SHE INSPIRES  
HER STUDENTS TO LEARN. I LEARNED TO LOVE IT  
BECAUSE SHE MAKES IT INTERESTING

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

THE TEAM BASED LEARNING WAS THE GREATEST  
EXPERIENCE I MET 8 NEW PEOPLE, I FOUND A  
SUPPORT SYSTEM IN THE CLASS, I THINK MORE  
CLASSES NEED TO BE TAUGHT LIKE THIS

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Megan has a wonderful disposition. She was always happy and excited to be here and was ready to teach and engage.


What about this course and/or the instructor's teaching of it needs change or improvement?

Maybe have an opportunity to have groups switch around for various projects

What suggestions can you offer that would have made this course a better learning experience for you?

I have a very busy schedule, which made it harder to work with the group at times.

Any additional comments?

Love her 

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis made this class of 80 feel like a class of 20. She was personable, and so dedicated to create an intriguing learning environment.

What about this course and/or the instructor's teaching of it needs change or improvement?

A little clarity of what reading assignments are for what class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I loved the team based learning set up. This class was easily my favorite this semester and I credit that to Professor Lewis



# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I thought that Professor Lewis really was passionate about this subject and thought that was able to explain things on a personal level that really made it easy to follow and understand

What about this course and/or the instructor's teaching of it needs change or improvement?

The group system was a cool idea and led to me meeting some cool people, but group projects in college are incredibly difficult to organize and usually leads to just one person doing most the work. Was not a fan of it.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The material taught was very interesting, and Professor Lewis' teaching of the course made me want to learn more. The team based learning often worked well.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think that the course was taught perfectly.

What suggestions can you offer that would have made this course a better learning experience for you?

None.

Any additional comments?

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

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What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the balance of lecture and in-class activities. Getting to do group work for the class was a very positive experience for me. Being in the ILC greatly contributed to my learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

More of a diverse look at how different groups are portrayed in the media, not just race.

What suggestions can you offer that would have made this course a better learning experience for you?

Have more opportunities to work on group projects in class.

Any additional comments?

This has been one of the best classes I've ever taken. Everything about this class was positive, from the groups, to the learning environment, and Prof. Lewis herself.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It was often fun and interesting.

What about this course and/or the instructor's teaching of it needs change or improvement?

Be more straight forward about class plan + homework. Also use a feedback.

What suggestions can you offer that would have made this course a better learning experience for you?

More warning for projects and homework.

Any additional comments?

Thank ya.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan always has a great attitude when standing in front of the class. Great teacher who REALLY inspires her students.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

The team based learning was really different and perfect for me.

Any additional comments?

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: THEATER 105 Section #:01 Class #: 10925  
 Forms returned: 58  
 Total enrollment: 63  
 Response rate: 92%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	53	5	0	0	0	0	58
		91%	9%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	36	16	5	0	1	0	58
		62%	28%	9%	0%	2%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	36	17	3	1	1	0	58
		62%	29%	5%	2%	2%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	41	13	2	1	1	0	58
		71%	22%	3%	2%	2%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	41	10	6	0	1	0	58
		71%	17%	10%	0%	2%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	46	8	3	1	0	0	58
		79%	14%	5%	2%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	25	22	9	1	1	0	58
		43%	38%	16%	2%	2%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	30	19	8	0	1	0	58
		52%	33%	14%	0%	2%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	45	10	3	0	0	0	58
		78%	17%	5%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	19	22	11	3	2	1	57
		33%	39%	19%	5%	4%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	37	15	4	1	1	0	58
		64%	26%	7%	2%	2%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	23	18	11	5	1	0	58
		40%	31%	19%	9%	2%		

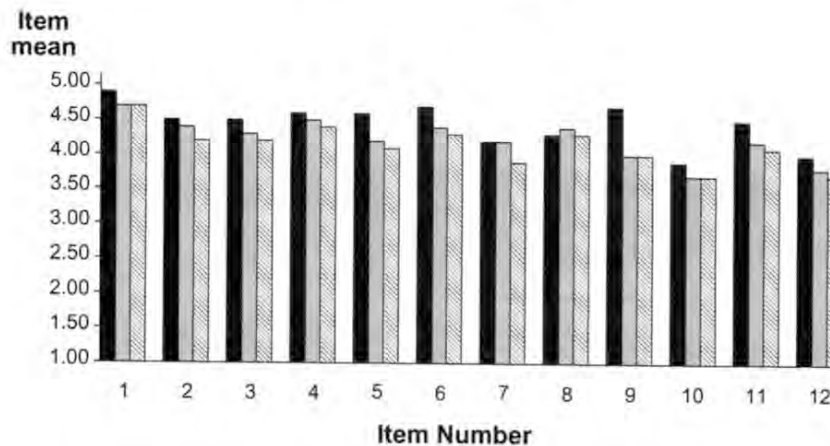
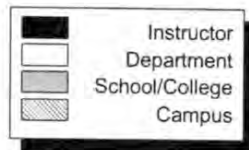
This course is a	
Major requirement	9%
Gen. Ed. requirement	62%
Other requirement	3%
Elective	19%
Missing	7%

Student class level	
Freshmen	52%
Sophomore	17%
Junior	17%
Senior	12%
Graduate	0%
Other	0%
Missing	2%

Expected grade	
A	12%
A-	26%
B+	40%
B	10%
B-	9%
C+	0%
C	2%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	2%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2015 Instructor: LEWIS, MEGAN									
Course: THEATER 105 Section #: 01 Class #: 10925									
Forms returned: 58									
Total enrollment: 63									
Response rate: 92%									
				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>					
		Instructor		Dept: THEATER # Sections: 3 Resp. rate: 76%		College: HFA # Sections: 127 Resp. rate: 66%		Campus # Sections: 959 Resp. rate: 65%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.28			4.7	0.24	4.7	0.33
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.79			4.4	0.43	4.2	0.54
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.5	0.81			4.3	0.46	4.2	0.55
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.6	0.79			4.5	0.37	4.4	0.45
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.6	0.81			4.2	0.52	4.1	0.55
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.7	0.64			4.4	0.47	4.3	0.48
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.2	0.88			4.2	0.47	3.9	0.59
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.3	0.84			4.4	0.41	4.3	0.46
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.7	0.55			4.0	0.64	4.0	0.59
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.9	1.02			3.7	0.48	3.7	0.53
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.5	0.84			4.2	0.52	4.1	0.58
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.0	1.04			3.8	0.57	3.7	0.59



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 06/15/2015*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is a great teacher. She is enthusiastic and passionate about the subject she is teaching and inspires the class. Almost every day it felt like what we were learning was important and inspired us to change the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

Less readings.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I have never been in a class where a group project worked. But this class changed my mind. The team-based learning worked for me in this class. Go Group 3!



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The passion behind Megan's teaching makes it much more powerful  
- Only class I had this semester that truly matters because our generation needs to change the world — NOT just pass an exam.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is one of the best professors on this campus. She is always willing to meet one on one. You can talk to her about anything.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis' intense passion's  
extensive knowledge in her  
field... It felt exciting to be  
awoken.

What about this course and/or the instructor's teaching of it needs change or improvement?

~~#~~ the pop quizzes -- did not  
expect them to require such  
detailed interpretations

What suggestions can you offer that would have made this course a better learning experience for you?

~~if there was~~ I'm just hopeful that  
group members who did not contribute  
know somehow

Any additional comments?

my favorite class "very outside"  
my major  
oops!  
thank you.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

MEGAN LEWIS IS MY Religion.  
Love her.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

more time per topic but that whatever

Any additional comments?

I Love Megan Lewis she is the best thing  
since the birth of Kanye.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoyed the global nature of the class  
and how it combines performance with the  
world.

What about this course and/or the instructor's teaching of it needs change or improvement?

No quizzes, replace them with written  
assignments.

What suggestions can you offer that would have made this course a better learning experience for you?

None.

Any additional comments?

Thank you for a fun class, I hope  
that you have a great summer.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like how you used savvy & your emotional connection w/ students. You are charismatic & inspiring. Your grading is FAIR. It is on effort not perfection.

What about this course and/or the instructor's teaching of it needs change or improvement?

Sometimes, I feel you are too biased & you strongly talk about stereotypes, mostly against Africans. However, the class makes minorities like LGBTQ invisible. No mention of them. There is a cumulative quiz when quizzes should not be cumulative. Also, if you want students to learn, I'd prefer quizzes <sup>everyday</sup>.

What suggestions can you offer that would have made this course a better learning experience for you?

Make quizzes regularly OR a weekly journal on what you learned from the material. Include a variety of individual & group projects. Have the projects go along w/ the unit. Check in w/ groups regularly. Don't be so biased.

Any additional comments?

Keep being savvy.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I really loved that I got to meet so many interesting people. By working in groups I got to talk to people that I normally wouldn't have socialized.

What about this course and/or the instructor's teaching of it needs change or improvement?

I hated the 5 point quizzes! I read the reading and took notes on it one time and STILL failed the quiz! I felt they didn't help me learn anything either because we never got them back.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe instead of quizzes we can have more online/written homework assignments. I feel this would make for a better and more fair learning environment.

Any additional comments?

Thank you for an interesting class that actually talked about life and things that matter!

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Enthusiasm, interesting content, group projects were fun & challenging.

What about this course and/or the instructor's teaching of it needs change or improvement?

Honestly, I can't think of anything.

Well, there are days where laptops are not needed, and some groups will use them to distract themselves. Restrictions are OK!

What suggestions can you offer that would have made this course a better learning experience for you? <sup>evolving</sup>

I have a personal interest in video games as an art form and their contribution to mythic ideas, so for me, I would've enjoyed seeing them discussed or at least touched upon.

Any additional comments?

I had a really fantastic time in this class & learned a lot of very interesting information. It was a pleasure.

"Bamboozled" still haunts me - thank you.



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like making fun project such as Radio Drama & filming for culture jam.

What about this course and/or the instructor's teaching of it needs change or improvement?

- The readings were a lot and it's hard to understand sometimes.
- Quizzes are hard when I couldn't really understand the materials.

What suggestions can you offer that would have made this course a better learning experience for you?

- less homework reading assignment
- more fun project.

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate about her class and teaching. She is very entertaining + engaging

What about this course and/or the instructor's teaching of it needs change or improvement?

We focused a lot on race which is an important topic, however I wish we focus on other topics equally

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked that we worked in groups and how the teacher used about presenting and distributing the class material

What about this course and/or the instructor's teaching of it needs change or improvement?

Maybe provide positive ways / instructions on how to recreate/use the material we learned

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing. I have greatly enjoyed this class. I would also suggest never adding a final. The absent of a final allowed to absorb the class information and there is not worry about regurgitating it.

Any additional comments?

Best class I've ever taken. Thank you Megan Lewis for sharing your knowledge and opening my eyes

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I appreciate Megan's enthusiasm + knowledge.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think it is important to learn more than just one perspective. It is clear that she is a liberal thinker but still respect other views.

What suggestions can you offer that would have made this course a better learning experience for you?

I don't prefer to know the political view of my teachers so I wish she could make jokes about both sides. ~~also~~

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is passionate about what she teaches, which interest made it more interesting

What about this course and/or the instructor's teaching of it needs change or improvement?

The groups are way too big. It was really hard to all meet

What suggestions can you offer that would have made this course a better learning experience for you?

Less outside of class content hours of reading

Any additional comments?

♥ This Class

Prof Lewis reminded me of my mentor

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is a great professor, she loves what she teaches, & she is very emotional and passionate about her work. It makes me want to find a job that I am just as passionate & in love with like she is!

What about this course and/or the instructor's teaching of it needs change or improvement?

n/a

What suggestions can you offer that would have made this course a better learning experience for you?

n/a

Any additional comments?

n/a

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The Team Based Learning was quite useful. The lectures always left me thinking more deeply about the subject matter.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing immediately comes to mind, apart from more time for group projects to be completed

What suggestions can you offer that would have made this course a better learning experience for you?

See above

Any additional comments?

None

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved that it wasn't just a lecture and that the teacher engaged the students through inspiring videos, images, words, group work and open questions.

What about this course and/or the instructor's teaching of it needs change or improvement?

I don't think the teacher needed improvement. She was a great professor and I loved the class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She created an open environment so students felt comfortable talking about difficult topics.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved Megan's energy and enthusiasm and I was almost always engaged in the work we were doing and what we were learning about.

What about this course and/or the instructor's teaching of it needs change or improvement?

Smaller groups with slightly more time on projects

What suggestions can you offer that would have made this course a better learning experience for you?

Smaller groups

Any additional comments?

I loved this class so much and despite the problems my group had I had a positive experience with everything.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

How involved she was and inspired to teach us. Never had a teacher that enjoyed what she did this much.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing!!!

What suggestions can you offer that would have made this course a better learning experience for you?

More group work!

Any additional comments?

No

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The teacher was very passionate/enthusiastic about the class

What about this course and/or the instructor's teaching of it needs change or improvement?

The course description should be changed because this is more about learning how to change the world than about drama and the media.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Diverse material, something new. talking about things we don't talk about in other classes

What about this course and/or the instructor's teaching of it needs change or improvement?

more specificity

What suggestions can you offer that would have made this course a better learning experience for you?

N/A - class was good - reasonable

Any additional comments?

team based learning was a little hard for me. but it worked well

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved the groups, Prof. Lewis was always inspired to teach, always inspiring.

What about this course and/or the instructor's teaching of it needs change or improvement?

Quizzes seemed pointless, sometimes the homework load could be a bit ridiculous.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe a lot more reading rather than constant discussion.

Any additional comments?

Wonderful instructor, really interesting course especially considering this isn't the kind of course I would take/enjoy.

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE**  
**FALL 2015 SECTION SUMMARY REPORT**  
**FYS Instructor and Course Ratings: Item Frequencies**

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>Please respond to each item using the scale provided.</b>							
Item	(5=Almost always, 4=Frequently, 3=Sometimes, 2=Rarely, 1=Almost never)	5	4	3	2	1	OMIT N
1	Your instructor was well prepared for class.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
2	Your instructor inspired interest in the subject matter of this course.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
3	Your instructor showed a personal interest in helping students learn.	8	0	0	0	0	0 8
		100%	0%	0%	0%	0%	
4	Your instructor stimulated student participation in the class.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
5	Your instructor welcomed differing points of view.	7	0	1	0	0	0 8
		88%	0%	13%	0%	0%	

<b>Please indicate the extent to which you agree or disagree.</b>							
Item	(4=Agree strongly, 3=Agree somewhat, 2=Disagree somewhat, 1=Disagree strongly)	4	3	2	1	OMIT	N
6	The instructor was available for communication outside of class.	8	0	0	0	0	8
		100%	0%	0%	0%		
7	The instructor seemed to care about the subject matter.	8	0	0	0	0	8
		100%	0%	0%	0%		
8	The workload for this course was reasonable for a one-credit course.	8	0	0	0	0	8
		100%	0%	0%	0%		

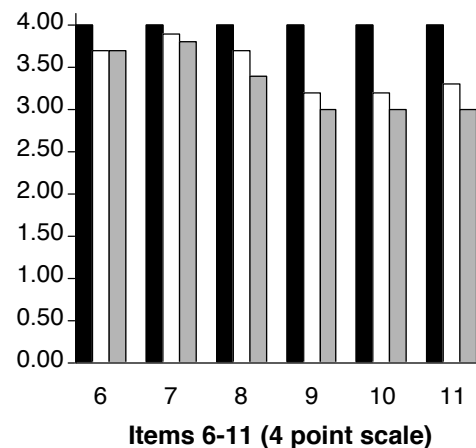
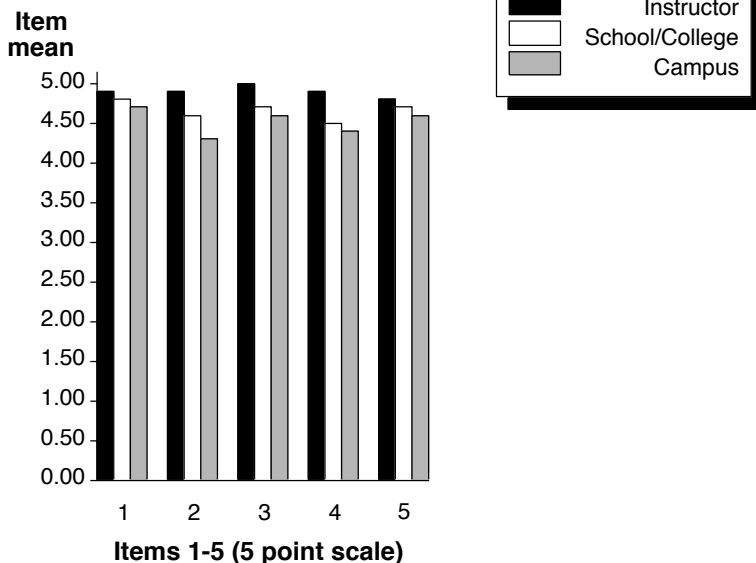
Item	<b>Overall experience</b>	4	3	2	1	OMIT	N
9	How would you rate your FYS experience overall? (4=Very worthwhile, 3=Somewhat worthwhile, 2=Not too worthwhile, 1=Not at all worthwhile)	8	0	0	0	0	8
		100%	0%	0%	0%		
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 3=Good, 2=Fair, 1=Poor)	8	0	0	0	0	8
		100%	0%	0%	0%		
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 3=Somewhat likely, 2=Somewhat unlikely, 1=Very unlikely)	8	0	0	0	0	8
		100%	0%	0%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION SUMMARY REPORT**

FYS Instructor and Course Ratings: Mean Comparisons

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
Enrolled: 9  
Responded: 8  
Response rate: 89%

				<b>**COMPARISON GROUP: FALL 2015 FYS</b>						
				<b>Instructor</b>		<b>College: FFYS</b>		<b>Campus</b>		
						<b># Sections: 47</b>	<b># Sections: 267</b>			
						<b>Resp. rate: 78%</b>	<b>Resp. rate: 73%</b>			
	<b>Label</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>Avg. SD</b>	<b>Mean</b>	<b>Avg. SD</b>			
1	Your instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.33	4.8	0.43	4.7	0.45			
2	Your instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.9	0.33	4.6	0.69	4.3	0.79			
3	Your instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.57	4.6	0.59			
4	Your instructor stimulated student participation in the class. (5=Almost always, 1=Almost never)	4.9	0.33	4.5	0.71	4.4	0.75			
5	Your instructor welcomed differing points of view. (5=Almost always, 1=Almost never)	4.8	0.66	4.7	0.52	4.6	0.61			
6	The instructor was available for communication outside of class. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.51	3.7	0.49			
7	The instructor seemed to care about the subject matter. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.9	0.23	3.8	0.35			
8	The workload for this course was reasonable for a one-credit course. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.47	3.4	0.64			
9	How would you rate your FYS experience overall? (4=Very worthwhile, 1=Not at all worthwhile)	4.0	0.00	3.2	0.79	3.0	0.82			
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 1=Poor)	4.0	0.00	3.2	0.74	3.0	0.78			
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 1=Very unlikely)	4.0	0.00	3.3	0.77	3.0	0.85			



*\*\*Reported only if data were available for 5 or more sections. Comparison means calculated using combined Fall 2015 FYS courses. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections.*

*For more information or help interpreting your results, contact OAPA at oapamail@acad.umass.edu. Office of Academic Planning and Assessment, 02/25/2016*



### FYS Helpfulness: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>To what extent did your FYS help you in each of the following ways.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>OMIT</b>	<b>N</b>
<i>Item</i>	<i>(3=To a great extent, 2=To some extent, 1=To no extent)</i>					
12	Helped me develop connections with other students in the course.	6	2	0	0	8
		75%	25%	0%		
13	Helped me develop connections with the course instructor.	8	0	0	0	8
		100%	0%	0%		
14	Helped me develop connections with my College/School.	6	1	1	0	8
		75%	13%	13%		
15	Helped me develop connections with the UMass Amherst campus community.	5	2	1	0	8
		63%	25%	13%		
16	Helped me make the transition to college.	5	3	0	0	8
		63%	38%	0%		
17	Inspired my interest in new subject matter.	7	1	0	0	8
		88%	13%	0%		
18	Opened my mind to new ways of thinking.	7	1	0	0	8
		88%	13%	0%		
19	Helped me feel supported as a first-year student.	6	2	0	0	8
		75%	25%	0%		
20	Helped me decide on a major or feel more confident in my current major.	4	4	0	0	8
		50%	50%	0%		
21	Helped me understand how research is conducted.	2	5	1	0	8
		25%	63%	13%		
22	Helped me learn about opportunities available to me at the University.	4	4	0	0	8
		50%	50%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION OPEN ENDED REPORT**

Lewis, Megan - 40722 - FFYS 197THEA6

<i>Hours spent OUTSIDE OF CLASS working on this course</i>	<i>Number of class sessions missed</i>	<i>What is the most important thing you will take away from your FYS experience?</i>	<i>Provide any suggestions you have for how this course could be a better learning experience for you?</i>
1	0	I better understand my privilege and have developed a sense of responsibility to make the world a better place with regards to justice and equality.	
3	2	It's nice way to retain information and get to know people in a smaller setting compared to large lecture halls.	None, it was great overall.
1	1	The ability to share my thoughts in a comfortable and understanding environment and the ability to be open to others' thoughts and opinions	
1	1	To consider the perspectives of the privileged and greater appreciate allyship	It was overall a good experience
1	1	That Professor Lewis is AMAZING and also to open my eyes to whiteness' structure in our society.	
2	1	I will take away a class that had great, interesting material to discuss each week. I also now feel very connected to the professor, and would love to take more courses with her if I can.	I don't really have any suggestions. Maybe if it was longer because I always felt it was too short of a class.
2	2	I really enjoyed having discussions with other people who were concerned about some of the same issues that I am, and this was a really neat way to give freshmen that opportunity	
1	1	How to talk about race, Whiteness, and white privilege to white people.	I would have liked to meet more often

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 322 Section #:01 Class #: 70912  
Forms returned: 23  
Total enrollment: 23  
Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	23	0	0	0	0	0	23
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	18	5	0	0	0	0	23
		78%	22%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	21	2	0	0	0	0	23
		91%	9%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	20	3	0	0	0	0	23
		87%	13%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	22	0	1	0	0	0	23
		96%	0%	4%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	21	1	1	0	0	0	23
		91%	4%	4%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	16	6	1	0	0	0	23
		70%	26%	4%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	17	6	0	0	0	0	23
		74%	26%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	20	2	0	0	0	1	22
		91%	9%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	14	7	1	1	0	0	23
		61%	30%	4%	4%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	21	2	0	0	0	0	23
		91%	9%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	16	5	2	0	0	0	23
		70%	22%	9%	0%	0%		

This course is a	
Major requirement	91%
Gen. Ed. requirement	0%
Other requirement	0%
Elective	0%
Missing	9%

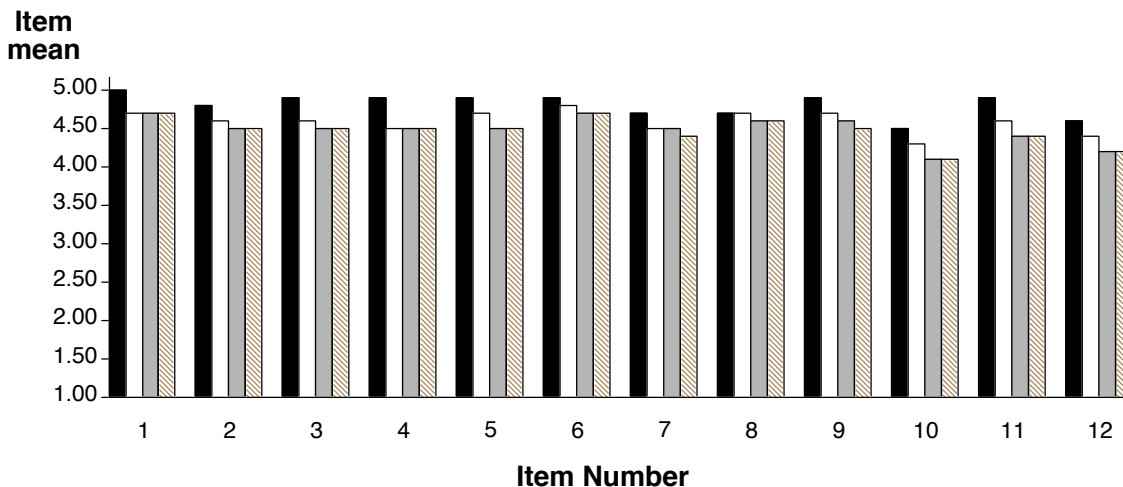
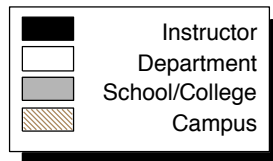
Student class level	
Freshmen	0%
Sophomore	35%
Junior	26%
Senior	30%
Graduate	0%
Other	4%
Missing	4%

Expected grade	
A	4%
A-	52%
B+	22%
B	9%
B-	9%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	4%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 322 Section #:01 Class #: 70912  
Forms returned: 23  
Total enrollment: 23  
Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 107 Resp. rate: 89%</b>		<b>College: HFA # Sections: 1,467 Resp. rate: 86%</b>		<b>Campus # Sections: 4,169 Resp. rate: 87%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.39	4.7	0.36	4.7	0.34		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.41	4.6	0.47	4.5	0.48	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.28	4.6	0.45	4.5	0.46	4.5	0.46		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.34	4.5	0.47	4.5	0.47	4.5	0.44		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.9	0.41	4.7	0.38	4.5	0.47	4.5	0.47		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.45	4.8	0.33	4.7	0.39	4.7	0.37		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.56	4.5	0.49	4.5	0.51	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.44	4.7	0.37	4.6	0.40	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.29	4.7	0.33	4.6	0.44	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.5	0.77	4.3	0.52	4.1	0.54	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.28	4.6	0.44	4.4	0.51	4.4	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.6	0.64	4.4	0.52	4.2	0.57	4.2	0.57		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved the variation and timeline of the plays.

What about this course and/or the instructor's teaching of it needs change or improvement?

more wiki instruction or no wiki 😊

What suggestions can you offer that would have made this course a better learning experience for you?

nothing. it was amazing, difficult, frustrating yet worth it.

Any additional comments?

Megan, I loved having your class. Thank you for being an inspiration. "You Da One".

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is so passionate  
she makes me want to learn  
and care for class

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing

Any additional comments?

Megan Lewin = Love  
Give this woman tenure

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Dr. Lewis' enthusiasm

What about this course and/or the instructor's teaching of it needs change or improvement?

Calling on more people w/ hands up, not letting Kyle jump in whenever he feels like it.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Room was very hot :-)

## Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her

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What about this course and/or the instructor's teaching of it needs change or improvement?

Make her present

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What suggestions can you offer that would have made this course a better learning experience for you?

~~Make her present~~ Fruit by the foot

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Any additional comments?

This woman needs more credit

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis cares more about her students and her work than any other professor I've ever had.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This class was one of the best I've ever taken. Megan inspired us to be excited for class and passionate about what she was teaching us. She was excited so we were excited.

What about this course and/or the instructor's teaching of it needs change or improvement?

The wiki project could be looked at again. I find long projects like this hard because the deadline seems so far away.

What suggestions can you offer that would have made this course a better learning experience for you?

When people raise their hand, please call on them, especially if they haven't talked yet that class.

Any additional comments?

You are amazing Megan, thank you so much!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

The heat in this room is  
nuts.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The wiki's were unique and an effective way of learning course material

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Room temp was always too extreme.

Any additional comments?

I loved that we didn't have to buy any textbooks!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*The enthusiasm and wealth of knowledge Professor Lewis  
instilled in us. She made me excited and interested in a  
subject I usually am not too interested in normally.*

What about this course and/or the instructor's teaching of it needs change or improvement?

*Not much*

What suggestions can you offer that would have made this course a better learning experience for you?

*Nothing*

Any additional comments?

*No*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

There is finally a more politically minded instructor and open about it in an educational manner. The department, and campus as a whole, needs more teachers intent on inspiring students to look into their field and what is going on in the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis taught us more than just course material. She inspired us to take what we learn from her class and share it with the world. She makes us feel like our possibilities are endless.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She was very passionate about the  
subject matter.

What about this course and/or the instructor's teaching of it needs change or improvement?

I appreciated not being assigned work  
for every play, but it was harder for  
me to read every play, and gain the  
motivation to do so.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's ability to both provide historical / analysis while also connecting it to modern experience is amazing. She is such a compelling speaker and her love of her subject is so obvious. It inspires me all the time.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was a lot of material in the sense that numerous styles and periods were covered. I would be interested in perhaps fewer topics with great depth.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I love Megan so much that on days when I was too sick to go to class, I would drag myself to this class b/c I loved it so much.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She is honestly a great teacher. She actually made things interesting and made me pay attention. We talked about topics that most professors shy away from so I am thankful for that.

What about this course and/or the instructor's teaching of it needs change or improvement?

I didn't like how she cancelled class multiple times. I think that's unprofessional. Also I believe that the wiki's weren't very helpful to my learning. Doing a semester long project w/ the same partners killed me.

What suggestions can you offer that would have made this course a better learning experience for you?

I would say that having a different student lead a discussion every week is not the best idea either. Maybe have them only talk for a certain amount of time.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

- Integration of multimedia
- "Pitch" format of presentations
- Integration of current issues
- Dada day

What about this course and/or the instructor's teaching of it needs change or improvement?

I wish the queer unit hadn't focused exclusively on gay men.

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

This class was thought-provoking, broadening, and often the highlight of my day.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She always has the most insightful analysis of what we are doing and makes shows from 50 years ago new + relevant. This class changed how I view many things (for the better) and that is because of Megan Lewis.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I took so much away from this class it is crazy. Honestly wish there was another semester to dive deeper into the shows. It was incredibly engaging and I am so grateful to ~~had~~ have had it with Megan Lewis.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Honestly she is one of my most influential teachers I've had throughout school. Although I was one of the more quiet students during discussions, she was still able to make me feel engaged. I hope to take more classes with her

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Fascinating topics. I love that Megan didn't focus on the overanalyzed American theatre history. Bringing things in from Africa helped round out the experience & gave Megan a personal hold on the material. It was amazing & well done. It gave the material more hold & I learned more.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The room's temperature is awful!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan presented us with fascinating material, and her enthusiasm for the subject shown through every lesson. She is an incredible resource, and I'm ~~am~~ so grateful to have taken this course with her. It was very eye-opening.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

The classroom was frequently overly heated to the point where it became distracting at times

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

connected to historical events  
AND how it is relevant today.

What about this course and/or the instructor's teaching of it needs change or improvement?

maybe give more time to read plays

What suggestions can you offer that would have made this course a better learning experience for you?

↑

Any additional comments?

Herter has messed up heating!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

One suggestion, I can offer, that would have made this course a better learning experience for me would not having in the class in Herster.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate and stimulated lots of discussion. The wiki projects were much better than a paper.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was almost nothing to incentivize us to read the plays

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: ITEM FREQUENCIES**

Course: THEATER 334 Section #: 1 Class #: 38627 Instructor: Lewis, Megan  
Enrolled: 27  
Forms returned: 25  
Response rate: 93%

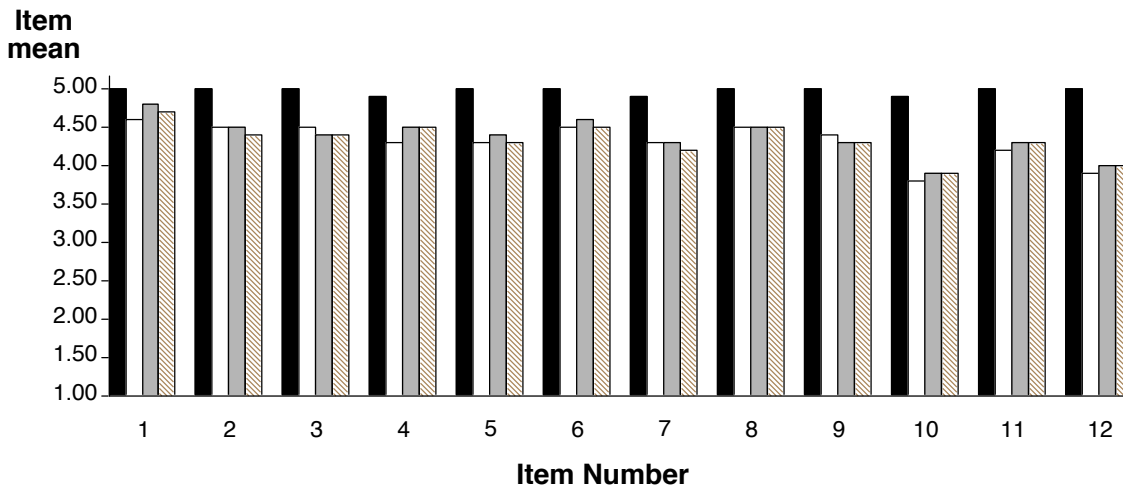
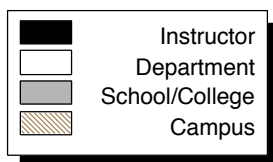
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	24	0	1	0	0	0	25
		96%	0%	4%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	22	3	0	0	0	0	25
		88%	12%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	22	3	0	0	0	0	25
		88%	12%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		

Classroom was conducive to my learning		This course is a		Student class level		Hours per week working on course outside of class		Expected grade	
Agree strongly	12%	Major requirement	92%	Freshmen	0%	Less than 1 hour	0%	A	40%
Agree somewhat	20%	Gen. Ed. requirement	0%	Sophomore	4%	1-2 hours	20%	A-	20%
Disagree somewhat	28%	Other requirement	0%	Junior	44%	2-4 hours	20%	B+	28%
Disagree strongly	36%	Elective	8%	Senior	52%	4-6 hours	40%	B	8%
Missing	4%	Missing	0%	Graduate	0%	6-8 hours	16%	B-	4%
				Other	0%	8-10 hours	4%	C+	0%
				Missing	0%	More than 10 hours	0%	C	0%
						Missing	0%	C-	0%
								D+	0%
								D	0%
								F	0%
								Other	0%
								Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 334 Section #: 1 Class #: 38627 Instructor: Lewis, Megan  
Enrolled: 27  
Forms returned: 25  
Response rate: 93%

				<b>**COMPARISON GROUP: Undergraduate sections with 25 to 59 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 11 Resp. rate: 66%		College: HFA # Sections: 554 Resp. rate: 79%		Campus # Sections: 2,824 Resp. rate: 77%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.20	4.6	0.58	4.8	0.42	4.7	0.44		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.67	4.5	0.65	4.4	0.66		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.66	4.4	0.70	4.4	0.69		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.39	4.3	0.76	4.5	0.66	4.5	0.65		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	5.0	0.00	4.3	0.88	4.4	0.79	4.3	0.78		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.69	4.6	0.64	4.5	0.63		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.9	0.32	4.3	0.91	4.3	0.82	4.2	0.87		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.73	4.5	0.67	4.5	0.68		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	5.0	0.20	4.4	0.75	4.3	0.76	4.3	0.76		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.9	0.32	3.8	0.88	3.9	0.86	3.9	0.85		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.20	4.2	0.79	4.3	0.72	4.3	0.73		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00	3.9	0.83	4.0	0.83	4.0	0.82		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2012-AY2014. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=All University courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 02/23/2016*

# UNIVERSITY OF MASSACHUSETTS STUDENT RESPONSE TO INSTRUCTION (SRTI) BATCH FORM

**Department Instructions:**

Please complete all the information below for each course section where SRTI forms will be distributed. This batch sheet should be placed on top of the completed course evaluations and sent for processing.

**CORRECT MARK**



- Use a No. 2 pencil only.
- Fill the circle completely.
- Erase clearly any changes.
- Make no stray marks.
- Do not fold.

**CLASS NUMBER**

3	8	6	2	7
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**TERM**

1	1	5	7
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

WTR    SPR    SMR    FAL

**SECTION ENROLLMENT**

0	2	7
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**SECTION NUMBER**

1				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**CATALOG NUMBER**

3	3	4
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**SUBJECT**

T	H	E	A	T	E	R
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
D	D	D	D	D	D	D
E	E	E	E	E	E	E
F	F	F	F	F	F	F
G	G	G	G	G	G	G
H	H	H	H	H	H	H
I	I	I	I	I	I	I
J	J	J	J	J	J	J
K	K	K	K	K	K	K
L	L	L	L	L	L	L
M	M	M	M	M	M	M
N	N	N	N	N	N	N
O	O	O	O	O	O	O
P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R
S	S	S	S	S	S	S
T	T	T	T	T	T	T
U	U	U	U	U	U	U
V	V	V	V	V	V	V
W	W	W	W	W	W	W
X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z

**FIRST NAME**

M	e	g	a	n
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**INSTRUCTOR LAST NAME**

L	e	w	i	s
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*Prof. Lewis is extremely passionate about the content of this course and about making sure every student understands what it is she is trying to get across.*

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I have never met a teacher so committed to ~~her~~ her subject, her students, and the betterment of the world. She is so driven to do all these things and is there for her students more than any other teacher I have had. She puts her heart & soul in everything she does.

What about this course and/or the instructor's teaching of it needs change or improvement?

She and the course are wonderful as is.

What suggestions can you offer that would have made this course a better learning experience for you?

More focus on ~~the~~ plays ~~and~~ ~~the~~ though the lesson what we as actors can be a part of would be the icing on the cake for this class.

Any additional comments?

Thank you.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I don't even know where to begin. I cannot possibly express how incredible Dr. Lewis is as a professor. The endless fire, passion, and sincerity with which Megan teaches is beyond infectious and inspiring.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The breadth and depth of the material  
we studied and explored  
The passion & encouragement of the professor

What about this course and/or the instructor's teaching of it needs change or improvement?

- Let your students speak, even more than you already do
- Step back and ask if your personal connection to African theatre occasionally obstructs your perception instead of augmenting it
- NO ONE-PERSON SHOWS

What suggestions can you offer that would have made this course a better learning experience for you?

- Turn the level up on the discourse - challenge everyone, all the time especially the people you most want to agree with
- Walk us through writing & research more
- NO ONE-PERSON SHOWS

Any additional comments?

Look, I loved this class. I just think that if/when you get the tenure you have readily and tenaciously earned, you should siphon off about 75% of the devolved and one-person shows to a new dramaturgy course (which we need) specifically focused on them



University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is the single most passionate professor I have ever had the pleasure of learning from. I have never learned so much or been so inspired to continue on in Theater.

What about this course and/or the instructor's teaching of it needs change or improvement?

We focused heavily on South Africa and its theater and I wish that we had a more global overview of Contemporary Theater.

What suggestions can you offer that would have made this course a better learning experience for you?

I wish that this class could be held in a Theater Dept space so that we could utilize more resources for projects like our dramaturgical presentations.

Any additional comments?

Megan may be the best prof. I have ever seen on this campus.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

So thought provoking, really discussed things  
that needed to be brought up! So good!

What about this course and/or the instructor's teaching of it needs change or improvement?

um... you're flawless.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

take me to Africa!

■ ■ ■

**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her passion and commitment to both the students and the material exceeding all expectations.  
Megan Lewis insights a 'craving' for knowledge.

What about this course and/or the instructor's teaching of it needs change or improvement?

More time during the week (longer class time)

What suggestions can you offer that would have made this course a better learning experience for you?

Giving Megan Lewis another Distinguished Teaching Award

Any additional comments?

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It inspired me to pursue every aspect of my field and have it have meaning.

What about this course and/or the instructor's teaching of it needs change or improvement?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is passionate & amazing. The work she's doing is poignant & important & timely. This work needs focus from administration & students.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Megan deserves another award + tenure!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her passion for her work and her students.

What about this course and/or the instructor's teaching of it needs change or improvement?

Spending more than one class on one play would be cool

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Megan is literally an angel on this earth.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis and this class has inspired me to  
take risks and do theater that creates change. She cares  
deeply about her students and she is one of the best teachers  
I've had.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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University of Massachusetts  
Student Response to Instruction (SRTI)


Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan has a profound talent to inspire and enrich the minds of all students

What about this course and/or the instructor's teaching of it needs change or improvement?

NOTHING she's

Beautiful 

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

give this woman more awards, she is the most deserving

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

This class is truly an inspiration and  
should be a requirement for all students.  
It challenged me and my views so I could  
was forced to refine and make them stronger

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is extremely passionate about everything she teaches. She believes in equality and it shows in everything she does.

Any issues that a student of hers might have is cleared up quickly and she is extremely willing to continue meaningful conversations even hours after class.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Please give Megan another distinguished teaching award.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I believe that this class held some of the most crucial information and arguments to spread to the world

What about this course and/or the instructor's teaching of it needs change or improvement?

This should be offered more often, but to offer it at the rate at which it deserves would put Megan at a risk of no sleep

What suggestions can you offer that would have made this course a better learning experience for you?

Better classroom

Any additional comments?

S

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's investment in facilitating discussion & change is clearly reflected in her passion for the subject. She is an inspiration & a phenomenal teacher.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

keep the presentation option!

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University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is so passionate and inspiring and I love everything about her. She inspires me everyday and I adored this class.

What about this course and/or the instructor's teaching of it needs change or improvement?

Finish your book and you'll be golden.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing I loved it.

Any additional comments?

Megan is fantastic and deserves so much love and appreciation. The work she does is phenomenal but doesn't get enough credit. I wish she was my mom.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is amazing! She has inspired me so much! Megan clearly knows what she's talking about, the environment she creates is inspiring and allows for real conversations and real learning!

What about this course and/or the instructor's teaching of it needs change or improvement?

You're amazing Megan, keep doing your thing!

What suggestions can you offer that would have made this course a better learning experience for you?

LONGER CLASS TIMES + MORE CLASSES A WEEK!

Any additional comments?

Thank you, thank you, thank you!  
SHE NEEDS TENURE!  
SHE DESERVES ALL THE AWARDS!

Megan, you have inspired me + changed my world view! Thank you! You have empowered this woman! Let's change the world!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The greatest part I've had: cares so much and encourages growth, open discussion and promotes a safe welcoming space to learn and share. Her passion is inspiring!

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is a rare professor. She works tirelessly for her students & her passion and understanding is so apparent. She truly puts her students first and does everything she can to help & teach us.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

If anything, seeing more of the work we read in class or images or otherwise. As much as possible to visualize the words.

Any additional comments?

You are an absolute force. Fantastic,

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I love megan's passion for the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

I don't think my thing needs to change.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I love megan's behavior and I hope that her voice inspires everyone and is heard by everyone.



**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: HONORS 391A Section #:27 Class #: 16402  
 Forms returned: 13  
 Total enrollment: 13  
 Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	13	0	0	0	0	0	13
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	11	2	0	0	0	0	13
		85%	15%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	12	1	0	0	0	0	13
		92%	8%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	9	3	0	1	0	0	13
		69%	23%	0%	8%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	11	2	0	0	0	0	13
		85%	15%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	13	0	0	0	0	0	13
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	10	3	0	0	0	0	13
		77%	23%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	12	1	0	0	0	0	13
		92%	8%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	9	1	1	2	0	0	13
		69%	8%	8%	15%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4	4	3	2	0	0	13
		31%	31%	23%	15%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	9	0	3	1	0	0	13
		69%	0%	23%	8%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	7	2	2	2	0	0	13
		54%	15%	15%	15%	0%		

This course is a	
Major requirement	8%
Gen. Ed. requirement	23%
Other requirement	62%
Elective	8%
Missing	0%

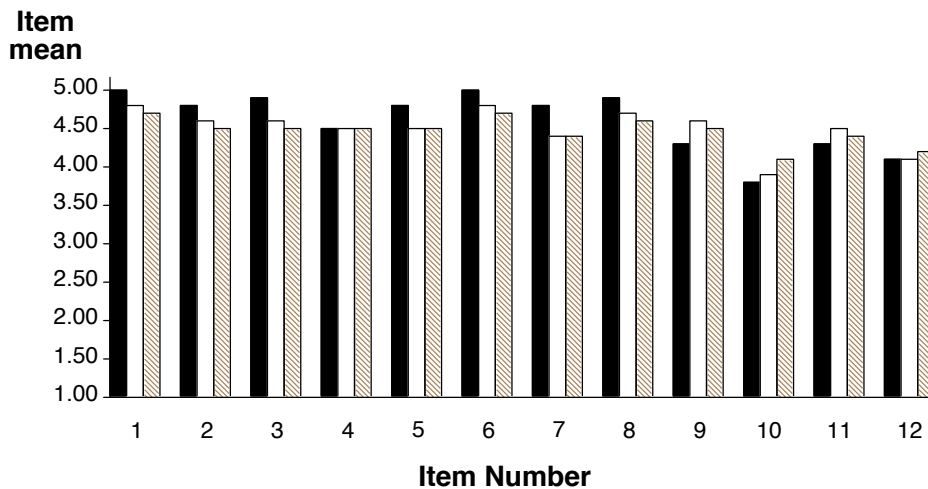
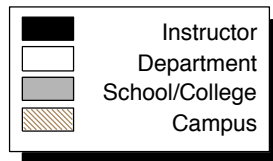
Student class level	
Freshmen	23%
Sophomore	62%
Junior	15%
Senior	0%
Graduate	0%
Other	0%
Missing	0%

Expected grade	
A	69%
A-	31%
B+	0%
B	0%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	0%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: HONORS 391A Section #:27 Class #: 16402  
 Forms returned: 13  
 Total enrollment: 13  
 Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: HONORS # Sections: 340 Resp. rate: 94%</b>		<b>College: HON # Sections: . Resp. rate: .</b>		<b>Campus # Sections: 4,173 Resp. rate: 87%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.28	.	.	4.7	0.34		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.36	4.6	0.44	.	.	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.27	4.6	0.45	.	.	4.5	0.46		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.5	0.84	4.5	0.40	.	.	4.5	0.44		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.8	0.36	4.5	0.45	.	.	4.5	0.47		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.28	.	.	4.7	0.37		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.8	0.42	4.4	0.50	.	.	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.27	4.7	0.32	.	.	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.3	1.14	4.6	0.47	.	.	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.8	1.05	3.9	0.58	.	.	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.3	1.07	4.5	0.45	.	.	4.4	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.1	1.14	4.1	0.55	.	.	4.2	0.57		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

I like the issues we tackled and I definitely learned more about the struggles in South Africa and the current social environment there because of the professor's personal experience with it.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Most class discussion.

she often maybe not intentionally shut down students who did not have the same views/opinions as her.

**What suggestions can you offer that would have made this course a better learning experience for you?**

Longer class period. A 50 min class is not enough. Probably some group activities so that we can have a more engaged discussion with our peers.

**Any additional comments?**

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

READINGS THAT STEPPED BEYOND THEORY, INVESTIGATING  
WHITENESS AS A PERFORMANCE & ACTUALLY BRINGING IN  
PERFORMANCES TO DISCUSS & ANALYZE  
\*GOOD CLASS STRUCTURE - DIALOGUE, NOT LECTURE

What about this course and/or the instructor's teaching of it needs change or improvement?

MORE READINGS/PERFORMANCES FROM POX TO BALANCE  
THE WHITE VOICES (ALTHOUGH THE CLASS FOCUSES  
ON WHITENESS HEARING WHAT POX HAVE TO  
SAY IS STILL SUPER IMPORTANT - OTHERWISE WE  
BECOME INSULATED)

What suggestions can you offer that would have made this course a better learning experience for you?

MORE INVESTIGATION INTO PERSONAL IDENTITY &  
HOW MY ACTIONS HELP SUPPORT THESE STRUCTURES /  
HOW CAN WHITE PEOPLE HOLD THEMSELVES  
ACCOUNTABLE?

Any additional comments?

THANKS FOR A GREAT SEMESTER! I REALLY  
ENJOYED THIS OPPORTUNITY TO TALK MORE  
ABOUT WHITENESS & I LOOK FORWARD TO  
CONTINUING THESE CONVERSATIONS  
OUTSIDE OF THE CLASSROOM.

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

The materials we read and watched were interesting and informative. The discussions were great.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

I didn't like the use of iTunes U. I don't own Apple products, so I was never able to access the course site.

**What suggestions can you offer that would have made this course a better learning experience for you?**

I would have liked to have one class devoted to discussing how to implement what we learned this semester into our daily lives.

**Any additional comments?**

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

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**What about this course and/or the instructor's teaching of it needs change or improvement?**

More open discussions

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**What suggestions can you offer that would have made this course a better learning experience for you?**

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**Any additional comments?**

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The professor always chose interesting readings and videos as homework so there was always alot to discuss in class

What about this course and/or the instructor's teaching of it needs change or improvement?

I did not like using iTunesU. Moodle is much easier to use and can be accessed on the computer. I would either have to struggle to read/watch videos on my phone or email them to myself to open on my computer instead of just using Moodle which would have been much simpler.

What suggestions can you offer that would have made this course a better learning experience for you?

Using lecture slides to outline the topics as we discussed them would have made it easier for me to follow the conversation and contribute more.

Any additional comments?

Overall I really enjoyed this class and the way it was taught.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

I appreciated the lack of the unhealthy power dynamics fostered by professors in some courses. Megan approached the class as if we were all scholars on equal grounds - despite her preeminence in the field - and that system is far more conducive to deliberation and genuine learning.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Time restrictions prohibited us from delving deeper into the material - but that is not the fault of Megan.

**What suggestions can you offer that would have made this course a better learning experience for you?**

I simply wish we had more time. Teach a 4-credit course please!!!

**Any additional comments?**

Great course & professor/person!!



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

Professor Lewis is extremely knowledgeable and constructive in the classroom

**What about this course and/or the instructor's teaching of it needs change or improvement?**

391A courses need to be longer/more frequent

**What suggestions can you offer that would have made this course a better learning experience for you?**

**Any additional comments?**

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

The small class size and Professor Lewis' in-depth knowledge and enthusiasm!

**What about this course and/or the instructor's teaching of it needs change or improvement?**

I would've liked more discussion of whiteness in relation to Arabs and whiteness in other cultures more.

**What suggestions can you offer that would have made this course a better learning experience for you?**

- Longer class times

**Any additional comments?**

Professor Lewis was very accessible and extremely helpful in allowing and working with students to pursue their own interests. I think it was especially hard to cover everything because of the large volume of current events on race occurring.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is extremely personable, passionate, lively and interesting. I think every week's discussion was chosen perfectly, and allowed us to be exposed to whiteness in aspects we've never considered. This course has changed how I view the world and whiteness!!

What about this course and/or the instructor's teaching of it needs change or improvement?

None!

What suggestions can you offer that would have made this course a better learning experience for you?

I would have liked a longer class period to discuss course material more in depth! We often would engage in interesting discussion and be cut short on time.

Any additional comments?

None

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I thought there was a perfect balance of the professor sharing her own insight while also wanting to hear the students' opinions

What about this course and/or the instructor's teaching of it needs change or improvement?

This course discusses such deep, complex material that I would have loved to have more class time to talk about it

What suggestions can you offer that would have made this course a better learning experience for you?

→ more class time!

Any additional comments?

Megan Lewis is a brilliant, unique professor who asks her students to explore bold, fascinating topics, guided alongside her brilliant, enlightening input. She clearly is very dedicated to her students' learning and makes it her duty to

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

open discussion, everyone encouraged to participate

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Nothing - maybe some more student debates could be added, but great course overall

**What suggestions can you offer that would have made this course a better learning experience for you?**

maybe small group discussions

**Any additional comments?**

Great class, excellent professor

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoyed the readings she chose

What about this course and/or the instructor's teaching of it needs change or improvement?

Professor Lewis did not allow for fluid + productive student discussion because she spoke between every student. 2 students never spoke in a row without her speaking between them. Her questions were rarely open-ended. She wanted to hear the students echo her opinions rather than hearing theirs.

What suggestions can you offer that would have made this course a better learning experience for you?

Allow student discussion.

Any additional comments?

This university - especially the honors college - needs to question why the only 391A seminar offered on race is focused on whiteness.

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2014 Instructor: LEWIS, MEGAN  
 Course: THEATER 494 Section #:01 Class #: 61179  
 Forms returned: 8  
 Total enrollment: 8  
 Response rate: 100%

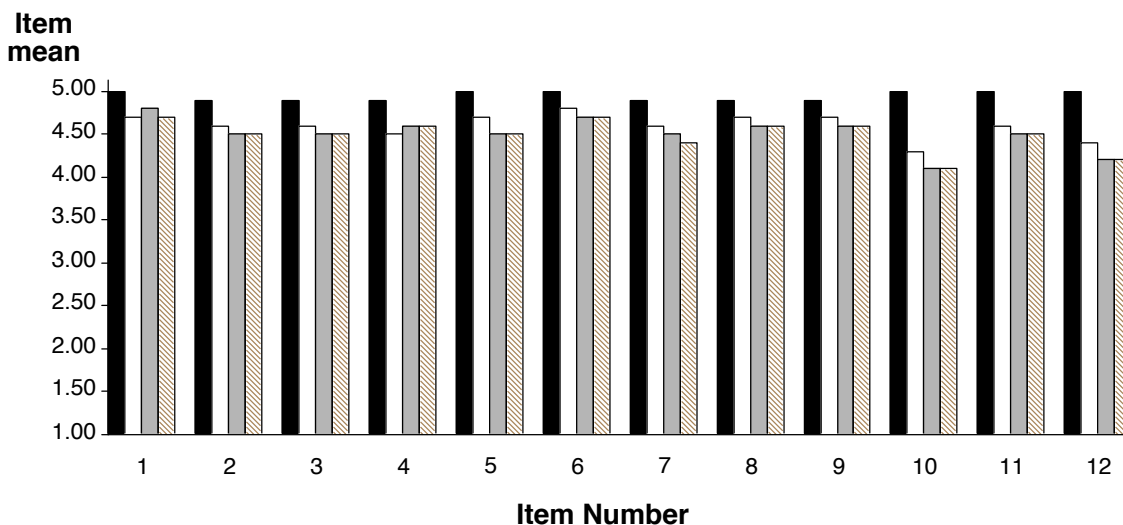
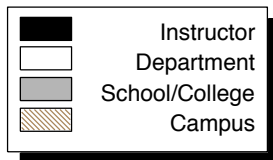
Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	6	1	0	0	0	1	7
		86%	14%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	6	1	0	0	0	1	7
		86%	14%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	7	0	0	0	0	1	7
		100%	0%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		

This course is a	Student class level		Expected grade		
Major requirement	50%	Freshmen	0%	A	38%
Gen. Ed. requirement	13%	Sophomore	25%	A-	25%
Other requirement	0%	Junior	13%	B+	13%
Elective	38%	Senior	13%	B	0%
Missing	0%	Graduate	50%	B-	13%
			0%	C+	0%
			0%	C	0%
				C-	0%
				D+	0%
				D	0%
				F	0%
	Other	13%			
	Missing	0%			

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR2015 Instructor: LEWIS, MEGAN  
Course: THEATER 494 Section #: 01 Class #: 21003  
Forms returned: 18  
Total enrollment: 18  
Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 118 Resp. rate: 90%</b>		<b>College: HFA # Sections: 1,629 Resp. rate: 86%</b>		<b>Campus # Sections: 4,547 Resp. rate: 86%</b>	
<b>Item #</b>	<b>SRTI Item</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.38	4.8	0.33	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.45	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.43	4.5	0.45		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.51	4.6	0.43	4.6	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.37	4.5	0.44	4.5	0.45		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.31	4.7	0.36	4.7	0.35		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.82	4.6	0.47	4.5	0.49	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.32	4.7	0.36	4.6	0.37	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.23	4.7	0.33	4.6	0.43	4.6	0.43		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.8	0.42	4.3	0.53	4.1	0.51	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.50	4.6	0.46	4.5	0.48	4.5	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.9	0.31	4.4	0.54	4.2	0.54	4.2	0.56		



*\*\*Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2010-AY2012. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department within enrollment category; College = courses from all other departments in the school/college within enrollment category; Campus = all UMass courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 03/17/2016*



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The course was well planned out, down to the last detail. Megan's enthusiasm for the course made the history more exciting to learn.

What about this course and/or the instructor's teaching of it needs change or improvement?

The course load became overwhelming, especially the middle portion. I also wish that there was a portion about how to take notes on shows.

What suggestions can you offer that would have made this course a better learning experience for you?

Inverte meetings about my work would have made it a better learning experience. The comments on the middle papers were helpful, but a would be liked a face to face meeting or set time to talk about my progress in the course.

Any additional comments?

Thank for everything! It was amazing

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It did well completely emerging students in culture & history of South Africa. Also taught the importance of theatre.

What about this course and/or the instructor's teaching of it needs change or improvement?

The amount of work or time to do it could be a little less rushed. Need time to digest information.

What suggestions can you offer that would have made this course a better learning experience for you?

Just what I said about the work load.

Any additional comments?

This is a beautiful course! I loved it!

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her personal and biographical relationship to South Africa and SA theatre, I couldn't imagine doing something like this with anyone else. The sheer amount of her dedication and clear love for the course and topics inspired me again and again. She facilitated a group spirit that we all hooked into which made this course <sup>wonderful</sup>.

What about this course and/or the instructor's teaching of it needs change or improvement?

Literally nothing. Maybe slow down assignments but with the extensions this class was literally perfect in my opinion.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing substantial - maybe add in Cape Town but the length, activities everything was just right.

Any additional comments?

Wonderful course! This changed my life in a very tangible and immediate way. I am honored to be given this opportunity. Thank you and support this course!!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The passion of the professors and the fact that I got to go to South Africa!

What about this course and/or the instructor's teaching of it needs change or improvement?

possibly less group shows we are obligated to see or if so then we are responsible for seeing them on our own, not at specific times.

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

you 3 profs. Jay are Absolutely amazing and rays of sunshine.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

If

What about this course and/or the instructor's teaching of it needs change or improvement?

More structure for online work

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The amount I learned and seeing all the plays.

What about this course and/or the instructor's teaching of it needs change or improvement?

More deadlines for the online work.

What suggestions can you offer that would have made this course a better learning experience for you?

Instead of writing papers in S.A. having

more of a required journal

Any additional comments?

It was so wonderful Megan  
is amazing ♡

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*The dedication of the course instructors.*

What about this course and/or the instructor's teaching of it needs change or improvement?

*There should be more spending and advertising -  
The South Africa connection is new and will  
put UMMS ahead of the curve. Course must be  
sold and promoted*

What suggestions can you offer that would have made this course a better learning experience for you?

*N/A*

Any additional comments?

*UMMS was one of the most beneficial and rewarding  
exp. exp. changing courses in the my time at  
UMMS.*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

South Africa

What about this course and/or the instructor's teaching of it needs change or improvement?

Wifi & laptop & phone logistics

What suggestions can you offer that would have made this course a better learning experience for you?

More time in South Africa

Any additional comments?

I love this course. Best course I have ever taken.



**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2015 Instructor: LEWIS, MEGAN  
Course: THEATER 494 Section #:01 Class #: 21003  
Forms returned: 18  
Total enrollment: 18  
Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	15	1	1	1	0	0	18
		83%	6%	6%	6%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	15	2	0	0	0	1	17
		88%	12%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	17	1	0	0	0	0	18
		94%	6%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	13	4	0	0	0	1	17
		76%	24%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	16	1	1	0	0	0	18
		89%	6%	6%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	16	2	0	0	0	0	18
		89%	11%	0%	0%	0%		

This course is a	
Major requirement	28%
Gen. Ed. requirement	0%
Other requirement	6%
Elective	56%
Missing	11%

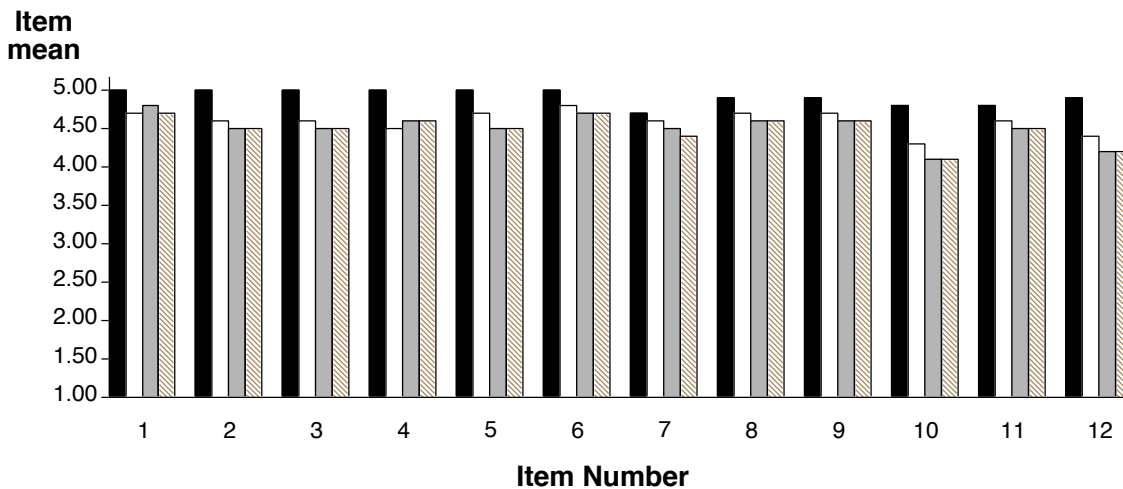
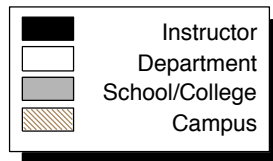
Student class level	
Freshmen	0%
Sophomore	11%
Junior	50%
Senior	22%
Graduate	0%
Other	11%
Missing	6%

Expected grade	
A	44%
A-	11%
B+	11%
B	6%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	6%
Missing	22%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR 2015    Instructor: LEWIS, MEGAN  
 Course: THEATER 494 Section #:01    Class #: 21003  
 Forms returned: 18  
 Total enrollment: 18  
 Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 118 Resp. rate: 90%</b>		<b>College: HFA # Sections: 1,629 Resp. rate: 86%</b>		<b>Campus # Sections: 4,547 Resp. rate: 86%</b>	
<b>Item #</b>	<b>SRTI Item</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.38	4.8	0.33	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.45	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.43	4.5	0.45		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.51	4.6	0.43	4.6	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.37	4.5	0.44	4.5	0.45		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.31	4.7	0.36	4.7	0.35		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.82	4.6	0.47	4.5	0.49	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.32	4.7	0.36	4.6	0.37	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.23	4.7	0.33	4.6	0.43	4.6	0.43		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.8	0.42	4.3	0.53	4.1	0.51	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.50	4.6	0.46	4.5	0.48	4.5	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.9	0.31	4.4	0.54	4.2	0.54	4.2	0.56		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2015 Instructor: LEWIS, MEGAN  
Course: THEATER 698 Section #:01 Class #: 21138  
Forms returned: 3  
Total enrollment: 3  
Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	2	0	0	0	0	1	2
		100%	0%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		

This course is a	
Major requirement	0%
Gen. Ed. requirement	0%
Other requirement	0%
Elective	100%
Missing	0%

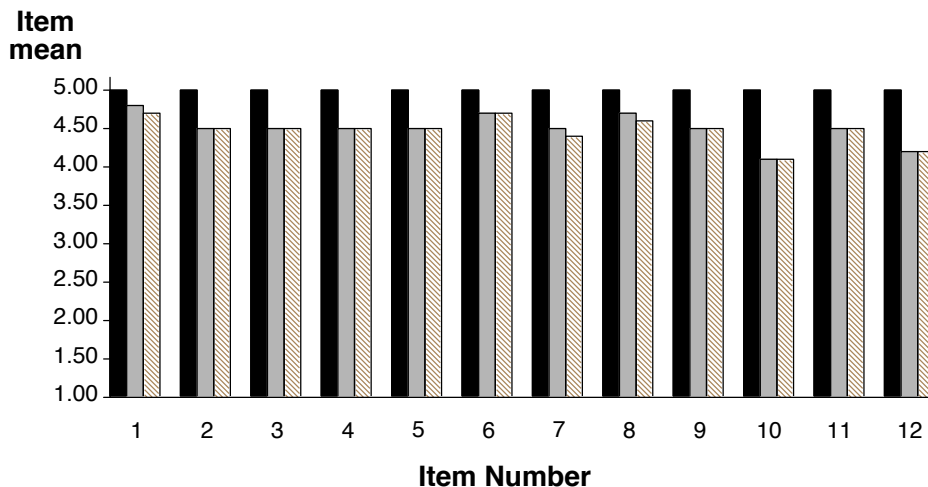
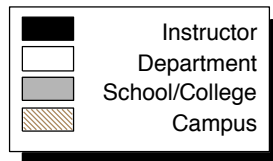
Student class level	
Freshmen	0%
Sophomore	0%
Junior	0%
Senior	0%
Graduate	67%
Other	33%
Missing	0%

Expected grade	
A	67%
A-	0%
B+	0%
B	0%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	33%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR 2015 Instructor: LEWIS, MEGAN  
 Course: THEATER 698 Section #:01 Class #: 21138  
 Forms returned: 3  
 Total enrollment: 3  
 Response rate: 100%

				<b>**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 7 Resp. rate: 95%</b>		<b>College: HFA # Sections: 270 Resp. rate: 92%</b>		<b>Campus # Sections: 1,801 Resp. rate: 90%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.8	0.33	4.7	0.32		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.46	4.5	0.43		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.5	0.43		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.47	4.5	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.5	0.44		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.7	0.33	4.7	0.33		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.4	0.54		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.7	0.34	4.6	0.36		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.44	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	5.0	0.00	.	.	4.1	0.57	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.00	.	.	4.5	0.47	4.5	0.46		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00	.	.	4.2	0.56	4.2	0.53		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*



It's not a show up and do the work class, it's a think about what you value, ask the big questions, get out there and do something, what do you stand for, ~~what~~ <sup>what</sup> will you do class,

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? This was a course unlike any other, but it is true education.

I am still processing everything that this course gave me, and I am sure the course will continue to teach me long after it is over. There are many concepts that I have heard about in classes, but actually getting out and seeing them in practice blew the doors wide open in terms of my understanding. For example, I was able to see several amazing examples of physical theater at the festival, and suddenly it clicked. (The ~~carefully~~ <sup>carefully</sup> chosen readings primed us for what we would see, ~~and~~ <sup>as well</sup>.) I now feel I can better define physical theater, and ~~can~~ <sup>am excited to begin to</sup> incorporate it into my own work and teaching. I am less intimidated by politics - while I went in with an appreciation and some understanding of politics and theater, this course provided so many examples of ~~the~~ <sup>different</sup> voices, how they ~~can~~ communicate their stories, and how they can work in conversation. ~~It was~~ I felt (and feel) inspired to know my own voice better, as well as my community. I want to ask more questions and I feel I gained so much confidence to do so. I have a much broader understanding of what theater is and can be. This course made me excited about what we ~~do~~ <sup>do</sup> as theater artists.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Something that Prof Lewis does in her teaching that I find ~~is~~ incredibly effective and empowering is encouraging students, with her questions, to ask their own questions. I never felt that pressure when she led discussions to "know the answers." It is clear that she put an enormous amount of care and thought into the readings and activities she included in the course. Professor Lewis always responded positively to any question and encouraged further exploration and understanding. I really like how the online course opened with a recorded lecture. She grabbed our attention, showed so much enthusiasm, and made a connection right away. This course ~~made me~~ makes me want to be a new kind of learner, a more active member of the community, to keep the dialogue and conversation between artistic communities alive, and to actuate, as one course presentation/lecture said. This all began with a professor who inspires curiosity, enthusiasm, action, and understanding. ~~Facilitate one of the best education experiences~~

Thank you for this experience!  
had.

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1 Poor                          2                          3                          4                           5 Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I ENJOYED THE RANGE OF MATERIALS/ASSIGNMENTS. HOWEVER I WOULD HAVE LIKED TO READ MORE ARTICLES (OR EVEN BLOG POSTS), WRITTEN BY PEOPLE OF COLOR FROM SOUTH AFRICA. I ALSO THOUGHT THAT SOME SECTIONS COULD HAVE HAD READINGS THAT WERE A BIT SHORTER BUT MORE VARIED (SO SMALLER ARTICLES BUT MORE OF THEM - SAME OVERALL AMOUNT). I ESPECIALLY ENJOYED THE MUSIC ASSIGNMENT SO PERHAPS MORE THAT INVITED US TO DO MORE RESEARCH ON OUR OWN.

\* THANK YOU FOR NOT MAKING US WRITE PAPERS DURING THE TRIP!!!

Overall, how would you rate the *in-country travel* portion of the course?

1 Poor                          2                          3                          4                          5  Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I DEFINITELY ENJOYED THE TRIP TO JO-BURG & I THOUGHT IT WAS AN EXCELLENT PRECURSOR TO SOME OF THE THEATRE PIECES WE SAW. HOWEVER WE SAW 2 VERY WHITE/MIDDLE-CLASS PARTS OF THE COUNTRY, WHICH FELT STRANGE. PERHAPS A TRIP TO CAPE TOWN (EVEN OPTIONAL?) + MORE TIME IN SOME MUSEUM VISIT (WAS RUSHED). I LOVED VISITING THE AFTERCARE CENTER, BUT I THINK A READING ABOUT SERVICE-LEARNING WITH GOOD INTENTIONS, SUCH AS IVAN ILICH'S "TO HELL WITH GOOD INTENTIONS" OR ANYTHING BY TANIA MITCHELL. MORE FLEXIBILITY w/ "REQUIRED" SHOWS (SUCH AS PICK 12 OUT OF 15) \* VERY MUCH APPRECIATED THE FLEXIBILITY THERE WAS AT THE END THOUGH! THANK YOU!

MORE THINK FEEL LECTURES!

+ MORE TIME IN SOME MUSEUM VISIT (WAS RUSHED)

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

- THE US (WHITE AMERICANS SPECIFICALLY) NEEDS TO ACKNOWLEDGE, CONFRONT, & DISMANTLE WHITE SUPREMACY
  - LIKE SA IS ATTEMPTING TO DO NOW. IN MANY WAYS THE US HAS ITS OWN UNRECOGNIZED SYSTEM OF APARTHEID IN PLACE BUT IF WE REFUSE TO NAME IT, WE CAN'T FIX IT.
- ART IS A POWER TOOL IN THIS NAMING PROCESS
  - THEATRE ESP. HOLDS UP A MIRROR & HELPS US SEE OUR FLAWS
- COMMUNITY IS KEY - WE NEED TO WORK TOGETHER TO BE ABLE TO MOVE FORWARD (BUT THIS ISN'T AS SIMPLE AS HUGGING & MAKING UP)
- I NEED TO PUSH MYSELF TO BE UNCOMFORTABLE, AWKWARD, AN OUTSIDER - IN ORDER TO LEARN & GROW & BE ABLE TO STAND IN SOLIDARITY (CREDIT TO JUDY FOR THIS)

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

MEGAN IS AN AMAZING TEACHER & I NEVER FEEL LECTURED AT WHEN SHE TALKS, ONLY ABSORBING THE KNOWLEDGE SHE CHOOSES TO SHARE. I APPRECIATE HER OPENNESS TO MESSING EMOTIONS & ACADEMICS WHICH ARE OFTEN HELD VERY SEPARATE. I'M SO GRATEFUL TO HAVE BEEN ABLE TO GO ON THIS TRIP W/ HER & I AM DEFINITELY LEAVING W/ DEEPER INSIGHTS INTO MY OWN WHITENESS.

(I AM INSPIRED BY)

PAUL IS ALSO A GREAT EDUCATOR & IS VERY PATIENT. HE SHARES KNOWLEDGE IN SO SLYLY I OFTEN DIDN'T REALIZE I WAS BEING TAUGHT UNTIL LATER

→ BOTH WORK BRILLIANTLY WELL TOGETHER AS A TEAM!

I ALSO APPRECIATE THE THOUGHTFUL MODULI COMMENTS



TH494 Arts and Culture in South Africa - Summer 2015  
 COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Overall, I enjoyed the course materials very much! I found the essays and chapters that we read very engaging and fascinating. Additionally, I enjoyed the inclusion of video aspects in the course, specifically "Lay Night's Journey Into Day" and "Dorling." My one critique would be that the unit assignments were not always indicative of the content or length of the readings, occasional forum posts had word limits, both quizzes did not cover all the things that were read. I usually use unit assignments to ~~measure~~ <sup>measure</sup> what I was supposed to learn, and so Unit 3 especially seemed like a lot to read for a quiz about separate festival things.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I thought this <sup>trip</sup> was incredibly well organized. Beginning with the monuments, there was a tone set for emotional and intellectual learning. Festival goers asked me why I didn't visit the Apartheid Museum, but Freedom Parks - Voortrekker - Constitution Hill - Sueta - Hector Pieterse felt like such a more immersive learning experience. Additionally, the Festival itself was great. Megan picked wonderful shows, and it was also awesome to have the opportunity to see more on our own!

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has helped me discover a lot about all the above-mentioned things. There is so much that can be learned by looking at South Africa, theatrically and politically. I was most struck by the works of Pieter-Dinkla Vys and Enuk, specifically in regards to how to offend without insulting, and how to negotiate whiteness and privilege. I had many thought-provoking moments in Soweto, looking at my life and what I was afforded, and also what it means that I can visit Soweto and read books and play with kids for a day. I'm still mulling on a lot of these thoughts, but they're thoughts that I've never taken the time to ruminate on before. In addition to all this, the wide variety of pieces we saw at the festival opened my eyes to more fluid theatrical forms. Not all theatre has to be linear, realistic, and narrative-based.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan was a phenomenal teacher. I can't imagine this trip being ~~led~~ led by anyone else. She was so emotionally available, honest, and intellectual all at the same time. What I think she does best is offer herself for discussion and sharing. It never felt like we were being taught or talked down to. Rather, Megan was like a colleague, always open for discussion, always tolerating differing opinions, and always being honest about her own theatrical views.

**TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Most of the readings were very interesting and gave me an excellent sense of context for the things we saw and experienced in South Africa. During the online course, a few of the end-of-lesson assignments felt disconnected from the readings for those ~~assignments~~ lessons. It would be helpful to have a more direct connection between readings and assignments.

Overall, how would you rate the *in-country travel portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I can honestly say this has been one of the best learning experiences of my life. I have gained so much knowledge thanks to my experience with this course.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

It was incredible to see the way  
public architecture and state rhetoric  
and through grassroots and institutional arts  
projects. This has inspired me to think  
about the ways this analysis of cultural  
history does (and does not) happen in the  
United States

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan and Paul were absolutely wonderful. They  
were both so knowledgeable and so unbelievably  
passionate. All questions were met with serious,  
insightful answers. In addition, their personal  
warmth and compassion ensured that everyone  
felt welcome and elicited to participate in  
the course. Truly inspirational!

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I enjoyed the analysis of plays and themes, and I wish I could have done the course in a physical classroom environment, but found myself challenged and excited despite the innate limitations of an online course. It might be good to require some students to summarize one another's forum posts. I read many of them, but found it out of place to actually comment.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

Unsurprisingly, I loved Masamisa the Festival where the most fun activities - Jabing, Santsa, and the procession were excellent and gave me a strong firsthand context with which to engage the work of the festival.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I'm still unpacking my experience of the festival, but I have been deeply impacted as an artist and as a person. The vitality, synergy, joy, and talent I have seen has engaged my critical muscles like nothing else. At the same time, the course has given me an increased vocabulary and scope for discussing performance and space, specifically in a racial and political context. Both the material of the module course and many festival pieces provided poignant and deep explorations of complex histories and hierarchies. Being around so many voices (teachers, fellow students), I have found new ways to navigate and examine my and others' place and role in the arts and society.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Reading Megan & Paul's work and hearing their input on the things we experienced were key - I was not being told what to think, but finding new modes of thinking and being challenged in my old ones. Their analyses are activating. The way they engage with us makes us feel more intuitive, bolder, able to make leaps of understanding we might otherwise be too hesitant to approach.

**TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1 2 3 4 **5**  
Poor Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

favorite parts were the Introductions and all of the units. Loved the progression of the units as well and felt they built upon one another nicely. Great mix of Readings, Films, Documentaries, and plays that all supported and highlighted the other readings. I also enjoyed the unit responses, they were fun and engaging.

Overall, how would you rate the *in-country travel portion* of the course?

1 2 3 4 **5**  
Poor Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

The entire trip was amazing. Jo'burg changed my life. Seeing, experiencing, living the all the sites referenced from the reading was so moving and educational. Constitutional Hill was up words all the feeling and emotions of the world that I've never felt before. The Center in Soweto was one of the best experiences of my life. The First Expanded My Knowledge, awareness of what we do as theater maker is inspiring way.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has helped me discover more unique and vital physical ways to create theatre. It has also shown me the power of community and our shared humanity that is possible in our global cultures. This was demonstrated by our visits in Tokyo especially the Center and in Denver the shows we saw were so ~~powerful~~ <sup>politically</sup>. I've discovered the need, ~~to want~~, drive to motivate myself in my community and life to become a more active participant. This experience has provided me a greater understanding of myself, how I witness and experience, and what triggers my emotions. Injustice and hate tug on my heart strings. Telling stories that highlight struggles ~~and~~ of humans souls and exploring how that have or how they can be overcome is attractive to me.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Dr. Lewis is one of the most inspirational, thought provoking, dedicated professors I've ~~met~~ <sup>taught</sup> taken class with. The supplemental Great Reading were great and help to give more layers to the core Reading. She ~~knows~~ is an expert in her field and her love of the course and passion for art is felt by every student.



TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1  
Poor

2

3

4

5  
Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I really enjoyed the different mediums of teaching in the online course. Between the online lectures, films, plays, articles, quizzes etc. I really took away a lot of great information about the arts + culture of the country before we got there which was extremely helpful. I loved that there were forums where we could see each others' ideas posted and get feedback for our work.

Overall, how would you rate the *in-country travel portion* of the course?

1

Poor

2

3

4

5  
Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I greatly enjoyed the few days spent in Joburg before the actual festival. It gave us some real insight into the history and culture of the country ~~before~~ which really helped in my understanding of the material in the shows in Grahamstown. The various excursions were all so pertinent to the overall learning that take place during the course. Perhaps give the students some time to rest/sleep in once we get to SA because a lot of students were pretty exhausted by the time we got there.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has really opened my eyes to what the arts and theatre particularly mean in other cultures. I was able to witness the power that art truly has. Theatre in SA has influenced so many people and informed so many others in the political and social wrongs of the country. Art has the ability to really make a difference and I witnessed that firsthand throughout this course. I discovered how deeply intertwined theatre/art and politics are. I also was able to analyze myself and where I stand in my own culture and how my privileges have had an influence in my life.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan Lewis is easily one of the best professors I have ever had. She is truly passionate about what she teaches and really wants her students to learn. She is also so thoughtful when it comes to one of her students needing help. She is quick to help in any way that she can and strongly advises that the students help each other in the spirit of Ubuntu. She is such an intelligent professor and one of the best teachers I've had. Paul Adolphsen is another amazing teacher. The two of them together are the perfect combination and I couldn't imagine this course being taught by anyone else. Amazing Experience.

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1                  2                  3                  4                  5  
Poor                                                                                                       Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I loved the sections on satire, protest theatre, music, and monuments. In terms of responses, the most effective were the ones that simply asked us to reflect on what we read. I loved the ones where we had to find information relating to our own lives (es satire, monuments), but I think it might be helpful to frame those as compare and contrast with information in the Moodle course. ~~Also~~ Overall, I loved it!

Overall, how would you rate the *in-country travel portion* of the course?

1                  2                  3                  4                  5                  6  
Poor                                                                                                       Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I cannot say I have a favorite part of the trip - each moment was important and special. I loved the visit of Liliesleaf, Vondroebus, and Freedom Park - a fruitful trajectory. Our day in Soweto was ~~probably~~ the most ~~effective~~ affecting of the trip - I think we really needed that context to understand a lot of what we saw in Grahamstown. The service afternoon was so uplifting and important - I hope you keep that. The festival itself was wonderful and exhausting - I might include one or two more lectures! I would also include more dance. Overall, a brilliant success. I feel so lucky to have gone

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Politics and theatre and history are intimately and sometimes violently connected - all one about action and storytelling, and relationships/status.

Though the course was short, it packed a punch. It has taught me to always aim to complicate historical narratives, looking at why a story is told and how, ~~and how~~ the how being extremely important and to focus on visibility - who is given the opportunity to act? who is erased? The history we learned about Johannesburg and its connection to the present, made me want to create, and it made me certain that as an artist, I need to make sure I work to create space for those who need it. I want my work to blast holes in conventional narrative. I want to explore my complicity and break it. Above all, I fell in love with the passionate and complicated nature of South Africa, a young country that has far to go but at the same time is further ahead than the US in many ways. ~~I want~~ I want to spend my life picking at the corruption present in this country and other, through art.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Even in a two week course, Megan is one of the best professors I have ever learned with. She approaches each subject with passion and curiosity, ready to be affected. She loves what she teaches without any defenses up, and thus she teaches clearly and honestly. Our lessons were on SA history and present, but she made me think about our global future, and challenged all of us to become ~~an~~ active people, ready to question, deconstruct and create. Specifically, she gave us an introduction to each place we visited, making them easier to understand.

Paul was also wonderful, and thoughtful. He led discussions in a kind way and actively participated, learning with us. He is kind, committed, and curious.  
ANN THEY'RE BOTH BRILLIANT!

**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1	2	3	<u>4</u>	5
Poor				Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I found the moodle course full of really amazing work and reading. However, I found it difficult to pace myself w/ the units w/o strict deadlines for each assignment. Maybe each assignment should have a deadline? Also, while the paper challenged ~~me~~ me, I think I would have written a better paper if I had some discussions about the course material to talk out my ideas. I'm not sure

Overall, how would you rate the *in-country travel portion* of the course? <sup>new feedback that would be though</sup>

1	2	3	4	<u>5</u>
Poor				Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I loved all of it. I wonder if there is a way to make the trip longer in order to include more exploration of Cape Town and even more in depth of Joburg. I would have liked to be out of the bus more and able to walk within the city. Plus I would love to see more parts of the country

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I was able to find a way to think critically about my environment but also find tools, such as the arts, to inspire change. My critical thinking became much more productive and that will help me continue to marry my interests in social change and theatre. Straight plays are not the only outlet. Musical theatre does not have to be the only blockbuster success. Theatre is expanding, weird, and an immensely powerful tool.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Professor Lewis was able to perfectly balance being our friend and our teacher. Perhaps what struck me most was her honesty in beltting issues of race, apartheid, and what her role in these matters mean. Her willingness to show her country w/ or w/o hiding the past was awe-inspiring. All hail Queen Megan♡



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Just how much you can do with art created, and how the art you create can absolutely make a difference. Also the idea of making opportunities for yourself rather than waiting for them to come to you. So many of the artists we saw were individuals who made opportunities for themselves, and that is really inspiring.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Professor Lewis ~~is~~ is fantastic. Absolutely no complaints.





What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

So much. I thought I was done learning for a while after graduation, and everything about this trip proved me wrong. The South Africa I experienced was simultaneously familiar and foreign, and made me look harder at American culture and racial politics than I ever have. Being in a country and at a festival where I was asked to examine my whiteness and the privilege that comes with it changed my life, and I'm so thankful for it.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan is a legend. She is one of the most powerful and important educators I've ever had the pleasure of being instructed by, and serves as a role model for me after an incredibly short two weeks. She leads by example and fosters an environment of openmindedness and questioning in which real learning can occur. She is honest about her perspective, and always asks her students to consider the way they're thinking as much as what they're thinking. I could (and probably will) write a book on what a life-changing person she is - I'm so thankful that I got to meet her, because she changed my life.

**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Watching the videos/movies  
 and the readings. Some  
 readings were not as  
 inspiring/interesting as others.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I loved the festival, tours,  
 and safari!! I wish  
 there was more time to  
 rest after the long travel  
 and I wish there were  
 more days away from the  
 festival (like the safari), going  
 hiking or to the beach.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I have a different perspective on America. I feel I have become a more thoughtful person through this journey. I discovered even further how ~~theater~~ is extremely important to express culture, pain, happiness, and moments/issues in life that are seldom communicated about.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

I felt I never had a chance to have conversations with Professor Lewis, however I had great talks with Gibson and Julie during dinners.

TH494 Arts and Culture in South Africa - Summer 2015  
 COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1  
Poor

2

3

4

5  
Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I liked how easily it was  
 to download and view the documents  
 as well as Prof. Lewis' own blurbs  
 summarizing objectives for each unit.  
 I had some trouble w/ video access,  
 but I think that was an issue  
 w/ the library access @ umass

Overall, how would you rate the *in-country travel portion* of the course?

1  
Poor

2

3

4

5  
Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

Where to begin!  
 The organization was  
 fantastic, I always felt  
 safe and was never alone.  
 No complaints about the travel!

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has really busted my bubble of white privilege in the best way possible. It's opened my eyes to the world around me and made me realize how important it is for us as the youth to take part / interest in politics and theatre is just one of the brilliant ways that we can get involved.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

It is so immensely important for the teachers to be passionate about what ~~we~~ we are learning and to say our instructors were passionate is an understatement. I couldn't have asked for a better teacher, friend, and inspiration to learn more about the world around me. No improvements necessary.

**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1	2	3	<b>4</b>	5
Poor				Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

- Seeing The Island was an especially fascinating experience since it was one we had read for the Moodle course. If you know what plays the group will see far enough in advance, I would suggest including more of them in the course
- While I'm sure the in-country assignments would have been interesting, I don't know when we would have done them. The time in SA is so short that I would suggest leaving those off in favor of allowing more time for festival activities

Overall, how would you rate the *in-country travel portion* of the course?

1	2	3	4	<b>5</b>
Poor				Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

- This was the single most intellectually rewarding experience of my life. Never have I been so wonderfully challenged to investigate and interrogate. The time spent in Johannesburg was a much-needed phase that allowed me to activate my mind to prepare for what I would see at the festival. I had a number of South Africans tell me that we had missed out by skipping the apartheid museum. I understand the rationale but might consider trying to squeeze it in.
- I would have loved to have spent more time in Soweto. The human-to-human interactions are the most powerful, and that day felt at times like we were just stopping in at a number of locations.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Activation has been the key term for me. I have been shown how sedentary I have been and feel a powerful need to tune in to the circumstances of my own country. As I continue as an artist, I will have to seek a real driving force with which to build something that says something, as I think theatre in the United States often fails to do. I feel restless and hungry and hope that I can continue to engage my surroundings with a critical eye once I am back in my comfort zone.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

MEGAN. Megan Lewis is an astoundingly passionate woman who demands investment from everyone she speaks to. Her immense capacity for love creates an atmosphere in which I always felt comfortable admitting to what I didn't know or didn't understand. She was the perfect person to lead this trip, and I can only imagine what a joy it would be to be in her classroom.



TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the online Moodle portion of the course?

- 1 Poor
- 2
- 3
- 4
- 5 Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

- I really enjoyed the variety of source material and articles offered on Theatre and history in South Africa. I never felt that they were busy work, and each unit's articles complimented each other very well.
- The Sports Quiz did not seem to make much sense to me and felt out of place as the unit is currently constructed.

Overall, how would you rate the in-country travel portion of the course?

- 1 Poor
- 2
- 3
- 4
- 5 Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

- Also, maybe a group discussion about our place at Grahamstown, acknowledging each student's privilege to be able to attend ~~the~~ 20-30 shows at an arts festival in another country.

- Visiting Constitution Hill, the Voortrekker Monument, ~~and~~ Freedom Park, and Soweto was critical to creating impact and meaning out of the performances we would watch in Grahamstown. Each site was a memorable, emotional moment in its own right.
- Perhaps the amount of shows students are required to see as a whole (25 percent) group should be cut down and instead, students are simply given a minimum amount of total ~~of~~ performances they must attend. We talked about white audiences... Every show we went to together, we placed 207 "white bodies" in the audience.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

**TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

THE FIRST UNIT WHICH COVERS THE PREMISES OF SOUTH AFRICAN HISTORY GIVES ME ENOUGH INFORMATION, AND WAS ONE OF THE MOST ESSENTIAL SEGMENTS OF THE MOODLE UNITS.

BECAUSE APARTHEID HAD A UNIVERSAL EFFECT, MAYBE SOME OF THE UNITS COULD HAVE BEEN CUT DOWN OR REMOVED; A LOT OF THE INFORMATION OF APARTHEID WAS ~~RE~~ RE-EXPLAINED IN A FEW UNITS.

Overall, how would you rate the *in-country travel portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

GETTING THE CHANCE TO SEE AS MUCH SHOWS AS I DID. NEVER IN MY LIFE HAVE I SEEN 20+ PLUS CONSISTENTLY IN MY LIFE.

QUESTION # 3

I APPRECIATED EVERY PART ABOUT IT. I HAVE NEVER BEEN TO SOUTH AFRICA; EVERYWHERE MEGAN INTRODUCED US WAS A BREATH OF FRESH AIR.

I HEARD GREAT THINGS ABOUT CAPE TOWN; DEFINITELY WOULD HAVE LOVED TO SPEND A DAY OR TWO THERE.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? AMERICA HAS A THING OR "ZO" TO LEARN FROM THE AFRICAN CULTURE. THE MOST IMPORTANT THING BEING THE PASSION AND TAUGHTFUL APPROACH THE PEOPLE OF THIS COUNTRY EXUDE THROUGH THEIR EVERY DAY VUES.

RACISM IS STILL A PROBLEM, AND IT IS SOMETHING THAT IS NOT TALKED ABOUT MUCH IN THE STATES; RATHER ~~IT~~ IT IS THROWN UNDER THE RUG AND IGNORED. # FUCK THAT! COMING ON THIS TRIP, IT WILL BE

A CONVERSATION THAT WILL ALWAYS COME UP, AND OUR GENERATION WILL ~~BE~~ NOW DO ANYTHING FROM WATCHING OUR FRIENDS (COLORED OR BLACK) FAMILY, ETC FROM BEING OPPRESSED AGAIN.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

JOURNEYING WITH MEGAN TO SOUTH AFRICA, ~~AS~~ I REALIZED THAT ~~THE~~ DESPITE HER LOUING, EMPATHETIC, AND HUMANITARIAN DISPOSITION, SHE CARRIES A STORM ON HER BACK; PASSION IF YOU WILL THAT WILL BLOW ANY INJUSTICE OUT OF THE WATER. TEACHERS AROUND THE WORLD SHOULD ENULATE THIS WOMAN, BECAUSE SHE HAS TAUGHT ME EXACTLY WHAT I SHOULD HAVE BEEN TAUGHT YEARS AGO, TO LOVE MANKIND AND DO WHATEVER IT TAKES TO HELP!!

WE NEED TO ~~BE DIFFERENT~~ DARE TO BE DIFFERENT!! THANK YOU MEGAN 😊 ommmm...



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? I learned a tremendous amount about Apartheid and post-Apartheid South Africa, especially in relation to drama, art, and performance. I also learned ~~and~~ a lot about, and gained a ~~deeper~~ deeper appreciation for theater as an art form.

From being in a group of amazing, loving, smart individuals I learned a huge amount about myself as a social being as well.

The biggest impact this course will have on me, I think, is that I will not be able to look at my own country the same again. My ideas about race, politics, art, and what it means to be white have transformed over the course of this trip, and I bring back knowledge to the states of what it means to make a difference, to, as the artist Bwoe says, activate through art and performance.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

A prerequisite for deep, meaningful learning ~~for me~~ is a ~~good~~ good relationship with teachers. In this sense Arts and Culture in South Africa was special. Megan in particular is brilliant. She is the kind of brilliant that will expose you to life-changing ideas and experiences and in the same breath comfort you and make sure you have everything you need physically and emotionally. She makes every one of her students feel special, empowered to learn and grow and create. Her formidable presence is what made this trip an outstanding success.

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the online Moodle portion of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Favorites: Movies (esp. Invictus), Ingrid & Marnie  
also getting a response to our posts. I also liked the format &  
how it was organized & being able to go at any pace & order. I  
never felt overwhelmed even though it was a lot of work.

changes/improvements: it might be difficult but having  
some type of video conference in the middle  
(which would require ppl to have half the sections done)  
to have a discussion. Sometimes writing is hard to  
articulate thoughts/sometimes I wanted to go deeper or  
wrestle with things more but wasn't sure how to on my own.

Overall, how would you rate the in-country travel portion of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I especially appreciated never wasting time. Eve arrived &  
began right away & everything was planned & we stuck to  
the plan which I really appreciated. I also thought all  
the places we went & the order were on point for what  
& how we were learning. I do wish we had a bit more  
time in Soweto & with the children.

↳ to walk around or be  
less touristy somehow  
The bus felt obtrusive  
~~in a way~~

if it was possible  
I think an optional  
week in Cape Town  
could be interesting  
especially in a  
comparative reflection of  
different areas of  
South Africa.

\* I enjoyed how structured Joburg  
was & how free range  
Grahamstown was.

optional  
w/ price

\* I especially appreciated that I never felt lectured by anyone. The talks by Elnok & Pieter were some of the most powerful moments. Pieter reallllly said things that will stick with me and change how I approach the people in the future. As well our spirit of Ubuntu helped me further my personal religion of Compassion and helped me to better practice it, live my taken Ubuntu truly to heart & want to spread it.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I think this really opened my eyes to the realities of Apartheid.

To see a country & its ppl actually discussing & acknowledging their history & race was in itself a lesson but then, told me about how it needs to be brought back w. to me. I also realized that then I can start the discussion especially when racism is described as a white problem affecting others & also the idea of whiteness. It helped me to really position myself with in the context, which I had had no previous experience with because it feels so taboo in the states. I also realized how much theatre/performance/arts can have a role if it is not ~~coopted~~ <sup>coopted</sup> into pop culture. ~~there are~~ <sup>there are</sup> I know I have a lot of reflecting & thinking to do and that I will wake up in the middle of the night with EUREKA moments when more dots are connected. I learned the obvious about South African history but I feel like I learned it at a deeper level because we explored the complex web of intersectionality of theatre/art/politics/culture & ourselves within it. \*

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

I loved getting feedback, especially when for the material was offered to check out. I would have liked more group discussions especially over the group shows. Reflection time then a discussion because I know I missed things and even when trying to talk it felt disorganized & people moved on from the discussion very fast.



**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

- 1  
Poor
- 2
- 3
- 4
- 5  
Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

My favorite parts were the response forums where each student wrote about 300 words in response to a video/lecture/article/etc. I liked being able to read through what everyone else wrote.

Overall, how would you rate the *in-country travel portion* of the course?

- 1  
Poor
- 2
- 3
- 4
- 5  
Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

This was an incredible experience. I learned ~~at~~ a lot from being in the physical environment and was exposed to numerous opinions and ideas. Also loved the safari; long great break from the shows.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I think what this course most benefited me in was another perspective on theatre/arts/culture/etc. The South African viewpoint is similar enough to the United States to relate but different enough to provide new discoveries and knowledge.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan was absolutely incredible. A very impassioned researcher and teacher who really cares about her students and their learning. Her personal connections and experiences with the material were extremely valuable. Her lectures and stories really helped me dive into our work.

TH494 Arts and Culture in South Africa - Summer 2015  
 COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1            2            3            4            5  
 Poor                                  Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I wish there had been more focus on the history of apartheid. It is such an integral part of this country's history, and while we touched on it, once we got here I felt vastly unprepared. Also, it would be great to have a unit on current S.A. events. So much of the comedy & culture here is based on what's going on right now. & I think I missed quite a bit from not understanding references.

Overall, how would you rate the *in-country travel portion* of the course?

1            2            3            4            5  
 Poor                                  Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

Seeing Soweto & spending time with the Kiddies was eye-opening & in many ways, life- and perspective-changing. Also the game reserve & elephant sanctuary were unbelievably fantastic. I'm so glad we got to experience Joburg - it was a great glimpse into the riches and poverty scattered throughout this country.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

- I want to keep helping under-privileged children
- Great & expansive look into the S.A. prison system
- I had forgotten just how much I love to travel
- Reminded me how important the arts are in terms of social transformation
- Non-Eurocentric look at the arts
- It's ok to be critical, but also ok to change your mind

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

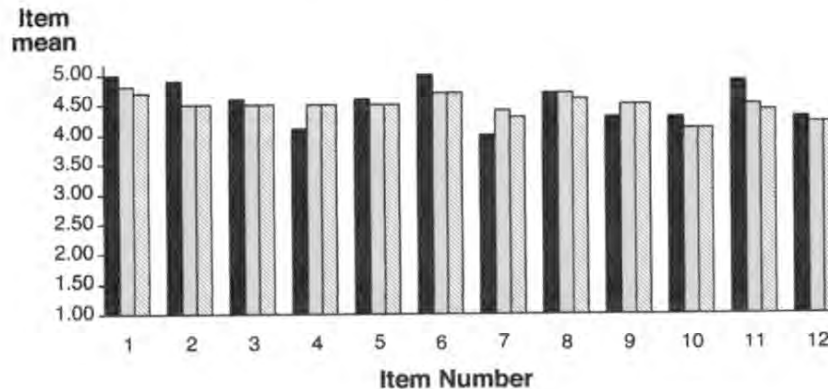
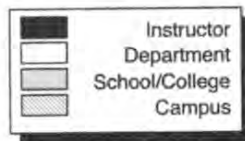
Megan is so incredibly warm & caring. She is one of the most knowledgeable professors I've had, and I loved conversing and sharing ideas with her. She offers a very balanced view of the S.A. culture, and was open to all thoughts and opinions.

Paul was great as well - a fun guy who knows his stuff and is incredibly easy to talk to.

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 729 Section #: 01 Class #: 50880  
Forms returned: 7  
Total enrollment: 9  
Response rate: 78%

		**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled							
		Instructor		Dept: THEATER # Sections: 8 Resp. rate: 99%		College: HFA # Sections: 252 Resp. rate: 91%		Campus # Sections: 1,967 Resp. rate: 90%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00			4.8	0.33	4.7	0.35
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.9	0.38			4.5	0.47	4.5	0.45
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.6	0.53			4.5	0.48	4.5	0.45
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.1	0.69			4.5	0.48	4.5	0.45
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.6	0.53			4.5	0.47	4.5	0.47
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00			4.7	0.35	4.7	0.38
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.0	1.15			4.4	0.51	4.3	0.56
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.49			4.7	0.37	4.6	0.40
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.3	0.49			4.5	0.43	4.5	0.47
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.3	0.49			4.1	0.56	4.1	0.55
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.38			4.5	0.49	4.4	0.49
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.3	0.49			4.2	0.56	4.2	0.55



\*\*Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2010-AY2012. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department within enrollment category; College = courses from all other departments in the school/college within enrollment category; Campus = all UMass courses within enrollment category.

For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 06/19/2014  
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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I always enjoy having Megan as a professor. She is so passionate about performance, theatre, and pedagogy and she inspires her students to actively engage in the course material.

What about this course and/or the instructor's teaching of it needs change or improvement?

One thing I noticed was that conversations sometimes got off-topic or became more story-telling sessions. It would be great to remain focussed on the readings and also get everyone involved in the discussions.

What suggestions can you offer that would have made this course a better learning experience for you?

I would use the journals as prompts for discussion rather than keeping them outside of the classroom. I also think they should be called something else. Journaling implies a level of privacy, as well as writing from the heart rather than responding to prescribed questions.

Any additional comments?

I just can't believe how much I have been pushed, how much I have learned, and how inspired I have become from the three courses I have taken with Megan. She can read the energy of a room and adjust her teaching accordingly. She is accommodating and willing to adapt her syllabus to the needs of her students. UMass is lucky to have her. Just make sure she slows down so she doesn't break her other ankle!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan was extremely responsive to past requests to clarify the course requirements — uses of the journal, how to structure + program our presentations, etc. I felt this was an extremely productive and edifying semester of work because of these adjustments.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

There was a tendency to take over the conversation after student presentations — not always, but sometimes. These lectures were always informative and clear, but simply allowing the class to talk through our responses to the presentations would probably have been more valuable.

Any additional comments?

Thank you for a great semester, Megan. I truly enjoyed 729 with you!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I was impressed with the reading list we had this semester. I think the readings & the weekly topics gelled together nicely. I also enjoyed the week we got to explore theories that we are interested in. I enjoyed having an opportunity to teach and learn from my classmates about other theorists.

What about this course and/or the instructor's teaching of it needs change or improvement?

Although this course was framed as a discussion of the material, I often felt there wasn't as much discussion amongst us grad students. There were a few sessions in which we each had chances to talk about the material, but I often felt overshadowed by the instructor's opinions & knowledge of the readings.

What suggestions can you offer that would have made this course a better learning experience for you?

Something I wish could have been implemented more is reading <sup>more</sup> plays that dealt with the questions of audience, ~~character~~ Brecht's work, Kushner's work, etc. Because the biggest question of the course was how to apply theory into practice, I think reading more plays to go with those theories makes sense.

Any additional comments?

During my first spring semester, I took a different version of Performance Theory specifically for Dramaturgs. I'm glad I'm ending my last spring semester with this course for Dramaturgs & Directors.

Also, adding plays is part of the course reading would be great!



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

the mixture of the group and how everyone brought something interesting into the class from their own perspective

What about this course and/or the instructor's teaching of it needs change or improvement?

Sometimes, I feel like it would have been interesting to go a little bit deeper into the texts and discuss some theoretical questions.

What suggestions can you offer that would have made this course a better learning experience for you?

Sometimes, assumptions about a certain theory or author were made a little bit too quickly and became stereotypes

Any additional comments?

Thank you very much!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I've enjoyed the readings and the class discussions  
Best I was always very engaging.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

I would have found it helpful to know  
if there was a order to the reading

Any additional comments?

Great class!

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I appreciated Megan's constant focus on providing material that would provoke discussion and engage students as practitioners. I thought the readings were well-selected: wide-ranging yet related in fruitful ways.

What about this course and/or the instructor's teaching of it needs change or improvement?

~~nothing~~

While I appreciated the journals — they forced me to synthesize my ideas before coming to class — their public nature was at times prohibitive. <sup>b/c</sup>

What suggestions can you offer that would have made this course a better learning experience for you?

Other than the above comment I can't think of a suggestion. The class was really directed by the students so many of my thoughts on how it could change relate more to the attitude of my classmates and ~~do~~ rely less on Megan's handling/leading of the course.

Any additional comments?

I think having students guide discussion on the week's reading was very successful.

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE**  
**FALL 2015 SECTION SUMMARY REPORT**  
 FYS Instructor and Course Ratings: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>Please respond to each item using the scale provided.</b>								
Item	(5=Almost always, 4=Frequently, 3=Sometimes, 2=Rarely, 1=Almost never)	5	4	3	2	1	OMIT	N
1	Your instructor was well prepared for class.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
2	Your instructor inspired interest in the subject matter of this course.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
3	Your instructor showed a personal interest in helping students learn.	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
4	Your instructor stimulated student participation in the class.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
5	Your instructor welcomed differing points of view.	7	0	1	0	0	0	8
		88%	0%	13%	0%	0%		

<b>Please indicate the extent to which you agree or disagree.</b>							
Item	(4=Agree strongly, 3=Agree somewhat, 2=Disagree somewhat, 1=Disagree strongly)	4	3	2	1	OMIT	N
6	The instructor was available for communication outside of class.	8	0	0	0	0	8
		100%	0%	0%	0%		
7	The instructor seemed to care about the subject matter.	8	0	0	0	0	8
		100%	0%	0%	0%		
8	The workload for this course was reasonable for a one-credit course.	8	0	0	0	0	8
		100%	0%	0%	0%		

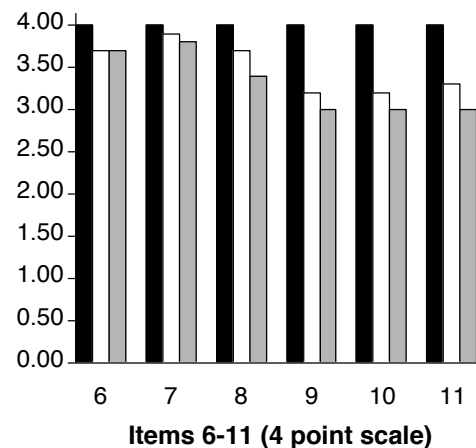
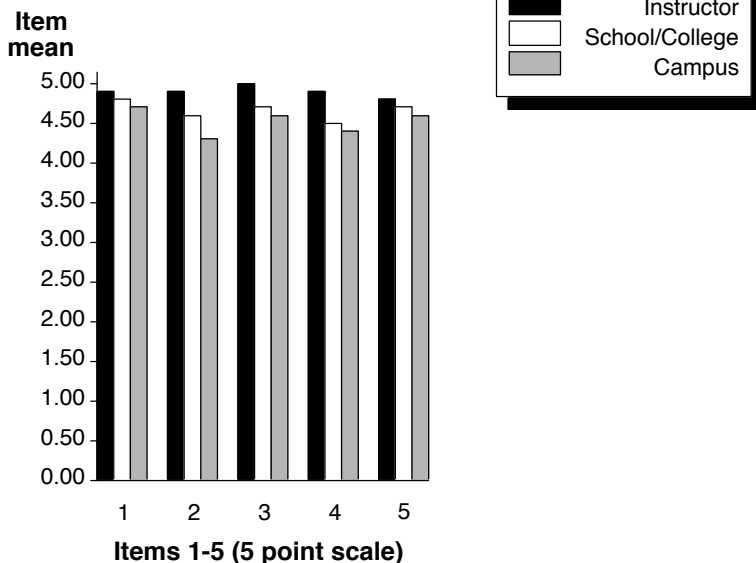
Item	<b>Overall experience</b>	4	3	2	1	OMIT	N
9	How would you rate your FYS experience overall? (4=Very worthwhile, 3=Somewhat worthwhile, 2=Not too worthwhile, 1=Not at all worthwhile)	8	0	0	0	0	8
		100%	0%	0%	0%		
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 3=Good, 2=Fair, 1=Poor)	8	0	0	0	0	8
		100%	0%	0%	0%		
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 3=Somewhat likely, 2=Somewhat unlikely, 1=Very unlikely)	8	0	0	0	0	8
		100%	0%	0%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION SUMMARY REPORT**

FYS Instructor and Course Ratings: Mean Comparisons

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
Enrolled: 9  
Responded: 8  
Response rate: 89%

				<b>**COMPARISON GROUP: FALL 2015 FYS</b>						
				<b>Instructor</b>		<b>College: FFYS</b>		<b>Campus</b>		
						<b># Sections: 47</b>	<b># Sections: 267</b>			
						<b>Resp. rate: 78%</b>	<b>Resp. rate: 73%</b>			
	<b>Label</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>Avg. SD</b>	<b>Mean</b>	<b>Avg. SD</b>			
1	Your instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.33	4.8	0.43	4.7	0.45			
2	Your instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.9	0.33	4.6	0.69	4.3	0.79			
3	Your instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.57	4.6	0.59			
4	Your instructor stimulated student participation in the class. (5=Almost always, 1=Almost never)	4.9	0.33	4.5	0.71	4.4	0.75			
5	Your instructor welcomed differing points of view. (5=Almost always, 1=Almost never)	4.8	0.66	4.7	0.52	4.6	0.61			
6	The instructor was available for communication outside of class. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.51	3.7	0.49			
7	The instructor seemed to care about the subject matter. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.9	0.23	3.8	0.35			
8	The workload for this course was reasonable for a one-credit course. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.47	3.4	0.64			
9	How would you rate your FYS experience overall? (4=Very worthwhile, 1=Not at all worthwhile)	4.0	0.00	3.2	0.79	3.0	0.82			
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 1=Poor)	4.0	0.00	3.2	0.74	3.0	0.78			
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 1=Very unlikely)	4.0	0.00	3.3	0.77	3.0	0.85			



*\*\*Reported only if data were available for 5 or more sections. Comparison means calculated using combined Fall 2015 FYS courses. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections.*

*For more information or help interpreting your results, contact OAPA at oapamail@acad.umass.edu. Office of Academic Planning and Assessment, 02/25/2016*

### FYS Helpfulness: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>To what extent did your FYS help you in each of the following ways.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>OMIT</b>	<b>N</b>
<i>Item</i>	<i>(3=To a great extent, 2=To some extent, 1=To no extent)</i>					
12	Helped me develop connections with other students in the course.	6	2	0	0	8
		75%	25%	0%		
13	Helped me develop connections with the course instructor.	8	0	0	0	8
		100%	0%	0%		
14	Helped me develop connections with my College/School.	6	1	1	0	8
		75%	13%	13%		
15	Helped me develop connections with the UMass Amherst campus community.	5	2	1	0	8
		63%	25%	13%		
16	Helped me make the transition to college.	5	3	0	0	8
		63%	38%	0%		
17	Inspired my interest in new subject matter.	7	1	0	0	8
		88%	13%	0%		
18	Opened my mind to new ways of thinking.	7	1	0	0	8
		88%	13%	0%		
19	Helped me feel supported as a first-year student.	6	2	0	0	8
		75%	25%	0%		
20	Helped me decide on a major or feel more confident in my current major.	4	4	0	0	8
		50%	50%	0%		
21	Helped me understand how research is conducted.	2	5	1	0	8
		25%	63%	13%		
22	Helped me learn about opportunities available to me at the University.	4	4	0	0	8
		50%	50%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION OPEN ENDED REPORT**

Lewis, Megan - 40722 - FFYS 197THEA6

<i>Hours spent OUTSIDE OF CLASS working on this course</i>	<i>Number of class sessions missed</i>	<i>What is the most important thing you will take away from your FYS experience?</i>	<i>Provide any suggestions you have for how this course could be a better learning experience for you?</i>
1	0	I better understand my privilege and have developed a sense of responsibility to make the world a better place with regards to justice and equality.	
3	2	It's nice way to retain information and get to know people in a smaller setting compared to large lecture halls.	None, it was great overall.
1	1	The ability to share my thoughts in a comfortable and understanding environment and the ability to be open to others' thoughts and opinions	
1	1	To consider the perspectives of the privileged and greater appreciate allyship	It was overall a good experience
1	1	That Professor Lewis is AMAZING and also to open my eyes to whiteness' structure in our society.	
2	1	I will take away a class that had great, interesting material to discuss each week. I also now feel very connected to the professor, and would love to take more courses with her if I can.	I don't really have any suggestions. Maybe if it was longer because I always felt it was too short of a class.
2	2	I really enjoyed having discussions with other people who were concerned about some of the same issues that I am, and this was a really neat way to give freshmen that opportunity	
1	1	How to talk about race, Whiteness, and white privilege to white people.	I would have liked to meet more often

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: ITEM FREQUENCIES**

Course: THEATER 793B Section #: 1 Class #: 38500 Instructor: Lewis, Megan  
Enrolled: 12  
Forms returned: 12  
Response rate: 100%

Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	8	2	2	0	0	0	12
		67%	17%	17%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	9	3	0	0	0	0	12
		75%	25%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	12	0	0	0	0	0	12
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	8	3	1	0	0	0	12
		67%	25%	8%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	8	4	0	0	0	0	12
		67%	33%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	6	6	0	0	0	0	12
		50%	50%	0%	0%	0%		

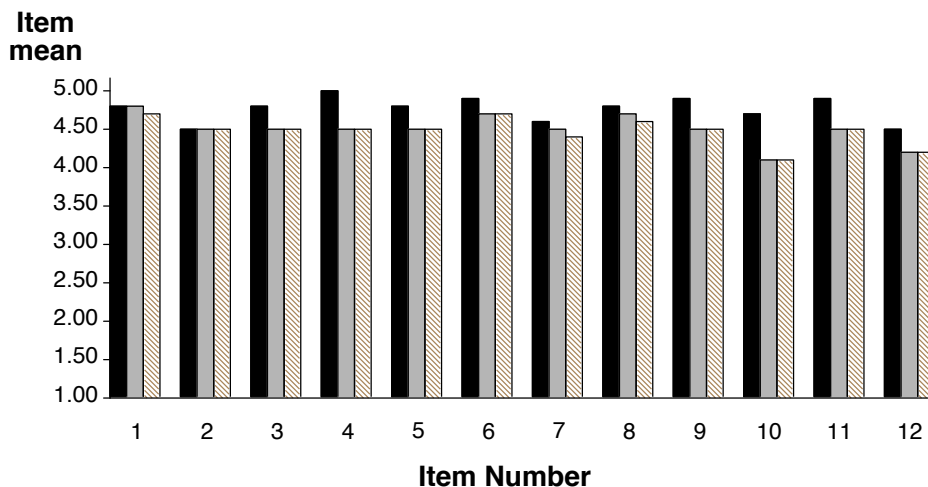
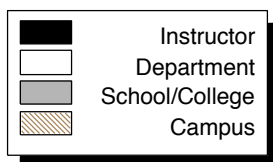
Classroom was conducive to my learning		This course is a		Student class level		Hours per week working on course outside of class		Expected grade	
Agree strongly	50%	Major requirement	100%	Freshmen	0%	Less than 1 hour	0%	A	25%
Agree somewhat	17%	Gen. Ed. requirement	0%	Sophomore	0%	1-2 hours	0%	A-	25%
Disagree somewhat	33%	Other requirement	0%	Junior	0%	2-4 hours	0%	B+	8%
Disagree strongly	0%	Elective	0%	Senior	0%	4-6 hours	0%	B	8%
Missing	0%	Missing	0%	Graduate	100%	6-8 hours	8%	B-	8%
				Other	0%	8-10 hours	42%	C+	0%
				Missing	0%	More than 10 hours	50%	C	0%
						Missing	0%	C-	0%
								D+	0%
								D	0%
								F	0%
								Other	0%
								Missing	25%



**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 793B Section #: 1 Class #: 38500 Instructor: Lewis, Megan  
Enrolled: 12  
Forms returned: 12  
Response rate: 100%

				<b>**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 7 Resp. rate: 95%		College: HFA # Sections: 270 Resp. rate: 92%		Campus # Sections: 1,801 Resp. rate: 90%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.8	0.32	4.7	0.36		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.76	.	.	4.5	0.53	4.5	0.54		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.8	0.43	.	.	4.5	0.54	4.5	0.54		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.60	4.5	0.58		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.5	0.59	4.5	0.60		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.28	.	.	4.7	0.48	4.7	0.47		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.6	0.64	.	.	4.5	0.65	4.4	0.73		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.7	0.47	4.6	0.51		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.28	.	.	4.5	0.59	4.5	0.60		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.7	0.47	.	.	4.1	0.73	4.1	0.76		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.28	.	.	4.5	0.56	4.5	0.58		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.5	0.50	.	.	4.2	0.68	4.2	0.71		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2012-AY2014. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=All University courses within enrollment category.*

For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 02/23/2016



University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is one of the most passionate teachers I have ever had. I did not want to miss a minute of class. She is captivating and she cares not only about the material, but about how to best teach it.

What about this course and/or the instructor's teaching of it needs change or improvement?

She used a team-based learning approach, which was great for getting us to practice collaborating with each other as theatre makers. My only recommendation would be giving a clearer explanation of minor assignments related to this on the syllabus.

What suggestions can you offer that would have made this course a better learning experience for you?

I just wish we had more time to in the semester!

Any additional comments?

This was such an important class for me to have my first semester of grad school. Megan showed me so many important applications for the work I'm doing, as well as helping me learn how to work and collaborate with my colleagues. Her passion is infectious and she is always available to talk and answer questions.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This course inspired me to think differently about how the historical traditions of theater impact present practices, helped inspire so many ideas for how to enliven past cultural practices in the present, and offered a refreshing alternative to western-centered teaching of history. Megan was consistently passionate, enthusiastic, welcoming, and

What about this course and/or the instructor's teaching of it needs change or improvement?

Highly knowledgeable  
↳ I wish there was more time to digest the vast amounts of material. I would not have minded a second discussion session to process all of the reading.

What suggestions can you offer that would have made this course a better learning experience for you?

I cannot think of anything. The material was adequately challenging and interesting, the course was scaffolded to address the needs of multiple learners (differentiation) and incorporated increased student autonomy as the course progressed. This course could be a model for other instructors.

Any additional comments?

This format for assessment was not designed by or for educators, and is offensive to people who are highly skilled and trained in pedagogy. Whoever designed and administered this document as the primary means to assess teaching is doing a massive disservice to the entire university. Megan Lewis is a highly effective and inspirational teacher and deserves better.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The teacher was incredibly thorough + used a variety of pedagogical methods to condense a great deal of historical knowledge, + artistic sensibility + practical skills into a short semester

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have appreciated more clarity of expectations in regards to assignments - a rubric or other evaluatory tool  
Also making sure to fold in positive feedback when critique student work in front of the class

What suggestions can you offer that would have made this course a better learning experience for you?

We should have had the class in a space more conducive to team based learning

Any additional comments?

The teacher's ~~was~~ passion + extensive knowledge was apparent in every lesson

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan emphasizes collaboration as the central theme to this class. It is through a cohort, we explore and internalize Theatre history.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would ask for exemplars of projects, etc.

What suggestions can you offer that would have made this course a better learning experience for you?

Is there another location where we may have class?

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like that the assignments were practical- they involve developing and honing a skill that is applicable to future work in the

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I LIKED THAT CLASSWORK WERE PRACTICAL AND APPLIED. I ALSO LIKE HOW CLEAR THE LESSONS WERE.  
I ALSO LIKED WORKING WITH OTHERS, BUT WOULD HAVE LIKED TO CHANGE IT UP.

What about this course and/or the instructor's teaching of it needs change or improvement?

I FEEL THAT THE DISCUSSION/CONTENT SHOULD HAVE BEEN LOOKED OVER, SO MORE APPLIED EXPLORATION CAN BE DONE IN CLASS.

What suggestions can you offer that would have made this course a better learning experience for you?

I WOULD HAVE LIKED THE COURSE TO EXPLORE MORE OF THE NON-WESTERN STYLES VERSUS WESTERN.

Any additional comments?

SHE WAS HELPFUL AND PROVIDED THE NECESSARY TOOLS TO LEARN. SHE WAS PATIENT AND PASSIONATE.  
THANK YOU!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The class helped me investigate the historical plays and look at my work through the historical lenses, question my sources, and think about transposition vs. historical

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have liked to work with other colleagues for the group projects, so that I could have the experience of working with everyone.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

This was a great class, densely packed with lots of information. I enjoyed that I could dive as deeply as I wanted to in a guided and structured way.



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate about her work, it makes it a positive experience while she is teaching.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would love a lab component for the group projects. ~ finding another room would be nice too. (None of that is Megan though)

What suggestions can you offer that would have made this course a better learning experience for you?

I would have liked more feed back, but the feedback I recieved was well thought out and always relevant.

Any additional comments?

loved it!

■ ■ ■

**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's enthusiasm and providing alternative perspectives! It is essential and so important.

What about this course and/or the instructor's teaching of it needs change or improvement?

I appreciate the flexibility of some of the larger group assignments but I would have liked a little more guidance (though I can also understand that like a board won't have a list of guidelines for a season proposal). Maybe like a "best practices" though?

What suggestions can you offer that would have made this course a better learning experience for you?

Perhaps designated time regularly in class to meet w/ our groups? And just a clear semester planning to ensure we have time to at least touch on everything anticipated (I am thinking specifically of us not talking about India in class).

Any additional comments?

This class made me care about theatre more than I ever have before.  
Hooray!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The thoroughness of the time period covered.  
How the information was handed and organized.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing, it was great.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

- One of the only classes where we do team-based learning / group work
- Enthusiastic, excited, high depth of knowledge
- applied learning to practical uses / projects
- variety of material / types of media

What about this course and/or the instructor's teaching of it needs change or improvement?

- would appreciate more / more frequent feedback
- less Greek theatre / more non-west
- felt very dramaturgical in focus, would love more design / staging incorporation

What suggestions can you offer that would have made this course a better learning experience for you?

- subtitles / transcriptions of video material
- bigger space / different classroom - maybe group tables?

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The broad scope of theatre knowledge + professor Lewis' passion for dramatic arts.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have liked to interweave individual + group assignments, creative assignments. We did some individual projects; however, they were more substantially repetitive.

What suggestions can you offer that would have made this course a better learning experience for you?

The class is so packed; could be a year long course. To accommodate the "World" in all senses means some continents, cultures, practices + people will be omitted or get short-shift.

Any additional comments?

Prof Lewis is an excellent teacher, holding us always to a demanding standard, challenging, but maintaining an abunant enthusiasm. Criticism looking forward + expecting greater things, more discernment + higher aspiration.

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: ITEM FREQUENCIES**

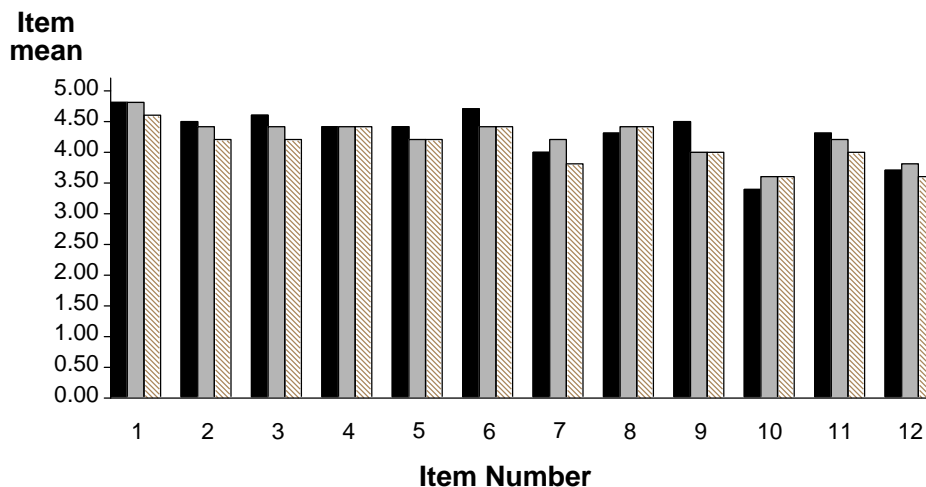
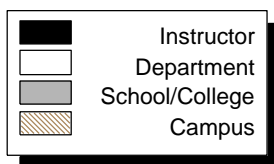
Course: THEATER 105 Section #: 01 Class #: 41619 Instructor: Lewis, Megan								
Enrolled: 80								
Responded: 72								
Response rate: 90%								
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	64	5	3	0	0	0	72
		89%	7%	4%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	45	17	10	0	0	0	72
		63%	24%	14%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	48	18	6	0	0	0	72
		67%	25%	8%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	41	21	10	0	0	0	72
		57%	29%	14%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	49	8	12	3	0	0	72
		68%	11%	17%	4%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	58	9	5	0	0	0	72
		81%	13%	7%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	32	16	16	5	3	0	72
		44%	22%	22%	7%	4%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	38	18	14	1	1	0	72
		53%	25%	19%	1%	1%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	47	16	7	2	0	0	72
		65%	22%	10%	3%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	10	19	31	12	0	0	72
		14%	26%	43%	17%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	34	28	9	1	0	0	72
		47%	39%	13%	1%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	13	24	33	2	0	0	72
		18%	33%	46%	3%	0%		

Classroom was conducive to my learning.	Which best describes this course for you	Proportion of class sessions you attended	What is your class level	Hours per week spent working on course outside of class	Expected grade
Disagree strongly	15% Major requirement	4% Almost none	0% Freshmen	4% Less than 1 hour	14% A
Disagree somewhat	21% Gen. Ed. requirement	78% About one-quarter	0% Sophomore	35% 1-2 hours	35% A-
Agree somewhat	32% Other requirement	6% About half	6% Junior	33% 2-4 hours	40% B+
Agree strongly	32% Elective	11% About three-quarters	8% Senior	26% 4-6 hours	8% B
Missing	0% Missing	1% All or almost all	85% Graduate	0% 6-8 hours	3% B-
		Missing	1% Other	0% 8-10 hours	0% C+
			Missing	1% More than 10 hours	0% C
				Missing	0% C-
					0% D+
					0% D
					0% F
					1% Other
					1% Missing

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 105 Section #: 01 Class #: 41619 Instructor: Lewis, Megan  
Enrolled: 80  
Responded: 72  
Response rate: 90%

				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 8 Resp. rate: 80%		College: HFA # Sections: 150 Resp. rate: 67%		Campus # Sections: 1,157 Resp. rate: 68%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.8	0.46	.	.	4.8	0.48	4.6	0.51		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.73	.	.	4.4	0.74	4.2	0.77		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.6	0.64	.	.	4.4	0.80	4.2	0.80		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.4	0.72	.	.	4.4	0.71	4.4	0.72		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.4	0.91	.	.	4.2	0.94	4.2	0.92		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	4.7	0.58	.	.	4.4	0.78	4.4	0.75		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.0	1.15	.	.	4.2	0.96	3.8	1.02		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.3	0.91	.	.	4.4	0.80	4.4	0.79		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.5	0.78	.	.	4.0	0.95	4.0	0.90		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.4	0.92	.	.	3.6	0.95	3.6	0.92		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.3	0.74	.	.	4.2	0.86	4.0	0.84		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	3.7	0.80	.	.	3.8	0.93	3.6	0.90		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2014-AY2016. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=University courses within enrollment category.*

*For more information or help interpreting your results visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 01/30/2018*

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Videos	Better Lessons	More team integrated	
I liked how we addressed uncomfortable subjects.	The instructor needs to work on responding to emails and addressing them in a more professional manner.	Less lecturing more group work.	
Megan is a great teacher. She is very enthusiastic and passionate about the curriculum she teaches us. She is always high energy and very animated, which is great to see in a teacher and encourages us to want to learn from her, which I did.	Towards the end of the semester, the subject matter dropped off a bit and the material we were learning became a little repetitive. Also, we should've been given more time for group projects, which consumed a lot of our semester.	If my group (it's a TBL class) was more interactive, and cared more about what we were learning. It's very important information that Megan teaches, and I feel like they weren't getting the most from it, like they could've, which was disappointing.	I enjoyed her class overall and think the curriculum she teaches is very relevant and important to understand and consider in our everyday lives.
She was great when clearing up points of confusion and really inspiring us. I am not a theater major, nor do i like to public speak, but she was always so lively and made us feel interested in what she was talking about. her personal connection to the stories she told was great!	she talked so much about girl power toward the end, but in the beginning had a lecture on sports and basically bashed women in sports. I wish she brought strength of females to the sports lecture by talking about the US Women's soccer team, or other strong female athletes instead of talking about male athletes with their shirts off	THE CLASSROOM WAS HORRIBLE FOR TEAM BASED LEARNING! There were no communal laptops or desks positioned together for us to work in. We had to move them to make circles every day and it was tough for all of us to get the proper resources necessary in the room.	
	use class time better, give groups times to collaborate on projects, fewer movie assignments		way too much work and effort for a gen ed
I like Megan's passion about the subject matter.	It's a lot to ask students to watch multiple movies for the course. I think if you limit the amount of movies or shorter videos then that is fair.	More hands on activities.	
Great enthusiasm!	Maybe mix in more current media. Focused a lot of one specific geographic location.	Nothing.	No.
really interesting content			
I liked the different projects that we worked on. I think they were all very different and fun to learn about. You can tell she has enthusiasm and is willing to help you and inspire your interest.	The room in south college was not conducive to TBL learning at all. A class in the ilc with the roundtables would much better suit this class.	I think that attendance is graded too high. I missed one class and my attendance dropped to a 92%. Also, I would have liked to switch groups halfway through. It gets kind of tiring working with the same exact people and you're not able to meet other people.	
She is enthusiastic about the material	there is a clear political slant to the material presented	be less political	
Pretty interesting class overall!		More explaining of the bigger project assignments.	Have a great summer!



**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked how interactive this class was. I also like that the groups were very very randomized. There was no way to be with someone you knew. At first this was hard to grasp because this was the group for the whole year but then I ended up loving my group and meeting new people. I like that we worked with people we didn't know			
I loved the professors engagement and always passion for all subject matter that was class material!	The team based learning style should have a team based learning classroom!	The classroom!	
The topics were subjects that aren't usually addressed, so I appreciated that it gave people the chance to think critically about it.	More extra credit quizzes	More extra credit	
How easy it is	Less focus on Africa and more about global	Pretty good already	
Professor Lewis is very nice and really tries to engage the students. I also enjoyed the group I was paired with, the strategy she used to group us together worked I think.	It felt like the grades for our projects weren't truly based on the effort we put in. My group really tried and got the same grade and feedback as other groups that we thought were not as good.	The room should be switched to a real TBL room.	
Outside of my engineering courses, I must say that Professor Lewis is one of the most intelligent non-technical teachers I have had at UMass. Frankly, I was only taking this course as an easy A Gen-Ed requirement, but I am actually leaving the course more enlightened/educated than I would have expected. I could tell that Professor Lewis had advanced neurons firing in her brain and even when I did not care about the material... it was still interesting to listen to her speak. Plus her TA was awesome and always helpful. Overall, I am glad to have taken this course as it made me much more open-minded about other cultures and parts of the world and I sincerely left with respect to the intelligence of Professor Lewis.	The Moodle quizzes need improvement. For example, sometimes I would go to take a quiz and it would say no points deducted for multiple attempts... then I would go look at my grade and I would have points deducted. A more clear and updated/kept up with Moodle Quizzes would improve the course.	See first response	
n/a	n/a	n/a	n/a

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis is passionate about this subject and cares about her students. While I am not positive she knew any of our names even by the end, she was always prepared for class.	Professor Lewis chose to discuss topics that furthered her liberal agenda and many of the lectures had nothing to do with the previous one. This was a bias one sided class that did not inspire conversation but rather made students afraid to say or do anything especially during performance. If we had the men in our group go first on accident (I am female) we could have been questioned about that decision even if that was just the way we all gathered in line. Not everyone is out to get each other.	If she was less bias and made the class less political. Believe it or not Republicans are people too and are not all judgmental	
the teacher is very dedicated to her work and the students in her class			we were supposed to be in a tbl room because it was a tbl class but we had a flex room instead and i feel it impacted the class conversation because you could only see the people who were in your group
I like the team based learning of it and how the class material during class time got straight to the point.	I think teaching more during the class time would be beneficial rather than having students complete readings or watch videos because most students don't care enough to do the readings or watch the videos.	Not sure	none
NA	Classroom it's self	A true group learning classroom	NA
The instructor was awesome and engaging			
I like the uniqueness of the course and how it discusses topics I never learned about in high school.	I think the quizzes were a bit too difficult for me. They are assigned before the class discusses it, so we have to do all the learning of it ourselves and only have one attempt to do our best. Sometimes the material is confusing and I don't get it right, but I do try my best.	I would have liked more project and presentations since it is a theater class, and less class lectures.	Good course! I feel bad when students don't talk but I know she tries her best.
I liked that it was a team based learning class and I got to learn a lot from my peers.	The class needs to be more interactive every class or else everybody will fall asleep.	A change in groups every project so that we can meet different people.	This class was super fun!
Megan Lewis is an extremely passionate professor who takes pride in helping her students learn. I respect her thoughts and opinions on the world and think she did an amazing job getting people thinking about the bigger picture of the subject on hand.	none	none	great course!
She's so nice and loves to see us having fun.	Nothing	Nothing	Nope

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
She was very open to discussion	Moodle page needs to be more organized		
Professor Lewis was always very engaging and eager to help us learn. She very obviously had a deep passion for what she was teaching and wanted us to feel the same.	It's nothing she could have done, but as a whole the class was not interested in the material because it was a gen-ed requirement for us.	I would have liked to learn more about things going on in the United States and how that was affecting other countries, but I understand that she is from South Africa and thus wanted to teach about South Africa.	Professor Lewis is a genuine person who definitely wanted all of us to succeed.
Instructor is very cheerful and intense.	Lectures do drag on sometimes. Need to integrate something exciting every 15-30 minutes because the class is too long.	Allow us to do project work in class.	None.
I liked acting in the radio drama and the documentary theater project.	There were a lot of issues with Moodle (like dates not being updated so things couldn't be submitted or dates changed erratically).	A goddamn Team Based Learning classroom.	
I liked the material. My area of interest is media studies.	I think we should have had more time to do the group projects. Also the instructions for what exactly we needed to do were unclear.	I would have liked it more if we didn't often had full movies to watch to do the moodle quizzes. It would have been nice if we had short to medium length readings.	
The course is structured in a way that allows for a high level of creativity for the students, and that's what makes the projects so interesting.	Find some way to make sure everyone's attention is up at the front of class.	More clear directions on the projects about exactly what is expected.	
I like how interactive the class was and how different it was from all of the science classes i normally take.	I think that at the beginning of the year, there should be a discussion about what students want to learn so that discussions can be more tailored to students wants and needs. I think that would increase attendance and participation.	Having a classroom more conducive to a tbl class would have been nice.	I enjoyed this class although it sometimes made me step out of my comfort zone. All in all, I would recommend this class to anyone needing to fill their diversity gen eds.
She did a good job at engaging us and making the course interesting.	Nothing	Require less reading	N/A
The group projects were a good way to show what we have learned.	Nothing	Nothing	
The professor was always prepared for class and had great lectures that was very interesting. The class was not a memorize material and take test. It was interesting that reflected real life material that manifested itself into society.	It doesn't really think anything needs to be changed. The way the class was constructed in my opinion was very efficient.	Other things to cover in this class would be maybe cover things that are closer to present day.	No additional comments.
Megan is extremely passionate about the course material and she is very engaging and easy to listen to.	Nothing	Better Space.	
Her enthusiasm	Nothing	Nothing	Great professor!

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked the group theater performances, especially the documentary theater. I also loved the film The Square as it really informed me about the Egyptian Revolution. I also really enjoyed that she was so involved with the students and sent us emails with links for interesting and informational articles.	At times I feel that there was a lot lecturing that could get dry and that sometimes what she was lecturing about I couldn't connect to so well.	The classroom could have been a little better. My seat in my group wasn't facing the professor so it made it a little difficult to pay attention.	Overall, I did get a lot out of this class and it inspired my interest in the subject and in media and culture in Africa and the Middle East.
I liked the group projects the best and working on them in class and the Professor Lewis's passion for the subject	I didn't really like the lectures and that sometimes we did not have enough class time to work on the projects	Less watching videos and less readings/quizzes. I also liked towards the end of the year how we talked about things going on in the media right now so I wish we did more of that earlier on	
The subject was very interesting and the teacher was great.	The room would be better as a team base learning room because we always had to sit with our groups and to do that we had to always move around the tables and chairs.	Being in a team base learning room.	Professor Lewis is the best!
group work	boring content and long movies that were not engaging	more relevant and interesting topics	
I like her enthusiasm	Just focus more on the media and current events and not solely on Africa and the Middle East		
How interested she was in the topic and how much she cared. It really inspired the class to be interested	The topics in class didn't really connect. The last project and the second project should be switched around because it was hard to cram that big of a project at the end of the semester.	Have a TBL classroom.	
The instructor is very passionate about the class so that makes the course more engaging.	The group projects were very stressful and it was difficult to find time outside of class where everyone could meet. We needed more time in class to work on the projects and towards the ed of the semester she gave us that time. I think in the future, there should be more time in class to work on the group projects.	The topics were more related to today and what is happening in the world currently.	No
Professor Lewis is so enthusiastic and passionate about theatre and it makes it engaging for students to follow along and also have fun in the class. She is a great woman and professor!!	Nothing!	Nothing!	

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked how interactive the class, she really stimulated class participation and class conversations. She, also, really listens to the class suggestions on how to improve the class.			
I love the passion behind professor Lewis's lectures, you can really tell that she cares about the subject and that it's personal for her; she's not just teaching a subject, she's expressing the emotion behind the stereotypes of Africa that we all already know but never really consider emotionally.	I think the groups should change because if you don't like your group and you don't work well together then you're kind of stuck with that group. I understand that the opposite could happen, that you end up in a fantastic group, but this way it helps us learn how to be flexible and also to meet new people and get new perspectives.	Less unnecessary readings, more things required, not just big projects but little ones in between so that we feel like we're always doing stuff.	The classroom felt weird and cluttered. I hated having to put the desks together and put them back....
Megan is very passionate about theater or everything she does really. She really wants to make sure her students are enjoying their time and getting the most out of their education. Her lectures contain information I haven't really heard of before, So I like gaining new perspectives from her teaching.	I'd giving just a little bit more time to work on the projects.	Nothing	No
I liked the projects we worked on an the topics we covered. Also Megan was always very enthusiastic coming into class.	The room wasn't very conducive to team-based learning and sometimes actually made it difficult to do team-based work.	A better classroom for TBL. More class time to work on projects and clear deadlines and instructions on Moodle.	Overall, I really enjoyed the class though it was hard to gauge the level of expectations we were to meet.
Her passion about the subject matter	The delivery and use of class time - the last few weeks of the semester schedule was much more appealing		
I like that it related to current events and I learned about other cultures that are usually not talked about frequently. I also learned about past events that I have heard of but never went into detail with.	I enjoyed the way the class was taught	If it was located in a team based learning classroom!	Professor Lewis did a good job making the physical environment for the classroom work even though it was not totally conducive to the way the class is structured
I like the open nature of the course and that the professor was very receptive to the students concerns and needs.	More time to work on group projects in class.	More time to work on group projects in class.	N/A
Though lectures were often dull, the professor did a nice job trying to make them interesting.	The lectures were very dull and I don't believe the group projects and individual participation were graded fairly.	If there were more options for individual grades and not three projects that comprised 70% of my grade.	

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
This was the most interactive class I took this semester and I would look forward to attending every class.	It was perfect.	If the room had circular tables, that would be great as it is a group learning class.	
i love the enthusiasm that professor lewis has for this course, and the fact that she is willing to not only listen to our input when she saw the class was dragging, but actually change the class to help us.	there was too much emphasis on online readings and tests. we dont all have the time to spend reading a 20 page excerpt or watching a full length movie.	more work together in class and less online, with deeper looks into how this effects us in america.	give professor lewis the classroom setup she asked for next time!!!

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: ITEM FREQUENCIES**

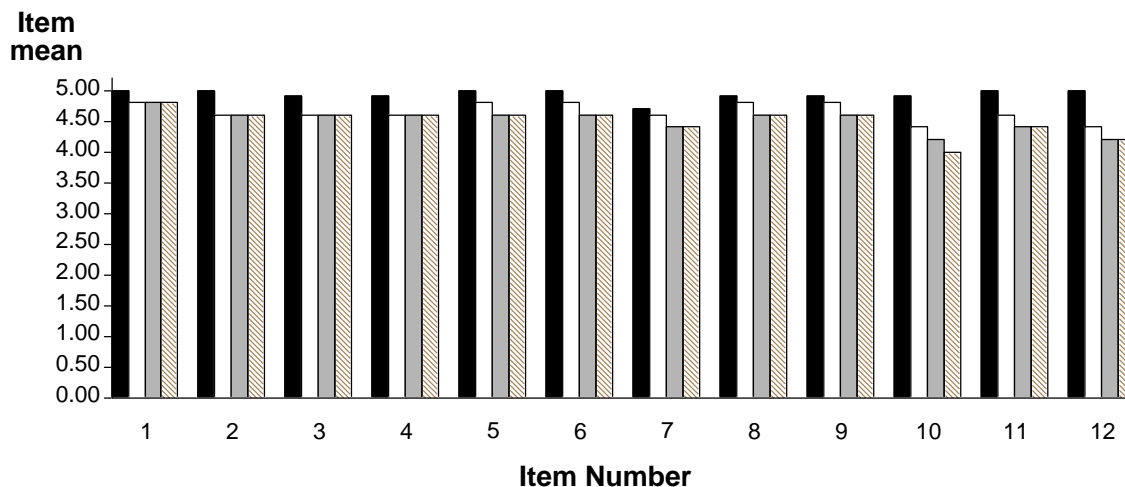
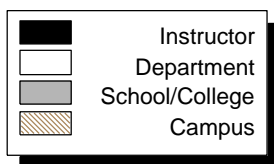
Course: THEATER 397L Section #: 01 Class #: 41692 Instructor: Lewis, Megan								
Enrolled: 15 *Note: report includes results from the following cross-listed sections: THEATER 397LISH 01 (42617)								
Responded: 11								
Response rate: 73%								
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	9	1	1	0	0	0	11
		82%	9%	9%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		

Classroom was conducive to my learning.	Which best describes this course for you	Proportion of class sessions you attended	What is your class level	Hours per week spent working on course outside of class	Expected grade
Disagree strongly	0% Major requirement	45% Almost none	0% Freshmen	0% Less than 1 hour	0% A
Disagree somewhat	0% Gen. Ed. requirement	0% About one-quarter	0% Sophomore	27% 1-2 hours	0% A-
Agree somewhat	27% Other requirement	9% About half	0% Junior	36% 2-4 hours	36% B+
Agree strongly	73% Elective	45% About three-quarters	9% Senior	36% 4-6 hours	45% B
Missing	0% Missing	0% All or almost all	91% Graduate	0% 6-8 hours	0% B-
		Missing	0% Other	0% 8-10 hours	18% C+
			Missing	0% More than 10 hours	0% C
				Missing	0% C-
					D+
					D
					F
					Other
					Missing

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 397L Section #: 01 Class #: 41692 Instructor: Lewis, Megan  
Enrolled: 15 \*Note: report includes results from the following cross-listed sections: THEATER 397LISH 01 (42617)  
Responded: 11  
Response rate: 73%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 106 Resp. rate: 90%		College: HFA # Sections: 1,776 Resp. rate: 83%		Campus # Sections: 5,162 Resp. rate: 82%	
Label	Mean	SD		Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1 The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00		4.8	0.37	4.8	0.35	4.8	0.38		
2 The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00		4.6	0.49	4.6	0.56	4.6	0.58		
3 The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.29		4.6	0.48	4.6	0.58	4.6	0.59		
4 The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.29		4.6	0.57	4.6	0.56	4.6	0.58		
5 The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	5.0	0.00		4.8	0.40	4.6	0.61	4.6	0.63		
6 The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00		4.8	0.32	4.6	0.48	4.6	0.48		
7 I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.7	0.62		4.6	0.61	4.4	0.66	4.4	0.72		
8 The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.29		4.8	0.39	4.6	0.50	4.6	0.54		
9 The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.29		4.8	0.34	4.6	0.56	4.6	0.59		
10 Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.9	0.29		4.4	0.66	4.2	0.78	4.0	0.80		
11 Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.00		4.6	0.48	4.4	0.61	4.4	0.63		
12 Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00		4.4	0.58	4.2	0.73	4.2	0.76		



**\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2014-AY2016. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=University courses within enrollment category.**



**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
This class is fabulous. It should be a requirement for all Theater majors. It's our responsibility as artist to dissent and learn and know about dissenters in history. I enjoyed every second of it. Learned so much about myself, cried, laugh gasped. It is one of the courses I will never forget. IT SHOULD BE A REQUIREMENT.	Making it a little more interactive. Bring in some movement games - Augustus boal. Sitting in a circle is great but it can get static - loved when we did three statues with different movements throughout history. Incorporating more of those would be beneficial for building trust and getting to know one another.		
I love that Professor Lewis loves what she's teaching! She loves her students and she honestly believes that we are all the change that the world is waiting for. She is so engaged with the material and it is OBVIOUS that she knows what she's talking about because she has been studying it for years! I love that she has us lead discussions and conversations and also has work together for small in class assignments.	I think that Professor Lewis just needs to probably take control of the wheel at first, by that i mean setting up atmosphere in the class and also the trust, and then she can hand the wheel over to us. I know that she wants us all to get along and be on the same page with one another, but that just isn't always the case.	I think that other students understanding that we all come from different backgrounds and that everything wasn't about them or revolved around them would've made this a better learning experience for me.	Professor Lewis, I love you and i thank you for your fierce leadership! We need more professors like you on this campus and more people like you in this world! you have taught me so much throughout the years and i can honestly say that my college experience would not have been the same without you. Hopefully we'll see each other again in South Africa<3!
This is one of the best courses to be offered at UMass. Megan stimulated conversation that was thought-provoking and self-critical. This classroom environment was a wonderful way to learn how to properly Dissent within the theater.	- Community building activities at the beginning of class.	--	Megan is one of the reasons UMass functions at the caliber it does. She is a necessary component to the faculty here at UMass.
It was very hand-ons, allowing students to fully understand the material through discussions and activities. Even when we did not understand directions clearly, Professor Lewis guided us, which made us truly engage with the course.	Guidelines for some discussion topics need to be established a bit more firmly. Start project timeline a bit more early, allowing students to plan and change accordingly.	This course has been a wonderful learning experience. Besides the changes as listed above, not a thing would change this opinion.	
The freedom to dissent from the usual academic form.	Earlier conversation about respecting people from diverse backgrounds. Ealier starts to projects. An introduction period where students get to learn about each other.	Earlier conversation about respecting people from diverse backgrounds. Ealier starts to projects. An introduction period where students get to learn about each other.	This was an incredible class. If I could take it again I would. It taught me so much about myself as an artist, and about the types of dissent I want to be apart of in the world.

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>In my experience, the best courses I have taken have been the ones that are developed by teachers based on what they want to teach. Megan Lewis has done a phenomenal job of creating a dramaturgy class that is interesting, engaging, and important and relevant to our current social and political situation in our country. I mean no offense to any other dramaturgy course, but these are characteristics that are on the rarer side. Furthermore, Megan Lewis takes an intense interest in pushing her students to new creative heights and supporting them in their dissenting. Her class is all but unburdened by any sort of "tradition" and this allows a free and safe environment for her students to develop themselves as artists.</p>	<p>This course needs two semesters, the first for research and discussion, the second for putting dissent into action. Other than that it's practically perfect in every way. (also I think it should be at night, but that's a personal opinion)</p>	<p>The only thing that comes to mind is that this class needs more time for the hands-on portion of the class, but that's not really possible with one semester.</p>	<p>Keep this class running. I would say it's the most topical and important class a young artist can take in our current political climate.</p>
<p>I love how this class pushes me past my comfort zone and teaches me about arts movements that I never would have been informed about unless I had taken this course.</p>	<p>I don't believe there's anything the instructor could do to make the class better.</p>	<p>Sometimes, certain students in the class tended to dominate the conversation and I would have loved to see other people get a chance to speak.</p>	
<p>The instructor was passionate about what she taught, and it was inspiring. I learned so much and this class definitely broadened my perspective of the world. It helped me become more decisive, vocal, and confident. The instructor turned her students into true dissenters.</p>	<p>Nothing really, it was great. Maybe just a slightly more structured syllabus.</p>	<p>I learned so much, I honestly don't know what to suggest.</p>	<p>I will definitely recommend this course to others if it is offered again.</p>
<p>I really appreciate Lewis' holding of the space. It felt safe. It felt pure, and genuine. The topics we talked about were impactful, and also the usage of different teaching methods in order to teach a plethora of topics was done beautifully. Loved this class, truly.</p>	<p>Nothing. Except I wish it was a year-long course.</p>	<p>I am not sure if there is a way to have made this better. I really had a wholesome time throughout the duration of this course.</p>	<p>None.</p>

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>Professor Lewis was engaging and dedicated to helping the class learn and make the most of our time together. She took our suggestions and made sure that we had time to discuss what we were most passionate about. The class was invaluable to gaining skills to make dissenting art and the opportunities to do so was a bright spot in what has been a hard semester and hard year.</p>	<p>I would love to have had a better balance in the time we spent discussing the subjects we covered. I sometimes felt that the class didn't have the time to dig into the subjects. I would also have liked slightly more moderation within class discussions to truly challenge and push the classes understanding of the topics covered.</p>	<p>See question 22</p>	<p>So happy that I took this class with Professor Lewis and very grateful for the creativity and honesty of my classmates. This class was essential especially considering the current events facing the U.S. and the world.</p>
<p>Professor Megan Lewis is passionate, radical, inspiring and fabulous! She cares so deeply about her students and the work they do. I am so grateful for this course because of its pressing relevance in our current political climate and its refusal of neoliberal ideas of students as consumers -- Professor Lewis places the responsibility of education in her students' hands by expecting autonomy in their learning, rather than learning something for a letter grade. I am so inspired by the projects we all created as dissenters in the course. The course's emphasis on the production of radical work was an excellent and essential piece of the dramaturgy curriculum that I have been missing in some of the other dramaturgy courses I have taken at UMass (which have been wonderful, but focused on the reading &amp; literary aspect of dramaturgy). We covered a wide array of fabulous instances of dissent in our world culture -- my favorites that I am taking with me in my future work as a theater and performance artist/dissenter are Pussy Riot, La Pocha Nostra, Pieter-Dirk Uys, ACT UP, the Lysistrata Project, James Baldwin, anti-capitalism protests (Naomi Klein/No Logo), Marina Abramovic, Adrian Piper, and Judy Chicago. I expanded my vocabulary and knowledge in dissent and cannot be more grateful for it.</p>	<p>The course would benefit from developing a listening and learning relationship amongst its students earlier on in the semester. We ran into some problems that actually served as useful teaching tools for all of us, but I truly believe if practices of radical empathy were emphasized from day 1, the sense of camaraderie in the class would have been even more present. I also wish that we had kept up with our current events share more, and were held more accountable to that, because it is an essential piece of being a dissenting artist to be conscious of everything happening in the world around us, especially in Trump's America that is ripe with alternate facts and fake news.</p>	<p>As I touched upon above, I wish some moments of dissonance were named more often so we could talk about the tensions and conflicts amongst the students in the class. This is difficult and challenging material that critiques a lot of the identities of people in the room, so more frequent check-ins to feel the pulse would have been conducive to more productive conversation.</p>	<p>This course allowed me to produce 2 pieces of performance art and theater (and inspired about 20 more ideas!). I will hold this class in my heart very deeply. I look forward to working with Professor Lewis in the future! :)</p>

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: FREQUENCIES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan  
Responses: 58/62 (94%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	58	84%	16%	0%	0%	0%
2	Instructor explained course material clearly.	58	67%	22%	7%	3%	0%
3	Instructor cleared up points of confusion.	58	67%	22%	7%	3%	0%
4	Instructor used class time well.	58	64%	24%	10%	2%	0%
5	Instructor inspired interest in the subject matter of this course.	58	72%	17%	9%	0%	2%
6	Instructor showed an interest in helping students learn.	58	86%	12%	0%	2%	0%
7	Received useful feedback on performance on tests, papers, etc.	58	50%	14%	29%	5%	2%
8	The methods of evaluating my work were fair.	57	35%	28%	25%	9%	4%
9	Instructor stimulated student participation.	58	76%	22%	2%	0%	0%

**GLOBAL ITEMS:** *\*\*\* Please Note: The order of items 10 and 11 has changed \*\*\**

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	58	62%	26%	10%	2%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	58	31%	22%	34%	9%	3%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	58	34%	28%	29%	7%	2%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	58	72%	26%	2%	0%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	3%
Low	5%	About one-quarter	2%	1-2 hours	17%
Medium	38%	About half	0%	2-4 hours	36%
High	41%	About three-quarters	14%	4-6 hours	33%
Very high	16%	All or almost all	84%	6-8 hours	7%
Missing	0%	Missing	0%	8-10 hours	2%
				More than 10 hours	2%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan  
Responses: 58/62 (94%)

COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled											
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS		
					# Sections: 1	# Sections: 49	# Sections: 393				
					Avg. Resp: 90%	Avg. Resp: 57%	Avg. Resp: 58%				
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD	
1 Instructor was well prepared for class.	58	4.8	0.36	4.7 - 4.9			4.8	0.42	4.7	0.54	
2 Instructor explained course material clearly.	58	4.5	0.77	4.3 - 4.7			4.5	0.72	4.3	0.81	
3 Instructor cleared up points of confusion.	58	4.5	0.77	4.3 - 4.7			4.4	0.79	4.3	0.83	
4 Instructor used class time well.	58	4.5	0.75	4.3 - 4.6			4.6	0.65	4.4	0.76	
5 Instructor inspired interest in the subject matter of this course.	58	4.6	0.79	4.4 - 4.7			4.3	0.90	4.2	0.94	
6 Instructor showed an interest in helping students learn.	58	4.8	0.50	4.7 - 4.9			4.5	0.71	4.5	0.74	
7 Received useful feedback on performance on tests, papers, etc.	58	4.1	1.07	3.8 - 4.3			4.2	0.97	4.0	1.05	
8 The methods of evaluating my work were fair.	57	3.8	1.11	3.6 - 4.0			4.5	0.77	4.4	0.80	
9 Instructor stimulated student participation.	58	4.7	0.48	4.6 - 4.8			4.1	0.98	4.2	0.90	
10 What is your overall rating of this instructor's teaching? (Former item 11)	58	4.5	0.75	4.3 - 4.6			4.3	0.82	4.1	0.88	
11 Overall, how much do you feel you have learned in this course? (Former item 10)	58	3.7	1.10	3.4 - 3.9			3.6	0.94	3.6	0.97	
12 What is your overall rating of this course?	58	3.9	1.02	3.6 - 4.1			3.8	0.90	3.7	0.93	

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 5%	Freshmen 16%	A 40%
Gen Ed requirement 88%	Sophomore 62%	A- 28%
Other requirement 2%	Junior 16%	B+ 26%
Elective 5%	Senior 7%	B 5%
Missing 0%	Graduate 0%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 2%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval. We removed the bar chart that had provided a visual representation of the means in previous semesters because of concerns it was encouraging over-interpretation of small differences in means.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
i like having the team based learning. Being able to work on the projects with the same group the whole semester was really helpful. I really learned a lot about how media affect society and the world.	i would give students maybe one more class time per project to work on it in class. with a group of 9 its hard to try to find a time everyone can get together to work on it. Or like the last 15 minutes of class for a few classes they can work on the project.	nothing i think this class was great.	
Literally everything! Amazing class!!	Maybe making sure we have more time on projects, this last project we were supposed to have two classes to rehearse and because the TA ran one of the rehearsals we never actually got a rehearsal done and we only had one day in class to work on it.	#22^	
Megan is very passionate about the topic so she is interesting to listen to.	Grading was not always specified and the readings for the quiz are honestly impossible to read and fully understand		
The group work was enjoyable and I did not mind coming to class on days where I knew I would work with my group.	We really don't need to spend 20 minutes playing Everybody Go.	More time to work on projects in our groups independently.	I thought Megan Lewis was a great instructor, she deserves to teach more students in the future.
I like the team base learning.	I do not like how the TA came and taught I also wish the professor gave feedback to projects I wish the professor was more understanding on how hard it is to gather a group of 9 students with all different majors and extra curricular activities to work outside of class on a project that is 30% of our grade.		I learned a lot and enjoyed hearing different peoples experiences
I liked the non lecture more free-form project-based lesson plan	make the project rubrics more clear	more clear expectations	This class was an ok gen ed. I think some of the projects were more annoying than hard, and although they were thoughtful assignments and I understood the meaning of them, they were needlessly convoluted with unclear expectations which caused stress when there was no need for stress and annoyance.
She was very passionate about what she was teaching and loved working with students.	Maybe more open to other viewpoints. Had lots of liberal viewpoints only.	maybe a few more performances. was fun and interesting to do those	no
Megan is always enthusiastic about the subject matter and highly interested in her students as individuals even when there are like 60 of us.			
getting everyone involved	Not watching outside documentaries	Nothing	
I like how the course is active	The TA was not so great	Less little assignments and more projects	

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

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The subject matter was interesting. It is always good to further one's knowledge in current events in politics and in the world.	The course itself is falsely advertised. The description describes a course that focuses on the performance of everyday life and media, but the actual class spent maybe two days on that kind of performance. It focused more on how media is a performance, and performances that focus on world events. It seems like the opposite of what was communicated in the first place. Prof. Lewis could do for a change of attitude. She, while perhaps not meaning to, patronizes students and obviously believes that she is that "all-knowlegeable one" whose word we must take as scripture, but in a class as political as this one, she should be more open to learning from her students too, not just teaching them. Additionally, she should be more wary of the things she says to students. It is not at all appropriate to joke about lining us up and shooting us with her rifle if we didn't have scripts memorized, or suggesting that poverty be shown through "squawking chickens and sirens." As a student who lives very close to the poverty line, I take offense to that. And I did not appreciate when she made a comment about how she hates when people carry around shattered phones and asked me if I ran over it with my car or something. I hope she can see how incredibly classist that is.	A different professor.	Megan Lewis needs to be talked to about appropriate behavior in class.
I liked that it was a team-based learning class and that we got to do three projects. I really liked the worldly aspect of the class, in that we learned about more than just theater. This class was very conducive to learning and appreciating others. I liked that we were mashed into groups, even though it was uncomfortable at first.	I really didn't think the way that the quizzes were structured helped at all. It didn't help me reinforce it. I guess I would've liked a multiple choice quiz that was longer, rather than a shorter quiz with writing responses. The movies were kind of long to watch, so I was annoyed doing them, but I think that they were necessary for the long run.	I just think the outside work for this class seemed a lot like busy work. But, I liked the overall class!	
How nice she was and how much energy she had at 8:30 am.	grades.....this also isn't an acting class so it threw me off guard it should be in the description	team based learning	
Team based learning helped me a lot	More clear about the grading	Team based learning and team project	
Team based learning	nothing	nothing	no
The most thing I like is the free teaching style of the professor.	None.		

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I like how passionate you are about the topic and how you talk about your life experiences.	I think that the grading of some of the projects were very hard. None of the people in my group had any theater background and there were some groups that had almost all people that had done theater before. That seemed unfair to me especially when you were praising there work even though it should have been better because they all have done this before. It did not seem like an even playing field for all of the groups.		
I loved the professors positive attitude and way of teaching. Coming to class at 8:30 in the morning was surprisingly fun and interesting because of Megan Lewis	More time to work on projects in class	nothing I loved my group and I enjoyed this class very much	thank you!
I like how welcoming the professor is and how she openly expresses her opinion. Additionally, she is interested in hearing and learning everyone's story.	This class is perfect the way it is.	This class is fine the way it is.	Again, I just want to say how much I appreciate the professor for being there for her students and how open and accepting she is.
The Professor was so enthusiastic and genuinely loved the topic she was teaching so it made it so much more interesting to listen and engage.	If you were stuck in a group that you did not necessarily mesh with, there was no way to get out of it.	I feel like maybe changing groups every project would help.	
I really like how passionate Megan is about topics we discuss in class. It shows how important it is to her and gets me listening	I would really like to have rubrics for assignments in class because I got okay grades on certain assignments and I'm worried about my overall grade	N/a	N/a
Great enthusiasm in class!	none, I had a great time and learned a lot!	if it was offered later in the day	none
I liked the team based learning and group work aspect	give a little more direction in the projects		
	The way class time was spent was not really effective. We would have these huge group projects and have rarely anytime to work on them in class. I think there should be more in class work time because a lot of the time the professor would just lecture straight for an hour and a half about topics not directly related to the projects. It was hard during these lecture periods because the professor would not always reach out to the students. The feedback on our projects and the reasons for our grades was little to none.	More time in class to do projects and if all members of the group did their part. Most of the time one person would do all the work.	
I like how Professor Lewis is always excited about what she is teaching. It makes the class more fun.	The online quizzes seemed to be designed to trick me sometimes.	Maybe a little more team small projects, like another class activity.	Keep up the good work!



**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis really cares about her students and how well they do in class. More importantly, she wants us to become better people outside of this classroom.	Maybe more time in class to work on certain projects.	Nothing, I absolutely loved it!	None.
Professor Lewis is very enthusiastic about the subject. She knows the material and she loves to teach it.	We could've had more class time to work on projects.	It was great!	
I thought she really cared about the material of the class, and was super nice and definitely approachable. The groups were made great, and I definitely preferred working in a group over working alone, because I'm not very creative. Although acting isn't my thing, I thought she was very encouraging and open to all different levels.	I think possibly having rubrics or some guidelines for the grading of assignments. In terms of actual teaching I think she was good!	Nothing.	
I liked how interactive she is	-	-	-
How engaging Professor Lewis was.	Nothing at all.	Nothing at all.	Amazing class!
team base learning	more clarity on projects		
I thought it was cool to work with a group weekly and share ideas with them.	I believe she is doing a great job teaching the course.	Maybe learning about the opinions of the other side of the political spectrum rather than the left.	
-The group projects her enthusiasm for the course	Less quizzes	More projects like the last documentary one	
I thought prof. Lewis did a very good job teaching this course, but when she had to leave for a week the TA didn't do as good of a job explaining everything.	I think the use of examples from previous assignments that received good grades. Also a more in depth rubric for grades could have been more effective.	Nothing really everything went well.	
How positive the professor was and how much she cared about what she was teaching.	There was kind of a lot of work for a gen ed and the professor would shame us when we wouldn't do it.	Less work.	
I liked working with my group because I was lucky and got a good group that I became close friends with.	Syllabus needs to be changed ASAP. The course description of this class is misleading. I did NOT learn much about theater in modern day, instead we focused on heavy politics.		
The slideshow presentations and the differences in media that were shown.	Be more clear about the focus of the class and make sure people know the class is about a specific area or group of countries.	More clarity	
She is very lively and enthusiastic	The weekly quizzes		
Professor was nice, learned a lot	Class is too early	Later class time	

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

What do you like most about this course or the instructor's teaching of it?	What about this course or the teaching of it needs change or improvement?	What suggestions can you offer that would have made this course a better learning experience for you?	Any additional comments?
The instructor was always ready to teach, even though it was an 8:30 am class. She inspired me to be excited and learn more about what she was saying. The way that groups were created in this class was very effective and I think it led to great results in each group.			
			An extraordinary professor, instructor, and human being. She is well rounded and open minded. Intelligent, respectful, and well respected.
This course covered so much more than I expected and I really enjoyed Prof. Lewis' energy and openness. The course was dynamic and current and always kept the class engaged. The projects were creative and interesting.	Having some intervention or help when it comes to the beginning of creating the groups in order to help things run a bit better but I guess that was apart of the process and it was pretty clear throughout the course who would give it their all and who was coasting.		
I really enjoyed the actual material we covered in this class. I think that we learned material that is really applicable to people simply as humans and also important to our future careers. The teacher was engaging and allowed us to take in the information and participate in the way she held the class. I also enjoyed the way she chose the groups, it was effective and gave valuable experience in teamwork especially on difficult projects and topics.	I think that some of the readings were pretty difficult and lengthy in the beginning of the course. I also think that there needs to be a clearer way of determining your grade in this class. I have no idea what I have right now which is concerning. The grading on the projects needs to be more clear. I also was confused by the grading of the CATME evaluation because our grouped worked together very effectively and we received a lower grade than I would expect.	Quizzes being a little more straightforward	I really enjoyed this class - thank you!! Very important lessons I will carry with me
Students get to show their creativity.	Maybe switch up groups at the end of each project.	Switching up my group, most of my group members did hardly anything to contribute to projects.	
The professor's eccentric personality, and the groups went really well overall.	There were times when I read something in the homework and didn't understand it, and it wasn't explained as well as I would have liked it.	Less long readings. (I simply get stressed out very easily and take a really long time reading, so for me personally that was a big challenge in this class).	I enjoyed how open the professor was about her origins and beliefs :)
I like the setup of the class, working in groups and how the projects were very accurate and in time to what we were doing in class.	Make sure each group has someone with a little more experience in the theater department so we don't feel lost or behind.	If homework assignments were told to us in class instead of just the moodle page.	I really enjoyed this class and I feel like I learned very important and real world stuff that I will take with me in my life, so thank you!

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked Professor Lewis's enthusiasm and willingness to help. She also brought fun energy to the class and really cares for students. She really cares about what she teaches and feels strongly in seeing all sides of a story and it shows in how she teaches. She is very welcoming of all demographics and does not make anyone feel isolated.	If I could change one thing about the course or give criticism to one part, it would be her choice of TA. The TA would rarely respond to emails and did not provide feedback on some assignments.		
The teacher was clearly very passionate about what she was teaching. She did a good job of conveying her experiences to every class and tying her life experiences into lessons. She also could tell that people did not want to be at an 8:30 class and still made efforts to interest them and get them to enjoy being there.	The teacher left too much for us to do on projects. I felt as though the projects were not explained enough and there were multiple occasions when my entire team would not know what to do. We also did not get rubrics or feedback to understand the grade we got and why we got it.	I think rubrics and more opportunities to fix our grade would have benefited me. I am worried about my grade in this class because we would get grades on projects and wouldn't know why. I learned stuff from this course but I am worried about not getting the grade I deserve.	I did not like the CatMes, they were a way for us to be graded by our peers on our contribution to the project, however, I was also being graded on the CatMes by people that didn't participate in the project. I'm not sure of the solution to this problem but it exists.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: FREQUENCIES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan  
Responses: 13/14 (93%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	13	85%	15%	0%	0%	0%
2	Instructor explained course material clearly.	13	92%	8%	0%	0%	0%
3	Instructor cleared up points of confusion.	13	85%	15%	0%	0%	0%
4	Instructor used class time well.	13	69%	23%	8%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	13	85%	15%	0%	0%	0%
6	Instructor showed an interest in helping students learn.	13	100%	0%	0%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	13	38%	54%	8%	0%	0%
8	The methods of evaluating my work were fair.	13	77%	23%	0%	0%	0%
9	Instructor stimulated student participation.	13	69%	31%	0%	0%	0%

**GLOBAL ITEMS: \*\*\* Please Note: The order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	13	92%	8%	0%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	13	62%	31%	8%	0%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	13	77%	23%	0%	0%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	13	77%	8%	8%	8%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	0%
Low	0%	About one-quarter	0%	1-2 hours	0%
Medium	38%	About half	0%	2-4 hours	15%
High	46%	About three-quarters	0%	4-6 hours	38%
Very high	15%	All or almost all	100%	6-8 hours	31%
Missing	0%	Missing	0%	8-10 hours	0%
				More than 10 hours	15%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan  
Responses: 13/14 (93%)

COMPARISON GROUP: Graduate sections with fewer than 25 enrolled										
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS	
					# Sections: 1	# Sections: 62	# Sections: 559			
					Avg. Resp: 71%	Avg. Resp: 85%	Avg. Resp: 76%			
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD
1 Instructor was well prepared for class.	13	4.8	0.36	4.5 - 4.9			4.8	0.26	4.7	0.36
2 Instructor explained course material clearly.	13	4.9	0.27	4.6 - 5.0			4.6	0.51	4.5	0.56
3 Instructor cleared up points of confusion.	13	4.8	0.36	4.5 - 5.0			4.6	0.50	4.6	0.55
4 Instructor used class time well.	13	4.6	0.62	4.2 - 4.8			4.6	0.52	4.5	0.58
5 Instructor inspired interest in the subject matter of this course.	13	4.8	0.36	4.5 - 5.0			4.6	0.56	4.5	0.63
6 Instructor showed an interest in helping students learn.	13	5.0	0.00	4.7 - 5.0			4.8	0.38	4.7	0.44
7 Received useful feedback on performance on tests, papers, etc.	13	4.3	0.61	4.0 - 4.5			4.6	0.54	4.4	0.73
8 The methods of evaluating my work were fair.	13	4.8	0.42	4.4 - 4.9			4.7	0.39	4.7	0.51
9 Instructor stimulated student participation.	13	4.7	0.46	4.3 - 4.8			4.5	0.65	4.5	0.62
10 What is your overall rating of this instructor's teaching? (Former item 11)	13	4.9	0.27	4.6 - 5.0			4.6	0.53	4.5	0.61
11 Overall, how much do you feel you have learned in this course? (Former item 10)	13	4.5	0.63	4.1 - 4.8			4.2	0.77	4.0	0.83
12 What is your overall rating of this course?	13	4.8	0.42	4.4 - 4.9			4.3	0.67	4.1	0.76

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 92%	Freshmen 0%	A 38%
Gen Ed requirement 8%	Sophomore 0%	A- 38%
Other requirement 0%	Junior 0%	B+ 8%
Elective 0%	Senior 0%	B 15%
Missing 0%	Graduate 100%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

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**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>- Megan's enthusiasm and deep knowledge of the material - A commitment to de-centering colonial viewpoints - Megan's incredible energy and frankness around challenges in the field</p>	<p>- I wish there was more class time spent on explaining the final project and some suggestions of division of labor across disciplines. - I wish the assignments were better timed around everyone's production assignments. I know this is a super hard ask, but it felt like our show commitments kept us from always having as much time to work on World Rep as we wished we had.</p>	<p>- More time for discussion each week</p>	<p>- I so appreciate Megan both as a professor and also as an advocate for all the grad students in this department. It means so much to us. The emotional support we all get from Megan is truly one of the things that got me through the semester.</p>
<p>participatory approach.</p>	<p>Its huge, need more time.</p>		
<p>It felt like a safe space to be wrong and to learn. I looked forward to this course each week because I knew I would learn new things and didn't feel as though I was expected to already be familiar with every element of the different practices because I already had a theatre degree. I also enjoyed that it wasn't Euro-centric. I'm still new to decolonizing my mind and appreciate every opportunity to challenge myself to keep a wide world view for making my art.</p>		<p>I understood the value of keeping the same groups throughout all of our projects, but wondered what it would have been like to work with other peers I haven't had the chance to work with yet.</p>	<p>I felt like I knew a fair amount of history and theater history before taking this class, but I learned so much more that makes me feel like a better theater artist and more well-rounded person. Thank you.</p>
<p>Megan's enthusiasm, acknowledgement of blind spots, respect for our individual strengths.</p>	<p>I would have liked more clarity surrounding expectations for projects. I think my group (and others) understood these projects as being more theoretical, and felt comfortable asking questions and leaving them open if we needed more time to wrestle with them, whereas during our presentations, it seemed like Megan was looking for rock-solid answers. I also would have liked to switch groups from project-to-project, as well as have had a conversation in class about how division of labor works in these types of projects. I frankly ended up doing the vast majority of the legwork with our presentations and papers, in large part because the rest of my group was constantly in tech and because the final project in particular was so writing-heavy. The final project was something of an impossible task given schedules, so finding a way to weave that work throughout the entirety of the semester, or at least being clearer about expectations much earlier, would have been appreciated.</p>	<p>I would love to have read plays more consistently throughout the process, rather than just for the first chunk of the semester.</p>	
<p>critical feedback. room with windows. instructors curiosity about subject and students in the room.</p>	<p>should be a two semester course. should have budget to bring in representatives from the cultures we discuss. (to de-colonize our class room / school)</p>	<p>more class time to dig into each topic.</p>	<p>Prof Lewis is a major reason I am remaining in the dept</p>

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
IT IS VERY USEFUL AND BENEFICIAL CLASS WHICH PROVIDES US WITH A GREAT INFORMATION ABOUT THEATER HISTORY.			
Having no prior theater history education, I appreciated the base sweep I got on important theatrical people, places, and types. I also strongly appreciated the amount of information we got to discuss about the department in general since there was no other outlet for that.	There was a large amount of reading that I did adjust to but was definitely a stresser to me more so in the beginning of the semester. When I had too much work to physically get done I shifted my thought process of the readings as something that is good and helpful for me to know in life but may not always get done for the class period. I didn't love doing that though. I would also say the placement and size of the last project felt overwhelming, though the shift in how we finished it was helpful. It was a project that, as a designer, I had a hard time finding my "in" to it and using my strengths. Getting further into the project I felt better about the project but it was a hard start.	I don't know, I really feel like it made a strong foundation for me moving forward.	Thank you for caring and for listening to us.
This course is so good because it maps out the whole theatrical world in different regions instead of just focusing on Shakespeare or the other specific region which gives me a general and a great amount of acknowledging of all types of fascinating theatric forms. I also love the reading materials Megan provides. They are great resources. This class also trained us about how to be a good season curator and put me into the other position and collaborate with the other students.			Like it a lot!!!
I like that Megan listens to us. Megan opened up a whole host of new theatrical possibilities to us over the course of this class but I appreciated her honesty that this was by all accounts only a taster and encouraged us to explore further and offered support in this exploration.	When we had group presentations, multiple times groups ran over their time allowance. I appreciate that part of the exercise was to teach us to be mindful of time restraints when presenting but setting a timer for each group would be good to ensure other groups aren't left with no time as a result.	The eternal problem of not having more time...	I found it an ongoing frustration this semester that I was excited about everything we covered in this class and would have loved to devote more time to working through the material more thoroughly but frankly this class was at the bottom of my list of priorities for school and self care and I wish that wasn't the case.
Megan is a rare blend of a person who is extremely knowledgeable on (as far as I can tell) everything but also incredibly interesting to listen to. We covered a ton of information very quickly (by necessity), but I was always engaged with what she was teaching us and wanted more time to dig deeper.	I honestly feel that World Rep should be a 6-semester curriculum instead of two. That still would not be enough time to cover all of it, but we could at least slow down and live with some of the big (and often new) pieces of the puzzle that we are talking about. Megan is a fantastic teacher and mentor and was moving through as much as she could with limited time. We need more time.	I struggled very much with the non-Western show pitch. I know that a big part of it was to struggle with issues of appropriation, but to me it felt like a no-win because we needed to present on a piece as part of our grade which by nature of who I am would be inappropriate. I also would have loved to scramble the groups at least once because my group had a disproportionate amount of the presentation work fall to the same one-two people every time.	Thanks for being such a strong advocate for and ally to your students, Megan. You are appreciated.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>I especially appreciate the decolonializing of the curriculum. Focus on both a Western and non-Western theater history modeled the importance of holistic (as opposed to verbal only) inclusion and diversity.</p>	<p>With topics I was unfamiliar with, I had a very difficult time digesting the scholarly/academic material. Inevitably, this was about non-Western theater traditions, and so I feel like I still know less about these traditions than Western traditions. This seemed especially true for international students for whom English is not their first language.</p>	<p>The structure of the assignments could have been formatted to give more equitable time. Maybe if the first two play selections were assigned with the explicit understanding that they would be included in the final assignment. That way the work towards the final assignment could be ongoing throughout the entire semester, indicating that more time should be spent on it. Receiving more explicit feedback on the first two assignments would have also helped in structuring and writing the final assignment.</p>	<p>:)</p>
<p>The openness of Megan. I felt like this class was a safe place to ask any question regarding the course content or any general issue.</p>	<p>It is going so fast that it was sometimes hard for me, as an international student, to participate during class.</p>	<p>Having more tools to work on non-western material and understand all the issues about cultural appropriation, especially when coming from a different culture.</p>	<p>I feel like a non-western theatre could be an entire course. I don't know if there is a way to make that an introduction course to World Rep and then be able to talk about theater history involving non-western plays and theater work.</p>
<p>I love that every lesson was taught a little differently - sometimes we as the student drove the lessons, sometimes they were videos that we watched, sometimes we did practical exercises together - overall it kept what could easily become a boring and tedious class interesting and exciting!</p>	<p>I tend to always feel this way in literally every theater class I've taken, but I always feel underrepresented in the conversation of the history of theater as a designer, especially a lighting designer. I think that the materials we were given in this class and the lessons themselves absolutely did an impressive job of bringing the history of design into the conversation, but because of the designers in the class itself being a quiet minority of the people driving the discussion, we often didn't spend any discussion time talking about design. I often wanted to speak up, but it was hard to feel like the only one with that perspective in the room.</p>	<p>The group projects were difficult for me, but I'm not sure what exactly about it to put my finger on as the cause - part of it is being the only designer in the group, part of it is feeling like my opinion often differed from that of the rest of my group in a way that I wasn't able to bring up, and part of it is always the struggle of finding time for three fairly ambitious group projects to be developed on top of a full-time graduate schedule. I really appreciate the ideas behind the projects, and am glad to have done all three, though the season curation project was the most frustrating and in a lot of ways least helpful one for me personally.</p>	<p>Megan is an awesome professor and theater history is so cool! I'm always a 'what about designers' sort of naysayer, but I can say that as far as non-design courses I've taken go, I felt the most heard and represented in this one, and I attribute that very much to Megan's choices of reading and lesson material.</p>



**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: FREQUENCIES**

Course: THEATER 320      Section: 01 (21214)  
 Instructor: Lewis, Megan  
 Responses: 14/22 (64%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	14	93%	7%	0%	0%	0%
2	Instructor explained course material clearly.	14	64%	21%	0%	14%	0%
3	Instructor cleared up points of confusion.	14	57%	14%	21%	7%	0%
4	Instructor used class time well.	14	71%	21%	7%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	14	64%	7%	29%	0%	0%
6	Instructor showed an interest in helping students learn.	14	79%	7%	14%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	14	29%	21%	14%	29%	7%
8	The methods of evaluating my work were fair.	14	50%	29%	21%	0%	0%
9	Instructor stimulated student participation.	14	79%	14%	7%	0%	0%

**GLOBAL ITEMS:      \*\*\* Note: As of fall 2018, the order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	14	50%	43%	7%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	14	36%	21%	29%	14%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	14	21%	57%	14%	7%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	14	36%	36%	21%	7%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	7%	Almost none	0%	Less than 1 hour	0%
Low	14%	About one-quarter	0%	1-2 hours	29%
Medium	43%	About half	0%	2-4 hours	36%
High	29%	About three-quarters	21%	4-6 hours	29%
Very high	7%	All or almost all	79%	6-8 hours	7%
Missing	0%	Missing	0%	8-10 hours	0%
				More than 10 hours	0%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 320 Section: 01 (21214)  
 Instructor: Lewis, Megan  
 Responses: 14/22 (64%)

COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled											
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS		
					# Sections: 36	Avg. Resp: 69%	# Sections: 566	Avg. Resp: 70%	# Sections: 1,674	Avg. Resp: 65%	
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD	
1 Instructor was well prepared for class.	14	4.9	0.26	4.6 - 5.0	4.7	0.40	4.7	0.39	4.7	0.40	
2 Instructor explained course material clearly.	14	4.4	1.04	3.8 - 4.7	4.6	0.47	4.5	0.59	4.5	0.61	
3 Instructor cleared up points of confusion.	14	4.2	1.01	3.7 - 4.6	4.6	0.49	4.5	0.60	4.5	0.61	
4 Instructor used class time well.	14	4.6	0.61	4.3 - 4.8	4.5	0.61	4.5	0.60	4.5	0.62	
5 Instructor inspired interest in the subject matter of this course.	14	4.4	0.89	3.9 - 4.7	4.7	0.47	4.5	0.65	4.5	0.67	
6 Instructor showed an interest in helping students learn.	14	4.6	0.72	4.2 - 4.9	4.8	0.36	4.7	0.48	4.7	0.49	
7 Received useful feedback on performance on tests, papers, etc.	14	3.4	1.34	2.8 - 3.9	4.6	0.61	4.5	0.67	4.4	0.72	
8 The methods of evaluating my work were fair.	14	4.3	0.80	3.9 - 4.6	4.7	0.46	4.6	0.52	4.6	0.55	
9 Instructor stimulated student participation.	14	4.7	0.59	4.3 - 4.9	4.8	0.38	4.6	0.57	4.5	0.60	
10 What is your overall rating of this instructor's teaching? (Former item 11)	14	4.4	0.62	4.1 - 4.7	4.6	0.53	4.4	0.64	4.4	0.65	
11 Overall, how much do you feel you have learned in this course? (Former item 10)	14	3.8	1.08	3.3 - 4.2	4.2	0.74	4.0	0.83	3.9	0.86	
12 What is your overall rating of this course?	14	3.9	0.80	3.5 - 4.2	4.3	0.67	4.1	0.78	4.0	0.80	

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 100%	Freshmen 0%	A 50%
Gen Ed requirement 0%	Sophomore 29%	A- 29%
Other requirement 0%	Junior 57%	B+ 7%
Elective 0%	Senior 14%	B 0%
Missing 0%	Graduate 0%	B- 14%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/Dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 320 Section: 01 (21214)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis was obviously very enthusiastic about the topic and I really loved hearing about her sabbatical and seeing her pictures and videos!	Professor Lewis is a phenomenal teacher. I always looked forward to seeing her!	Switching up groups between projects!	I really liked the final project!
Dr Lewis's recent sabbatical coupled with the course materials created a type of learning that was not only "look at the concepts that we can dissect and call Classical Theater but also look at how it gets put into practice internationally every day".	Honestly the low number of assignments is a little concerning to me just because I had some difficulty with my group and the only 2 projects in the class were with the same group and I know my grades will suffer because of that. It's hard because there were only 2 major assignments and attendance and 3 components total is a little unnerving because if I don't do super amazing on one thing then it has a major impact on my grade. And also my group and I had a bit of a hard time collaborating and I know it's important in the grander scheme to know how to work well together, but it was bad to work on a project and know that our group struggled and then have to do it all again for the 2nd project.	Shuffle the groups between the play presentations and the play treatments!	I really really really really cannot stress enough how important this course was for me especially at this specific time in my life. Dr Lewis is really knowledgeable and shares that knowledge recklessly and shares so much about international theater at any chance she can and it really made me think about broadening my scope of what theater "is" and how I can make art in accordance or in opposition to so many various forms. I feel really inspired by the whole class.
I liked the wide variety of course material covered.	Very unclear about the first group project and the expectations of it. It took until the second group presented for her to offer a rubric for the remaining groups to use. I felt like this presented an unfair advantage to the groups that went after the rubric was released. I also got stuck in a group where I had to pull the majority of the weight, and I feel like this brought my grade down. Also, for a junior year writing class, there was very little emphasis on actually writing.	I would have rather have had one group project and one essay alone. I get the importance of working in a group, but I feel like I didn't learn anything about writing about theatre on my own.	Nope.
She was passionate about the subjects and taught them in a conductive way. She had real life examples and presentations from her own travel experiences. Giving more depth to the subject matter.	None	More explanation of the plays and how they connect to the others	Its a great course. I learned a lot about other cultures in the class.
She tried to give each form its due time and consideration.	There wasn't enough interaction with each form for any information to really stick in my mind except what we did projects on	an activity or assignment or test for each section and form	
Enthusiasm for subject	Did not assign writing	Anywhere but Herter	Best lectures ever

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 320 Section: 01 (21214)  
 Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>I enjoyed the focus on different areas of theatre and on including modern adaptations. I LOVED not having a ton of traditional research paper-type stuff to write, and the play treatment assignment was really fun.</p>	<p>The group work was scheduled a bit unfortunately - all three other people in my group were working on a mainstage the week and weekend before our historical presentation, so I was afraid it wouldn't get done, and then we had the play treatment due a week later, so our first draft was a bit rushed. A large part of our grades were attendance/participation, and at the beginning of the semester, Dr. Lewis said there would be opportunities to participate in discussions on moodle for people who prefer not to speak a lot in class, but that never happened. I'm concerned that this may have affected my grade despite me never missing a single class. I didn't like sitting in a circle - it makes me feel like I'm always being looked at.</p>		
<p>I loved the scope of this class. We covered so much material from an incredible variety of cultures; it truly opened my eyes to how diverse theatre is as an art form. Professor Lewis assigned excellent readings, both from plays and dramaturgical texts, that further sparked my interest in classical theatre and its adaptations.</p>	<p>The grading criteria for our group projects, which were a high percentage of our grade, weren't always clearly specified.</p>	<p>The exclusively group-driven model for the class was a bit difficult for me to navigate. Both of our assignments this semester were group projects, and as an individual who enjoys a balance between group work and working alone, found it stressful that so much of my grade for the course was dependent on other people's performance. In addition, we were placed with the same group of people for the duration of the semester, and I would have benefited from working with different classmates on different projects.</p>	<p>N/A</p>
<p>I love Professor Lewis' genuine interest in the material she's teaching. That itself made the class much more enjoyable than if she were just teaching out of obligation. I loved learning about non-western theater and the "Western belly button" really put into perspective how little some of us-including myself- know about places outside of our own.</p>	<p>I felt that sometimes there was too much material to really feel like I was unable to unpack all of it and learn as much as I could have. Potentially having less areas to focus on would make it easier to focus in and dig deeper into subjects and make students feel like they are taking more away from the class.</p>	<p>N/A</p>	<p>N/A</p>
	<p>60% of the final grade is based on two group projects. I understand that theater is a collaborative process but group members would do little to no work and our individual final grades suffer because of their lack of effort. If the final grade is based that much off of group projects, requiring a group member evaluation form from each person would be helpful.</p>		

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: FREQUENCIES**

Course: THEATER 620      Section: 01 (21226)  
 Instructor: Lewis, Megan  
 Responses: 10/11 (91%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	10	60%	40%	0%	0%	0%
2	Instructor explained course material clearly.	10	80%	20%	0%	0%	0%
3	Instructor cleared up points of confusion.	10	70%	30%	0%	0%	0%
4	Instructor used class time well.	10	50%	50%	0%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	10	80%	20%	0%	0%	0%
6	Instructor showed an interest in helping students learn.	10	100%	0%	0%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	10	60%	20%	10%	10%	0%
8	The methods of evaluating my work were fair.	10	90%	10%	0%	0%	0%
9	Instructor stimulated student participation.	10	50%	30%	20%	0%	0%

**GLOBAL ITEMS:      \*\*\* Note: As of fall 2018, the order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	10	50%	40%	10%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	10	10%	70%	20%	0%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	10	30%	50%	20%	0%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	10	40%	20%	10%	30%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	20%
Low	10%	About one-quarter	10%	1-2 hours	10%
Medium	70%	About half	0%	2-4 hours	30%
High	10%	About three-quarters	30%	4-6 hours	40%
Very high	10%	All or almost all	60%	6-8 hours	0%
Missing	0%	Missing	0%	8-10 hours	0%
				More than 10 hours	0%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 620 Section: 01 (21226)  
 Instructor: Lewis, Megan  
 Responses: 10/11 (91%)

COMPARISON GROUP: Graduate sections with fewer than 25 enrolled										
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS	
					# Sections: 1	# Sections: 62	# Sections: 559			
					Avg. Resp: 71%	Avg. Resp: 85%	Avg. Resp: 76%			
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD
1 Instructor was well prepared for class.	10	4.6	0.49	4.2 - 4.8			4.8	0.26	4.7	0.36
2 Instructor explained course material clearly.	10	4.8	0.40	4.4 - 4.9			4.6	0.51	4.5	0.56
3 Instructor cleared up points of confusion.	10	4.7	0.46	4.3 - 4.9			4.6	0.50	4.6	0.55
4 Instructor used class time well.	10	4.5	0.50	4.1 - 4.7			4.6	0.52	4.5	0.58
5 Instructor inspired interest in the subject matter of this course.	10	4.8	0.40	4.4 - 4.9			4.6	0.56	4.5	0.63
6 Instructor showed an interest in helping students learn.	10	5.0	0.00	4.6 - 5.0			4.8	0.38	4.7	0.44
7 Received useful feedback on performance on tests, papers, etc.	10	4.3	1.00	3.7 - 4.7			4.6	0.54	4.4	0.73
8 The methods of evaluating my work were fair.	10	4.9	0.30	4.5 - 5.0			4.7	0.39	4.7	0.51
9 Instructor stimulated student participation.	10	4.3	0.78	3.8 - 4.6			4.5	0.65	4.5	0.62
10 What is your overall rating of this instructor's teaching? (Former item 11)	10	4.4	0.66	3.9 - 4.7			4.6	0.53	4.5	0.61
11 Overall, how much do you feel you have learned in this course? (Former item 10)	10	3.9	0.54	3.5 - 4.1			4.2	0.77	4.0	0.83
12 What is your overall rating of this course?	10	4.1	0.70	3.7 - 4.4			4.3	0.67	4.1	0.76

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 0%	Freshmen 10%	A 70%
Gen Ed requirement 0%	Sophomore 0%	A- 10%
Other requirement 0%	Junior 20%	B+ 0%
Elective 100%	Senior 30%	B 10%
Missing 0%	Graduate 40%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 10%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/Dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 620 Section: 01 (21226)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I loved learning about dissenting artists and how everyday that I wake up and the work that I continue to do is an act of dissent.	I think restructuring the syllabus could help. I think that the beginning of the class should focus on showing/explaining the different forms of dissent, and within the first few weeks having students talk to each other about possible dissent projects and giving them the tools (list of different dissent tactics) so that they could start planning a little earlier and also be thinking about the different ways that they could dissent.	I loved this course, but I think more class participation would have made this a greater learning experience.	I appreciate you and this class Megan Lewis! Thank you for all the hard work that you've put into this course! We need more course like this!
Professor Lewis is incredibly passionate about her work and about sparking a dissenting, activist spirit in her students -- which is the goal of the class. We covered a great range of topics and learned about a variety of tactics to fight for what we are passionate about. Professor Lewis gave great lectures, and provided compelling readings and films.	I oftentimes felt like students could have led/participated in discussions more. Professor Lewis is so passionate about her work that sometimes discussion time ended up being mostly her talking and analyzing, rather than giving students the space to analyze/unpack the material in conversation/dialogue with one another. I would be compelled to see this course have rotating discussion leaders.	The classroom space (Bartlett 03) was not conducive to the course.	Professor Lewis is fabulous!!
Impactful, purposeful material Flexible and supportive teaching style Effective lectures Necessary material - this class is unlike any other	It is a worthwhile course, with useful and important information. However, more student participation and group work would make the course more graspable	More student participation/conversation during lectures More student group work - for team building Reframe the syllabus - for a simpler perhaps more chronological presentation of topics More hand outs or slides uploaded to moodle More brainstorming sessions for projects and finals work	Megan is an amazing professor, and her work is invaluable to her department. Classes like this need FULL support from our university, and the teachers, given raises for their disciplined work and scholarship.
I really don't know how Megan does it but I feel like she teaches in a way that just lets information wash over me like soap in a shower. Like, she gets it all up in my pores and the smell lingers with me for the day and then that day becomes my memory and I absorb the information that way. Like, I feel like I have a new very different and more whole perspective on a lot of forms of Dissent and can see it in my memory and everyday life and I think that's something exponentially more valuable than reciting the motifs in King Lear.	Sort of hard to keep up with the syllabus. It was nice when we had current event check-ins but as people got busier in the semester it got harder for everyone to keep up and I kind of hoped this class would end up being my way of keeping up but it just kind of slipped away. Which makes sense because I wasn't pulling my weight but that support would have been cool. And then the days when we did talk about current events we didn't really get to the thing we were supposed to talk about but that was my preference anyway but then trying to keep up was a bit tricky.	Hmm.... I like that Megan left the syllabus kind of open although it seems like I didn't from my above comment haha. I just think that even like weekly check-ins to say "we were supposed to talk about this and here is where we really are" would be cool for longer-term clarification.	Megan is really really awesome to learn from and I really appreciated being able to hear other people's perspectives in the class. I think if there is a way in the future to let the class have more time openly discussing that could be really rad and further my scope of perspectives I was getting from the class.
I enjoyed the model of teaching where the students guided what we learned and talked about. I also really enjoyed the enthusiasm Megan brought to every class.			

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 620 Section: 01 (21226)  
 Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>What I enjoyed most about this course was the level of input we as students had in helping shape the syllabus and contribute to classroom discourse beyond participating in discussions. Engaging with each other on FB, through videos and images and music, it all allowed me to really understand the ways dissent can work in the "real world" and not just in theories or case studies. I could directly engage with it and recognize these things I encountered in everyday situations as acts of dissent.</p>	<p>I would have liked to have gotten the handout with dissent tactics earlier in the semester. I had a pretty clear idea of what I wanted to dissent against, but the tactics would have helped the quiet-revolutionary me along the planning stages.</p>	<p>I don't know how this can be addressed, but I wish more of my classmates engaged with the discussion. As a grad student I didn't want to monopolize the conversation and hear what others had to say, but they were often quiet. But, when we did have a lively conversation it was always great!</p>	<p>Thank you for creating this course.</p>
<p>I loved the content itself and the sheer amount of materials we got to interact with. I appreciated how Megan asked for our input in creating the syllabus to make space for topics we wanted to explore.</p>	<p>I wanted more time in class to work on our projects and collaborate. I enjoyed the final project but am disappointed in my final product; I think I could have come up with a smarter way to implement my ideas had there been more opportunities to explore them with my peers and professor. I also wonder how else we might be able to make the class a collaborative learning experience beyond Facebook/Pinterest/Spotify. I know that I'm not super comfortable with the latter two platforms, and other students are generally not on social media too often.</p>	<p>I would have liked the class to be more challenging for the graduate students, perhaps by letting each of us do a lecture or lead a class discussion? I felt conflicted between wanting to contribute to conversations while also not wanting to co-opt that space from the undergrads for whom the material was largely new. I really loved the classes where we had to do outside research and teach the class ourselves. I felt that they sparked more room for conversation -- I'd love more of that teaching model.</p>	
<p>The learning was mostly self-directed.</p>	<p>While the instructor provides critical historical context for the content learned in class, they could leave more room for discussion and idea sharing among the students.</p>	<p>The physical room the class was in was not conducive to learning. Having the class elsewhere would have been beneficial. I also would have appreciated more critical engagement with the materials provided by the instructor.</p>	



# **TEACHING PORTFOLIO 2011-2019**

**Dr. Megan Lewis**  
Associate Professor  
Department of Theater  
UMass Amherst

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## Teaching Philosophy

*"I'm using my torch to light other people's torches...if we each have a torch, there's a lot more light."*  
Gloria Steinem

All the world's a stage...to be acted upon, learned from, delved into, and made magical. As a feminist theatre historian and performance studies scholar, I believe in authorizing students to be actors on their own stages, directors of their own lives, and producers of their own meaning. Just as actor, director and script interact to produce a play or a film—an entity entirely self-sufficient and with an energy and meaning of its own—so too do teacher, student, and subject matter work together to create spaces of learning and illumination.

I am a passionate advocate for the performing arts because of their potential to inspire, challenge, and expand the minds of future citizens of our global world. My personal experience of the apartheid state in my native South Africa informs my fervent belief in the power of performance for social change and the necessity for understanding the ways in which power and politics, and resistance and subversion, are performed in human communities.

My research concerns the staging of race and I infuse all my classes with projects and ideas that challenge students in our so-called "post-racial" world to examine the mythologies and practices circulating around them. I work very hard to create safe, open spaces in which students from varying backgrounds feel comfortable naming, questioning, exploring, and interrogating racism in our culture and around the world. Modeling allyship in all my courses, I encourage my white students to understand and own the privileges afforded them and I nurture my students of color as they navigate systems of oppression. My passion for this subject and for doing the necessary work to dismantle white privilege and institutionalized racism is evidenced by the fact that I teach above load seminars on whiteness for the Honors College and First Year Faculty Seminar program most semesters.

I am also a passionate advocate for internationalizing the curriculum and studying abroad. All my courses include African or other international perspectives and materials; I foster an exploration of the world beyond what my students' know. Every summer, I lead an intensive study abroad course to South Africa, which encapsulates my teaching philosophy and passions for social justice and performance. In Spring 2018, my best teaching to date happened while sailing around the world on the floating laboratory that is Semester at Sea. This hands-on international engagement gave my students the opportunity to learn about international theatre and film...but also about being global citizens and ethical tourists, and practicing radical empathy, the spirit of ubuntu, holding multiple truths, and engaging in dialogue across difference.

The best learning, I believe, is multidisciplinary, and that is why I am drawn to theatre, and the performing arts: for their intersections through various other disciplines—philosophy, history, sociology, psychology, politics—and the symbiosis created from such crossings. I teach my students to understand the production of and meaning-making within, and around, cultural texts.

To learn best, I believe that students must be engaged with what they think about, write about, or create. To keep them critically engaged, I use collaborative team-based learning, supported with digital media and appropriate readings. And I always encourage the act of reflection in the process

of creation.

I am perpetually developing my pedagogy and learning new, high-impact tactics, techniques, and technologies with which to reach and inspire my students. At UMass alone, I was in the Moodle pilot upon arriving here in 2011, have become a TBL convert, and have used many technologies, from Clickers to Camtasia, to support my teaching. I have used active learning since my time at the University of Minnesota, and as I have taught an array of students—from traditional college undergraduates to MA/PhD candidates to non-traditional adult learners—I am attuned to differing needs of diverse learners and their styles. Because I know them to be a highly effective system of imparting knowledge, I use a combination of engaging lectures, hands-on practice and activities, small group work, peer review, and discussion, the aim of which is always to authorize and support students in their own learning. I put the onus on my students to be responsible for their own education and I expect high standards from them, but I am also caring in my attention to their work, committing careful effort to nurturing and evaluating their processes and products.

A strong believer in putting theory into practice, I teach by example, using real-life scenarios and sources. My students leave my classes with tools they can use in their own lives—in their heads, and in their hands. As much as possible, I design in-class, coursework, and assessment activities that inspire passionate curiosity in my students. Echoing the collaborative and process-oriented nature of the theatrical arts, I encourage students to think of their class work both in terms of *practice* and *product*.

I also believe in sharing the knowledge I have gained over two decades as a teacher with colleagues and graduate students. I am committed to graduate teacher training in our department; I run workshops for new TAs at the start of the year and personally mentor them throughout their TAships with me, offering them chances to think theoretically and also practice in person. Several colleagues in the sciences have also approached me to help them train their TAs using theatre techniques. I have published on pedagogy in our field's peer-reviewed journal *Theatre Topics* and I share my insights and challenges with my Theater Department colleagues in our regular meetings. I have been a member of several cohorts through the Center for Teaching & Faculty Development and the Office of Information Technology, including the Moodle pilot, iTunesU working group, Student-Centered Teaching Fellowship, and the Ambassadorship for Teaching Inclusivity, Diversity & Equity. I was extraordinarily honored to receive the University Distinguished Teaching Award in 2015.

My teaching style is a blend of expertise and open-mindedness, sincerity and humor, driven by an enthusiasm and passion that infects, inspires, and supports the creative endeavors of the diverse and talented people I am lucky to have in my classes. Because mentorship is, I believe, the key to success for all students, but particularly for first-generation students (like me) and students of color, my office door is always open. Students seek me out, both formally and informally, for advice and guidance on classwork, research projects, independent studies, theatre and film projects, personal and cultural struggles, and career and life. Over more than 20 years of teaching, I continue to learn so much from my students, and this is what keeps me energized, inspired, and delighted to come to work every day.

## Summary of Teaching

Dr. Megan Lewis  
Associate Professor  
Department of Theater  
Fall 2011 - Fall 2019

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### COURSES TAUGHT AT UMASS AMHERST

- indicates above-load teaching  
AL=Arts & Lit Gen Ed   G=Global Diversity Gen Ed   IE= Integrated Experience Gen Ed

	<b>Fall 2011</b>	<b>Credits</b>	<b>GenEd</b>	<b>Enrollment</b>	
TH100	Introduction to Theater	4	AL	160	
TH322	Modern Repertory	3		25	
TH729	Dramaturgy Workshop	3		7	

#### **Spring 2012**

TH100	Introduction to Theater	4	AL	174	
TH729	Performance Theory	3		7	
TH729	Dramaturgy Workshop	3		7	

#### **Fall 2012**

• FYFS197T	First Year Faculty Sem: Africa/Media 1			16	
TH397T	Contemporary Repertory: Women	3		21	
TH729	Dramaturgy Workshop	3		9	
TH793B	World Repertory I	3		13	
• TH796A	Independent Study	3		1	

#### **Spring 2013**

TH100	Introduction to Theater	4	AL	70	
TH397R	Contemporary Repertory: Africa	3		14	
TH729	Dramaturgy Workshop	3		6	
• TH596	Independent Study: Paul Adolphsen	1		1	

#### **Fall 2013**

• HON391A	Research Intensive Honors Seminar: Africa Performed	1		11	
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#### **Spring 2014**

TH729	Performance Theory	3		9	
TH729	Dramaturgy Workshop	3		9	

**Summer 2014**

•ENG397DH	Navigating Edinburgh Fringe	4		24
•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	6
Plus independent non-credit students			IE	3
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	5

**Fall 2014**

TH105	Drama & the Media	4	ALG	80
TH322	Modern Repertory	3		23
TH729	Dramaturgy Workshop	3		4
•TH396	Independent Study: Conor Dennin	1		1

**Spring 2015**

•HON391A	Honors Seminar: Whiteness	1		13
TH105	Drama & the Media	4	ALG	63
TH729	Dramaturgy Workshop	3		4
•TH396	Independent Study: Annabeth Kelly	1		1

**Summer 2015**

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	19
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	2

**Fall 2015**

•FYFS197	First Year Faculty Seminar: Whiteness		1	9
TH334	Contemporary Repertory: Women	3		27
TH729	Dramaturgy Workshop	3		2
TH793B	World Repertory I	3		12

**Spring 2016**

•HON391A	Honors Seminar: Whiteness	1		15
TH105	Drama & the Media	4	ALG	62
TH729	Dramaturgy Workshop	3		5

**Summer 2016**

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	17
	Grinnell cohort			9
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	6

**Fall 2016**

•FYFS197	Whiteness Seminar		1	19
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TH105	Drama & the Media	4	ALG	62
•TH105H	Drama & the Media (Honors)	4	ALG	1
TH332	Contemporary Repertory: Africa	3		18

### Spring 2017

TH729	Performance Theory	3		10
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### Summer 2016

•TH494SI	Perf. Arts in S Africa: Grahamstown	6	IE	14
•TH698B	Perf. Arts in S Africa: Grahamstown	6	IE	2

### Fall 2017

TH105	Drama & the Media	4	ALG	80
TH397L	Theaters of Dissent	3		14
TH397L-H	Theaters of Dissent (Honors)	3		1

### Spring 2018 (Semester at Sea)

•TH141	Introduction to Theater	3		20
•ENG345	World Drama	3		12
•SPCM357	Film and Social Change	3		43

### Fall 2018

•FYFS197	Film and Social Change	1		19
TH105	Drama & the Media	4	ALG	62
TH729	Dramaturgy Workshop	3		5
TH793B	World Rep I	3		14

### Spring 2019

TH320	Classical Rep	3		22	
TH620	Theater in Society: Theaters of Dissent			3	11
TH729	Dramaturgy Workshop	3		3	

### Fall 2019

•FYFS197	Film and Social Change	1		19
TH729	Dramaturgy Workshop	3		3
TH793D	World Rep II	3		12
TH797	Performance Theory	3		8

## Teaching Responsibilities & Strategy

My teaching responsibilities in my tenure at the University of Massachusetts have included undergraduate core curriculum classes in Dramaturgy, graduate level curriculum in Dramaturgy/Theatre History/Performance Theory, and large introductory General Education courses. Additionally, I have trained, mentored, and supervised graduate students in pedagogy as well as taught First Year Freshman Seminars and an Honors 391 Seminars. I also ran a faculty-led intensive summer study abroad program in South Africa. I have been solely responsible for teaching my courses (lecture, discussion, online), developing the syllabi, and all other aspects of instruction and assessment.

My teaching reflects the interdisciplinary scope of my own research interests, straddling Theatre and Film, Theatre History and Performance Studies, and is informed by my research interests in African performance and my creative practice in theatre. In my career, I have taught in a variety of settings, from a small liberal arts college to a large Research I institution, as well as several non-profit, private educational settings. Whatever my class configuration – a large introductory lecture course, populated mainly by first year students and supported with a team of graduate teaching assistants, or an intimate graduate and undergraduate seminar, or a class of adult learners – I tailor the material to suit the level of discourse appropriate to the students I am teaching.

Whenever possible, I infuse all my classes with multimedia examples from a global context (with particular focus on Africa). My courses have had in common a focus on decoding and unpacking cultural performance and media texts; examining the politics and poetics of race, gender, and national identity; an engagement with the political nature of art; and a passionate examination of the power of art, theatre, and film to facilitate social change.

As much as possible, I design in-class, coursework, and assessment activities that inspire passionate curiosity in my students. Echoing the collaborative and process-oriented nature of the theatre arts, I encourage students to think of their class work in terms of *practice* rather than *product*.

*In the classroom:* I am a firm believer in active learning: students, and especially contemporary students, learn more by *doing* than by either listening or reading. I build in hands-on activities within individual lectures and across the scope of each class I teach, putting the emphasis on reflection, analysis, creation, and experimentation. My classes also address the basic skills that much university teaching takes for granted: coaching students, for example, in different ways of taking notes, reading difficult material, and standard writing skills. In addition, I am always seeking opportunities to use performative methods in the classroom and I make creative use of the expertise and talents of invited guest artists, multimedia examples to illustrate key concepts, and chances for students (or me) to enact key concepts (often in costume!) The majority of in-class activities are collaborative, to generate fuller participation, and students are encouraged to reflect on the process of collaboration as much as the creation of a final product. My teaching is

informed by my own research, which I work into the classroom whenever possible, sharing my research and writing process.

I am also a big advocate for Team-Based Learning (TBL). Since Theater is a collaborative art form, it stands to reason that team-based learning is an appropriate pedagogy to use in this field. Because students bond with a small peer group across the semester, TBL helps make my large lecture courses feel like smaller classes and student learning outcomes are stronger. TBL offers students that chance to practice collaborative learning and work on team-building, interactive, and group dynamic skills. In Theater, we value a diversity of voices, styles, and points of view. Thus, in my TBL classes, teams are very consciously created to foster encounters with difference. Teams are selected to encourage collaboration amongst groups of students who bring their individual and unique experiences, group learning styles & behaviors, personalities, and differences in terms of race, gender, class, sexual identity, nationality, language, age/year in school, and political viewpoints to the group dynamics. These group dynamics often mirror larger societal dynamics and, I believe, this is fertile ground for learning about global citizenship, radical empathy, and encountering difference.

*Writing:* Improving written skills is a goal of all my classes. I teach our Junior Year Writing Program curriculum and served as our Department's JYWP representative. In short, informal, ungraded, exploratory writing activities or longer, more formal assignments, I emphasize writing as a tool to help students develop critical thinking skills, to deepen their understanding of a given problem by asking them to reconsider the material under discussion, to imagine alternative answers, and to question assumptions. I design all assignments with a process approach, and encourage the delights and illuminations that come from the revision process. I constantly remind students that revision is to writing what rehearsal is to performance.

*Research:* I also reinforce the research component of all theatrical endeavors and remind students that designers and artists also research, not just dramaturgs and scholars. In my classes, students engage in research projects that include dramaturgical analysis, book, library, and online textual research as well as creative, visual, and sound design work.

*Mentoring:* I have found that one of the most effective teaching strategies has been to address student needs and concerns on an individual basis, opening a dialogue with them about the ways in which course content and activities integrate with their overall interests, learning and career goals. My office door is always open, and I have mentored many undergraduate and graduate students, formally and informally, on an array of projects from dissertations to class assignments, from creative installations to independent film projects. I have advised many undergraduates in an official capacity and several more on an informal basis. I have served on the graduate committees of over 20 MFA candidates, chairing many of them. In addition to my work with MFA students at UMass, I have served on three PhD thesis committees for students working on African topics: one at my former institution (the University of Minnesota) and two in South Africa (the University of Cape Town and Rhodes University).

*Syllabus construction:* Recognizing the different learning styles of my students, I try to assign reading and study materials that span a wide variety of media: fictional or first person accounts,



journalistic writing, as well as scholarly articles, videos, and creative performance or visual materials. I also like to accommodate an investigation of timely issues that may be relevant to course content, and to follow topics generated by student interest. I try, where appropriate, to offer a choice of project and assessment options, allowing imaginatively motivated students opportunities for the creative presentation of their work.

*Learning Management System:* I used several LMSs (Moodle, WebVista/Blackboard, NING) at my previous institution and upon arrival at UMass volunteered to be a part of the campus-wide Moodle Pilot. I attended workshops throughout the year and partnered with a cohort of OIT staff and fellow faculty to work out glitches and establish best practices to use when the entire campus converted to Moodle in Fall of 2012. All my courses have a moodle site, which I use to communicate with students, disseminate readings and materials (to keep students' textbook costs down), grade assignments, host multimedia resources, and engage in continued discussion and online collaborative projects.

*Exposure to guest artists:* I believe passionately that students are most inspired, and learn so much from, engagements with live artists and live theatre. Whenever possible, I invite colleagues and guest artists into my classes to share their creativity and expertise with my students. I require students to see live performances as part of all my classes. In 2013, I brought five artists from South Africa's Magnet Theatre to UMass for a weeklong residency. In 2017 and 2019, Brett Bailey, Ewok Robinson, and Malcolm Purkey visited my classes. My students still speak of that experience as one of the most profound, moving, and educational of their academic careers, if not their lives.

## Professional Development

I believe that teaching requires as much diligence, curiosity, and resourcefulness as my own scholarly research. Accordingly, I have taken an active interest in pedagogy, running annual workshops for incoming Teaching Assistants and mentoring them throughout the year as they hone and practice their skills as blossoming educators in their own rights.

I also regularly participate in teaching enrichment and development courses and training on campus through the Center for Teaching and Faculty Development (TEFD) and the Office of Instructional Technology (OIT). I also seek the feedback of students throughout the semester, through short writing exercises that ask them to reflect on what and how they have learned, or through more formal mid-semester and final evaluations.

UMass Teaching Enrichment Professional Development:

- |      |   |
|------|---|
| 2019 | Public Engagement Fellowship (public-facing research training)          |
| 2018 | TIDE Fellowship Ambassador (colleague education workshops in my dept)   |
| 2017 | Teaching for Inclusiveness, Diversity & Equity (TIDE) Fellowship (TEFD) |

- 2016 Student-Centered Teaching & Learning Fellowship (TEFD)  
Echo360 training (TEFD)
- 2015 Creative Teaching Salon (TEFD)  
Diversity Workshop series (TEFD)  
Final Cut X training (OIT)
- 2014 iTunes faculty pilot (OIT)  
Team-Based Learning Workshop series (TEFD)
- 2013 Integrating Open Education Materials into Course Curricula (TEFD)  
Flipping the Classroom (TEFD)  
Camtasia Workshop (OIT)
- 2012 OIT Large Class Technologies: iClicker (OIT)  
iClickers in the Classroom with Roger Freedman (OIT)  
Moodle 2.0 Pilot (OIT)  
Moodle Training: Gradebooks, Groups, Assignments (OIT)  
Technology in the Classroom panel for visiting professors from Gaza (OIT)
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## Courses Taught

(DESCRIPTIONS OF COURSES TAUGHT PRIOR TO UMASS AVAILABLE UPON REQUEST)

### University of Massachusetts, Department of Theater

#### FALL 2011

#### **TH100: Introduction to Theatre: The Politics of Performance**

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Role: Primary instructor for large (160 person) undergraduate GenEd course in regular term; supervisor to 4 graduate teaching assistants (Alison Bowie, Sarah Brew, Kanchuka Dharmasiri, Megan McClain,); 4 credits.

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *Lysistrata*, *Ubu and the Truth Commission*, *Romeo & Juliet* among others.

Topics included: blackface minstrelsy, gender bending in the Spanish Golden Age, the power of puppetry, Musicals, performances of culture jamming, among others.

#### **TH322: Modern Repertory**

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Role: Primary instructor for undergraduate seminar (25 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: This course covers a fascinating, volatile and fruitful period in theater history from the 19<sup>th</sup> century into the early 20<sup>th</sup> century, covering a variety of performance and theater case studies, including the rupture of realism and its subsequent rise, avant garde theatrical movements (Dada, surrealism, futurism), Theatre of the Absurd, blackface minstrelsy, the Federal Theater Project, theater riots, and women's and queer issues. Classes involved lecture, small discussion, Junior Year Writing workshops, multimedia resources, class presentations, and written work. Taking a New Historicist approach to our study, the course focused on examining texts within their networks of material practices and their sociopolitical and historical contexts.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (7 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

### **SPRING 2012**

## **TH100: Introduction to Theatre: The Politics of Performance**

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Role: Primary instructor for large (174 person) undergraduate GenEd course in regular term; supervisor to 4 graduate teaching assistants (Paul Adolphsen, Alison Bowie, Amy Brooks, Adewunmi Oke); 4 credits.

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *Lysistrata*, *Indian Ink*, *Urinetown*, *Ubu & the Truth Commission*, *Hair!*, Julie Taymor's work, among others.

Topics included: blackface minstrelsy, the power of puppetry, the politics of musicals, Brecht & Boal, The Federal Theater Project, and devised theatremaking.

## **TH729: Dramaturgy Workshop**

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Role: Primary instructor for Special Topics; co-instructor for graduate seminar (7 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a

45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

This graduate level course is designed for students with an interest in dramaturgy as a critical exploration of performance theory. It complements practical and text-focused training with theoretical, historical, and contextual frameworks. The course is designed to familiarize students with Performance Theory and key theorists, as well as with the field of Performance Studies. We covered the historical concerns of postcolonialism and Marxism, with attention to orientalism, othering and postcolonial theory. In our unit on cultural concerns, we considered the potentials and pitfalls of interculturalism and performance ethnography. And in three units on political concerns, we explored some of the lessons the Feminist and Civil Rights Movements have given us and how, why, and to what ends gender, race, and sexuality are performed, theorized, and practiced.

## FALL 2012

### **UNIV197T: Africa in the Media**

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Role: Primary instructor for (16 person) undergraduate seminar in regular term; 1 credit; above load. In this First Year Faculty Seminar, incoming students are offered a chance to Interact with a tenure-track faculty member in a low-stakes, intimate class setting that welcomes them to academic life at UMass and exposes them to the faculty member's expertise and research area.

Course Overview: Using performance studies as a framework, this course explored representations of Africa across various media from several vantage points: visions of the colonizers, Hollywood's digestion of Africa, Wall Street, Madison Avenue, and Washington's manipulation of the continent, and literary, dramatic, cinematic and artistic visions and voices by and about Africans themselves.

### **TH397T: Contemporary Repertory: Women**

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Role: Primary instructor for (21 person) undergraduate core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this brand new course was offered for the first time in Fall 2012.

Course Overview: In conversation with the Department of Theater's 40<sup>th</sup> anniversary season (2012-13) that was dedicated to women, TH397T explored the ways in which women voice themselves and their concerns through theatre and performance in our contemporary moment. We read three of the six plays in our season as well as an array of works by women in the US and beyond and examined how these texts intersect with politics, make meaning in culture, participate in intellectual debates, pose questions for us to reflect on, or call us to action. Taking a New Historicist approach to our study, we examined these texts within their networks of material practices and their sociopolitical and historical contexts.

Framing our discourse through feminist, postcolonial, gender and queer theory, we unpacked how women playwrights and performance artists are articulating, reflecting upon, challenging, or otherwise engaging their worlds.

Plays read: *The Vagina Monologues, The Panza Monologues, Cloud Nine, Wit, Well, Machinal, Venus, Molora, Metamorphosis, In The Continuum, Human Terrain, Ncamisa! The Women, Clit Notes, Blasted, Art, Omnium Gatherum.*

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### **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (9 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

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### **TH793B: World Repertory I**

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Role: Primary instructor for (13 person) graduate core curriculum seminar in regular term; 3 credits.

Course Overview: This graduate level course is the first in a two-part sequence aimed at providing MFAs in Dramaturgy, Directing, and Design with an understanding of theatre history, theatrical texts, and dramatic practices from the ancients through the Renaissance from a global perspective. Graduate students in this course practiced “doing” theatre history from their distinct positions as dramaturgs, directors, and designers through advanced level oral and visual presentations, written expression, and final imaginative projects. Attending to how theatrical and performance “texts” operate within their “contexts,” students honed their abilities to make arguments (written and verbal) about the works we read and to apply these ideas to our greater endeavors as theatre practitioners and as citizens of our global world.

Plays read: *The Oresteia, Molora, Medea, Antigone, Lysistrata, The Bacchae of Euripides, Lady Han, The Love Suicides at Sonezaki, Peking Opera, The Revenger’s Tragedy, The Tempest, Une Tempete, among others.*

Topics included: Broadening our view beyond “Western” Theatre History; ancient Greek theatre; Roman comedy and public spectacle; medieval theatre, carnival & cycle plays; The Nāṭyaśāstra, The Poetics, & Zeami; Siglo de Oro; Elizabethan & Jacobean theatre.

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### **Independent Studies (Graduate)**

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Advised MFA Dramaturgy candidate Alison Bowie on a dramaturgy independent study around applying dramaturgy to pedagogy, which led to a conference paper she presented at the Mid-America Theatre Conference (MATC) in Spring 2013.

Advised MFA Directing candidate Carol Becker on a dramaturgy independent study around Sara Baartman in preparation for Suzan-Lori Parks' *Venus* (part of our 40<sup>th</sup> anniversary season dedicated to women).

## SPRING 2013

### **TH100: Introduction to Theatre: The Politics & Poetics of Performance**

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Role: Primary instructor for large (70 person) undergraduate GenEd course in regular term; 4 credits; supervisor to 3 graduate teaching assistants (Paul Adolphsen, Alison Bowie, Adewunmi Oke).

Course Overview: In this introductory, writing-enriched course, students SEE and READ theatre in all its rich variety, potency, design and complexity; UNDERSTAND theatre as a social and political entity capable of changing the world, THINK about World Theatre in new and insightful ways, WRITE ABOUT theatre with critical sensitivity and compelling arguments, and MAKE theatre by staging a final project as a group. Through engaging examples, lecture and discussion, students gain an understanding of the various components of theatre (playwriting, directing, acting, costume, scene/lighting design, and dramaturgy). The course is subtitled The **Politics/politics** of Performance and it is through this frame that we will explore the ways in which Theater and Performance (and a few examples from the worlds of Film and Media) make meaning in our culture, serve as sites of engagement and dissent with our society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.

Plays discussed: *War Horse*, *Miss Julie*, *Mother Courage*, *The Vagina Monologues*, *Phallacies*, among others.

Topics included: Brecht & Boal, Theater And/As Sports, 9/11 as Performance, Political Power of *Hair!*, among others.

Note: I adjust the content of this course based on student feedback from the previous year (note revised course title). I scaled back the "Politics" and added more "Poetics" of Performance.

### **TH397R: Contemporary Repertory: Africa**

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Role: Primary instructor for (14 undergraduates plus 1 graduate student) core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this brand new course was offered for the first time in Spring 2013.

Course Overview: Addressing what Steve Tillis calls the problems of the "Standard Western Approach" to teaching the history and literature of theatre—that is, omitting, ignoring, or tagging on as an afterthought Non-Western theatrical traditions—this course focused entirely on performance and theatre in Africa, with a strong emphasis on South Africa. Covering such diverse topics as theatre as/and ritual, syncretic performance (forms that combine multiple genres and cultural traditions), protest theatre, African spirituality and performance, African

film, as well as postcolonial, race, and gender theory appropriate to our study, the course coincided with a week-long residency by South Africa's Magnet Theatre Company, who performed their two-woman show, *Every Year, Every Day, I Am Walking*, and made artist visits to the class. *Ladysmith Black Mambazo*, a Zulu a capella musical group, also performed at the Fine Arts Center in this same semester. And our Department staged Suzan-Lori Parks' play *Venus*.

Plays read: *Every Year, Every Day, I Am Walking, Tegonni, Toufann, Une Tempete, Chocolat* (film), *The Island, A Woman in Waiting, Seriously?, Tsotsi* (film), *District 9* (film), *Ncamisa! The Women, Dilemma of a Ghost, The Rebellion of the Bumpy-Chested, Venus, Ubu and the Truth Commission, Mies Julie*

Additional topics: Egungun masquerades, Pieter Dirk Uys as Evita Bezuidenhout, Peter Van Heerden's *Abjected Whiteness*, among others.

Note: Paul Adolphsen, my graduate student, joined the course and I adjusted his workload accordingly, asking him to lead discussions/lectures twice and submit additional written work. He wanted to focus on how best to teach non-Western material to American students and we worked closely on this throughout the semester. He developed an abstract and then a full conference paper, which he presented at ASTR in November 2013.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (6 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculties participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

## **Independent Study (Graduate)**

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Advised MFA Dramaturgy candidate Paul Adolphsen on a dramaturgy independent study around the work of South African artists Yaël Farber and Thembi Mtshali-Jones, which led to a conference paper he presented at the American Society for Theatre Research (ASTR) conference in Fall 2013.

### **FALL 2013**

Taught above load during Research Intensive Semester

## **HON391: Africa Performed: Inside & Out**

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Role: Primary instructor for (11 person) undergraduate Honors seminar in regular term, 1 credit; above load. As an Honors Topics course, this one-credit seminar is intended to facilitate contact between Commonwealth College students and departmental faculty in a small, seminar-style



setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved.

Course Overview: AFRICA, with its dynamic clashes of culture, language, religion, politics, and landscape, has historically been depicted and performed as a tapestry of conflicting visions: Antithesis of civilization and the birthplace of humanity. Deep, dark, place of bestial wildness and romantic canvas for Western fantasy. Land of despots, famine and disease...and site of hope. Using performance studies and postcolonial theory as a framework, this course will explore representations of Africa across various media from several vantage points, both inside and out.

## SPRING 2014

### **TH729: Dramaturgy Workshop**

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Role: Primary instructor for Special Topics; co-instructor for graduate seminar (9 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

This graduate level course is designed for MFAs in Dramaturgy, Directing, and Design as a critical exploration of performance theory. It complements practical and text-focused training with theoretical, historical, and contextual frameworks. The course is designed to familiarize students with Performance Theory and key theorists, applicable to their work as aspiring dramaturgs, directors and designers. We cover relevant theory on gender, race, class, sexuality, and postcolonialism as well as theories of acting and directing.

### **Independent Study (Undergraduate)**

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Prior to her participating in the 2014 South Africa study abroad trip, advised BDIC major Annabeth Kelly on a dramaturgy independent study around stand up comedy and women in South Africa.

## SUMMER 2014

### **TH494SI: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for NEW PILOT (14 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; supervisor to 1 graduate teaching assistant (Paul Adolphsen). Piloted course with colleague, Prof. Judyie Al-Bilali.

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

Note: TH494SI is an Integrated Experience course, offering Theater majors multiple chances to reflect thoughtfully about their work as Theater artists, the role of the arts in the larger context of the global world, their future careers, and tie it all together with their past academic work.

Course website: [theatreinafrica.weebly.com](http://theatreinafrica.weebly.com)

### **ENG 397DH: Alternative Theatres: Edinburgh Fringe Festival**

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Role: Co-instructor on Prof Jenny Spencer's (28 person) study abroad program in summer term, 4 credits; above load. Supervised a cohort of 12 students in the group, graded their work, and met with them throughout the festival to discuss the work we saw.

**Course Overview:** Focused around the Edinburgh Fringe Festival in Scotland, students see new plays and cutting edge international performances. The course is designed to help students navigate the Fringe Festival with confidence, exposing them to fresh, inspiring, cutting-edge theater that will change the way they see the world.

Course website: <http://www.edinburghfestivalcourse.com>

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### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for NEW (80 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Glenn Proud). Piloted the course as a Team-Based Learning (TBL) class.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Celluloid Shakespeares, Rom-Com Formula and Gender Norms, Disney's Public Pedagogy, Performing our Virtual Selves, *Reel Bad Arabs*, Africa in the Media, Nassim Soleimanpour's *White Rabbit*, *Red Rabbit* staged reading.

### **TH322: Modern Repertory**

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Role: Primary instructor for undergraduate seminar (23 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: This course covers a fascinating, volatile and fruitful period in theater history from the 19<sup>th</sup> century into the early 20<sup>th</sup> century, covering a variety of performance and theater case studies, including the rupture of realism and its subsequent rise, avant garde theatrical movements (Dada, surrealism, futurism), Theatre of the Absurd, blackface minstrelsy, the Federal Theater Project, theater riots, and women's and queer issues. Classes involved lecture, small discussion, Junior Year Writing workshops, multimedia resources, class presentations, and written work. Taking a New Historicist approach to our study, the course focused on examining texts within their networks of material practices and their sociopolitical and historical contexts.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (4 students) in regular term; 3 credits.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

### **Independent Study (Undergraduate)**

Advised Theater major Conor Dennin on a dramaturgy independent study around our Fall production of the musical *A New Brain*.

## **SPRING 2015**

## **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for second iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Samantha Doolittle). Continued the course as a Team-Based Learning (TBL) class.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Rom-Com Formula and Gender Norms, Disney's Public Pedagogy, Performing our Virtual Selves, *Reel Bad Arabs*, Africa in the Media, Nikoo Mamdoohi (guest artist for Iran), Brett Bailey's *Exhibit B*.

Team-based projects: Radio Drama, Social Media Research Project, Culture Jam.

## **HON 391: White Lines: Whiteness, Privilege, & Performance in Contemporary Society**

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Role: Primary instructor for NEW (13 student) undergraduate Honors Topics Seminar in regular term, 1 credit; above load. As an Honors Seminar course, this one-credit seminar is intended to facilitate contact between first year students and departmental faculty in a small, seminar-style setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved.

Course Overview: This course engages students in an in-depth exploration of the multi-dimensional and highly fraught nature of race in contemporary culture by focusing on the performance of whiteness. As an imagined category of identity that has material consequences on bodies, both those within its sphere of privilege as well as those who are excluded from it, whiteness is supported by cultural systems at every level. As a discursive category and a lived practice, whiteness involves a constant public presentation, or staging; whiteness is maintained through its reiterated and stylized performance. In this course, we unpack what whiteness (the racial category and the lived experience) is, and explore how whiteness functions in our contemporary social world. We explore its invisibility and ubiquity in popular culture, its power dynamics, and the way in which whiteness gets performed in personal and public life in the USA and elsewhere in the world.

Using examples from various cultures—American, Canadian, British and South African—we will ask the following kinds of questions: What makes someone “white”? How has whiteness come to be the default category of existence? Why can we see people of color as raced bodies and yet whiteness is an invisible default? How is whiteness part of (or the center of) a system of institutional and cultural privilege? What are the stakes, burdens, benefits, and pitfalls of being/performing white? Not white? How might one perform “ethically” as a white person? What options exist for whiteness at this point in history? *While the subject of the course is focused on whiteness, it is not intended to be limited to white people. Everyone is welcome to join this conversation!*

TOPICS: Race & Whiteness: Definitions, Race as a Social Construct, White Privilege & Intersectionality, Peggy McIntosh “The Invisible Knapsack,” Tim Wise’s *White Like Me*, Nancy Buirski & Elisabeth Haviland James’ *The Loving Story*, W.E.B. du Bois’ “The Souls of White Folk,” Whiteness Post-Ferguson, allyship, Angry White Men, Performing Whiteness in South Africa: *Die Antwoord*, White Rappers, Iain “Ewok” Robinson’s *Seriously?*, Brett Bailey’s *Exhibit A/B: Reversing the Colonial Gaze*, Whitney Dow’s *The Whiteness Project* (2014), white trash.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (4 students) in regular term; 3 credits. Session leader: Megan Lewis.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a

45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

Topics: Season shows: *Cat on a Hot Tin Roof*, *Tennessee Williams: Gender Play in 2015 and Beyond*, *Playlab*, *Dead Man's Cell Phone*, Topics: Promoting our "signature" talk back series, Season Selection: Successful Models, Northeastern Dramaturgy Retreat, Multicultural Theatre Conference.

## SUMMER 2015

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for (21 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; 19 undergraduates (from UMass, Tufts, and Illinois State University) plus 2 graduate students (from UMass). Co-pilot: Paul Adolphsen (former graduate student; TA in 2014).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

Summer 2015 summary article:

<http://www.umass.edu/theater/stagesoctober2015.php#southafrica>

## FALL 2015

### **FYFS: White Lines: Whiteness, Privilege, & Performance in Contemporary Society**

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Role: Primary instructor for (9 person) undergraduate First Year Faculty Seminar (FYFS) in regular term, 1 credit; above load. Adapted HON391 seminar for FYFS. This one-credit seminar is intended to facilitate contact between first year students and departmental faculty in a small, seminar-style setting and to provide an intellectually stimulating, cross-disciplinary experience for both the faculty and students involved around a topic the professor is passionate about.

Course Overview: This course engages students in an in-depth exploration of the multi-dimensional and highly fraught nature of race in contemporary culture by focusing on the performance of whiteness. As an imagined category of identity that has material consequences on bodies, both those within its sphere of privilege as well as those who are excluded from it, whiteness is supported by cultural systems at every level. As a discursive category and a lived practice, whiteness involves a constant public presentation, or staging; whiteness is maintained through its reiterated and stylized *performance*. In this course, we unpack what whiteness (the racial category and the lived experience) is, and explore how whiteness functions in our contemporary social world. We explore its invisibility and ubiquity in popular culture, its power dynamics, and the way in which whiteness gets performed in personal and public life in the USA and elsewhere in the world.

Using examples from various cultures—American, Canadian, British and South African—we will ask the following kinds of questions: What makes someone “white”? How has whiteness come to be the default category of existence? Why can we see people of color as raced bodies and yet whiteness is an invisible default? How is whiteness part of (or the center of) a system of institutional and cultural privilege? What are the stakes, burdens, benefits, and pitfalls of being/performing white? Not white? How might one perform “ethically” as a white person? What options exist for whiteness at this point in history? *While the subject of the course is focused on whiteness, it is not intended to be limited to white people. Everyone is welcome to join this conversation!*

TOPICS: Race & Whiteness: Definitions, Race as a Social Construct, Donald Trump, white allyship, White Privilege, Intersectionality, Peggy McIntosh “The Invisible Knapsack,” Tim Wise, *White Like Me*, Nancy Buirski & Elisabeth Haviland James’ *The Loving Story*, Whiteness Post-Ferguson, Angry White Men, Performing Whiteness in South Africa: Die Antwoord, Iain “Ewok” Robinson, and Brett Bailey, White Rappers, white trash.

### **TH334: Contemporary Repertory: Women**

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Role: Primary instructor for (27 person) undergraduate core curriculum seminar in regular term; 3 credits; Junior Year Writing Requirement; this course is now a permanent part of our curriculum.

Course Overview: TH334 explored the ways in which women voice themselves and their concerns through theatre and performance in our contemporary moment. We examined how texts from the US and abroad intersect with politics, make meaning in culture, participate in intellectual debates, pose questions for us to reflect on, or call us to action. Students examined the texts we read and viewed within their networks of material practices and their sociopolitical and historical contexts. Framing our discourse through feminist, postcolonial, gender and queer theory, we unpacked how women playwrights and performance artists are articulating, reflecting upon, challenging, or otherwise engaging their worlds.

Plays read: *The Vagina Monologues*, *Machine*, *Venus*, *Molara*, *Metamorphosis*, *Father Returns Home from the War*, *Vinegar Tom*, *The Syringa Tree*, *Mies Julie*, *Love & Information*.

Other media: Female Performance Artists, documentary film: *Miss Representation*, fiction film: *Chocolat* by Claire Denis, filmed plays: *Ncamisa! The Women* by Pam Ngwabeni, *The Panza Monologues* by Virginia Grise and Irma Mayorga, *A Woman in Waiting* by Thembi Mtshali-Jones.

## **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (2 enrolled students; 2 second year MFAs audited) in regular term; 3 credits. Session leader: Harley Erdman.

Course Overview: This year-long course for MFA candidates in Dramaturgy is comprised of a 45-minute roundtable followed by a 2 hour and 15 minute Special Topics course. All faculty participate in roundtable; each semester, one faculty member takes the lead on the Special Topics portion of the class.

Topics: Season shows (Fall): *Marie Antoinette* by David Adjmi; *Donny Johns*, a new musical by Gina Kaufmann, Harley Erdman & Aaron Jones. Spring: *Love and Information* Art, Legacy & Community/Collidescope 2.0 Topics: Talkbacks, Dramaturg's "Elevator speech," Dramaturg as Producer-Curator, Dramaturging New Works, CVs & resumes, Global Dramaturgy, Publicity.

## **SPRING 2016**

## **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for third iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 2 graduate teaching assistants (Finn Lefevre & Claudia Nolan). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics.

Course Overview: As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.



Topics included: Myths & Countermyths around The American Dream, Performing our Virtual Selves, Mythic Africans, *Reel Bad Arabs*, Nikoo Mamdoohi (guest artist for Iran), Conor Dennin staged reading of *Wings of a Butterfly* a new play about the Arab Spring.

Team-based projects: Radio Drama, Culture Jam, Documentary Theatre Project.

## SUMMER 2016

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

Role: Primary instructor for (expected: 25-30 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; co-pilot: Glenn Proud (former graduate student; participant in 2015).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

## FALL 2016

### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

Role: Primary instructor for fourth iteration of (63 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Claudia Nolan). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics.

**Course Overview:** As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced?

Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Myths & Countermyths around The American Dream, Performing our Virtual Selves, Mythic Africans, *Reel Bad Arabs*, Nikoo Mamdoohi (guest artist from Iran), Disney.

Team-based projects: Radio Drama, Culture Jam, (Re)Imagineering Disney Theatre Project.

## SPRING 2017

### **TH729: Performance Theory**

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Role: Primary instructor for Special Topics: Performance Theory; (10 students) in regular term; 3 credits.

Course Overview: This graduate level course is designed for MFA candidates in Dramaturgy, Directing and Design as a critical exploration of performance theory as it applies to the art of theatremaking. It aims to foster the act of reflecting on creative choices in performance, both as audiences and theatre creators. It complements practical and text-focused curriculum and training with theoretical, historical, and contextual frameworks. In the course, we will consider some of the important ways in which theatre/performance functions in human societies and will investigate the connections between theatre/performance and theory from a selection of theoretical and historical perspectives that students can add to their creative toolboxes.

The course is designed to expose MFA students to some of the key theorists of theatre and performance, including Aristotle, Bharata, Boal, Bogart, Brecht, Brook, Grotowski, Hall, Mnouchkine, Stanislavski among others. The course covers vital theoretical issues and topics that apply to the art of theatre-making, or theory and/in practice, including: theatre as a sensory or affective experience, audience reception, interculturalism, staging race, gender and (dis)ability, theatre as a political act, and performing and directing bodies.

Students practice summarizing and introducing theories and their authors to their peers, journal about how each unit under study might inform their practice as theatre artists, write a personal theatre manifesto, and, in teams, apply theory to three practical case studies, which are likely to arise in the life of an active theatre artist: 1) the issue of colorblind casting, 2) the question of staging nudity, and 3) the ethics of performing violence or trauma on stage.

## SUMMER 2017

### **TH494/698: The Performing Arts in South Africa – The Grahamstown Festival Course**

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Role: Primary instructor for (23 person) study abroad program in summer term, 6 credits; Integrated Experience (IE) course; above load; co-pilot: Prof Priscilla Page (colleague).

**Course Overview:** Focused around the National Arts Festival that takes place over ten days in Grahamstown, South Africa, students will experience the second largest theatre festival in the world (outside Edinburgh in Scotland) and the largest in the southern hemisphere. Students see new plays and cutting edge international performances that they would not be able to encounter anywhere else. They meet playwrights, actors, artists and other students interested in performance and theatre and engage with, and reflect upon, the historic, sociopolitical, and creative contexts of the work they see. The performing arts will offer students a lens through which to examine questions of social justice, race, class and gender politics, history, language, memory, and the arts as not just a *mirror* to reflect society, but, as Bertolt Brecht suggested, as a *hammer* with which to shape it...

The course has three parts: an online moodle course, a 16-day trip to South Africa for the festival, and a reflective project upon return to the United States.

## FALL 2017

### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

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Role: Primary instructor for fifth iteration of (80 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Gaven Trinidad). Continuing the course as a Team-Based Learning (TBL) class with greater emphasis on global perspectives and team dynamics. Taught in new Flex Class in newly renovated South College.

**Course Overview:** As a core General Education course, this introductory level class asks students to question common assumptions about media, which include theatre/performance, literature, film, advertising, radio, music, social media and other forms. Using dramatic conventions, structures, and techniques as tools to enable in-depth analysis and critique, students explore the following questions: How are media constructed and produced? Received and understood? And how do media make meaning in culture? How are the stories and mythologies that circulate in various media (film, TV, print, social media) made "dramatic" or framed by and structured using theatrical techniques? And to what ends? Locating our study in the cultures of the United States, Middle East, and Africa, and by exploring the connections between "drama" and "media," we will develop our abilities to critically analyze and decode meaning embedded in media texts, consider how nations perform themselves and Others using various media, and ultimately become more savvy, ethical media consumers/producers and citizens of our global world.

Topics included: Myths & Countermyths around The American Dream, Black America, Native America, Mythic Africans, *Reel Bad Arabs*, Counter-mythic Africa, devised theatremaking.

Team-based projects: Radio Drama, Culture Jam, Devised Documentary Theatre Project.

## **TH397L: Theaters of Dissent**

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Role: Primary instructor for experimental seminar on Theaters of Dissent in response to the 2016 election. 15 undergraduates and 4 graduates in regular term; 3 credits; 3 undergraduates from Five Colleges.

Course Overview: From Aristophanes' anti-war satire, *Lysistrata*, to reenactments of combat trauma by Iraq Veterans Against the War (IVAW), from Henry "Box" Brown (a black slave who escaped a Virginia plantation by mailing himself in a crate to an abolitionist in Philadelphia in 1849) to ACT UP! AIDS activism in the 1980s and 90s, artists across human history have confronted social injustice and played a dissenting role in society.

Performing artists use bodies (their own and those of others, live or animate) to take up space, disrupt the status quo, comment on contemporary states of/and affairs, and to (re)imagine human possibilities and connections. Radical protest movements have historically leveraged theatrical *mise en scène* – from costuming and design elements to performance tactics, choreography, visual coding, and live bodies engaging audiences, passively, confrontationally, loudly or silently.

In our current political climate, the role of the artist is charged with a renewed urgency and relevance. As the spectre of fascism rears its dragonhead, and as white supremacist, Islamophobic, sexist and anti-LGBTQ rhetoric and action are given renewed license for expression in Trump's America, what role can artists play in countering hate speech and hate acts, social injustice, the corporate oligarchy, and media complicity? In other words, how can/do/are/should artists perform(ing) dissent in our contemporary world?

We learn about, and then *make*, pieces of dissenting performance art in this upper level undergraduate course in the Department of Theater (grads are welcome to take it for graduate level credit).

Topics covered:

- The Black Arts Movement in the 1960s, the intersection of race, politics and performance
- Protest Theatre in the 1970s in apartheid South Africa, nimble political theatre, evading the censors, and queer satire (Pieter-Dirk Uys)
- Feminist body artists of the 1970s and today, performing women, challenging gender norms, taking up space, leveraging the nude female body, punking patriarchy

- Act Up! (AIDS Coalition to Unleash Power) AIDS activism in the 1980s, the staging of political funerals, mass demonstrations, and using bodies as a canvas for social change
- Radical Chicx Theater, agit-prop, actos, and guerilla theatre
- The Lysistrata Project (03/03/03), Kathryn Blume and Sharron Bower's worldwide peace protest initiative around the Iraq disarmament crisis
- Street art, graffiti and hip hop artistic practices from the Bronx to Banksy, Ai Weiwei to Dread Scott
- Culture jamming in contemporary media culture, anticorporate media manipulation, adbusting, identity correction and more
- Political protests such as #FeesMustFall and #RhodesMustFall, Black Lives Matter, antifa, the 2017 Women's March, Code Pink and Pussy Riot

### **SPRING 2018 (Semester at Sea)**

#### **TH141 Introduction to Theatre**

Enrollment: 20 undergraduate non-majors from a variety of institutions; 2 high school students (3 credits)

Students in TH141 Introduction to Theatre will:

- EXPERIENCE the art, craft, and practice of theatre across a variety of global traditions, in written, digital and live form, and across multiple genres;
- UNDERSTAND the various building blocks of theatre: playwriting, directing, acting, costume, scene/lighting design, dramaturgy, structure, and storytelling;
- EXPLORE both the poetics and politics of theatre-making;
- UNDERSTAND theatre as both a reflection of the social world from which it emerges AND a social and political entity capable of impacting the world; and
- PRACTICE MAKING theatre — by staging a final project as a group.

We explore what theatre is, who makes it, and how they turn words on a page into meaning on a stage. You will gain an understanding of the various components of theatre: playwriting, directing, acting, costume, scene/lighting design, and dramaturgy. We will explore how theater involves both POETICS (the art, craft, and creative choices involved in making theater) and POLITICS (the ways in which theater and performance reflect and make meaning in our culture, serve as sites of engagement and dissent with society, and are shaped by – and help shape – the historical, political, and aesthetic world in which we live.) We will learn how to do a close reading of a playtext, study play structure and storytelling techniques, examine how playwrights, directors, and designers create for the theatre, and analyze how actors' bodies read (differently) on stage. And we will learn about various genres of theatre, from musical theatre to performance art.

Plays we study include: Lysistrata by Aristophanes; Every Year, Every Day I Am Walking by Magnet Theatre, the musical Hamilton; and Ubu & the Truth Commission by Jane Taylor and

Handspring Puppet Company. We will read and discuss plays in class, and see performances (live on excursion and via video recordings in class), and have the chance to make theatre in short group projects (no prior theatre experience necessary).

This course includes a Field Class in Ho Chi Minh City, Vietnam (25% of course grade with reflective writing assignment): ***Vietnamese Performing Arts in Action: Water Puppetry and Music-Making***

Students experience two forms of Vietnamese performing arts: water puppetry and musical training and performance. First, we will visit the SOUL music academy, a renowned youth music school in Ho Chi Minh City. Following a tour of the campus and some introductions and lectures by staff, including the potential observation of music classes in session, students have the unique experience of viewing the Voice Kids of Vietnam – the famed chorus of which Mr. Thank Bui of the SOUL Academy has been affiliated as a coach – and the chance to play an array of traditional Vietnamese instruments. Next, we will travel by bus to Tao Dan Park for dinner, followed by a Water Puppet Show and hands-on puppet manipulation lesson at the Golden Dragon Water Puppet Theatre. Back on board the ship, we will end our evening reflecting on these art forms, the experience of live puppet theatre, and culturally different performances.

### **SPCM357 Film & Social Change**

Enrollment: 31 undergraduate non-majors from a variety of institutions; 3 lifelong learner auditors (3 credits)

This course is designed to introduce students to the ways in which the medium of film participates in efforts towards social change across the global landscape. Students gain an understanding of the relationship between artistic expression, culturally-specific context, societal impact, and political efficacy in films addressing social change. We will look at the documentary film as a form of “intelligence work” (Kahana) in culture and a “social imaginary” (Taylor) that helps us “envision the collective consequences of our thoughts and actions (Kahana 1). We will watch documentary films tied to the places we will visit on our Spring 2018 voyage. Films include: Jack Shaheen’s *Reel Bad Arabs* (Middle East, 2006), Jehane Noujaim’s *The Square* (Egypt, 2013), Ai Weiwei’s *Never Sorry* (China, 2012), Michael Patrick Kelly’s *Operation Lysistrata* (USA, 2006), Emile de Antonio’s *In the Year of the Pig* (Vietnam, 1968), Robert K. Lieberman’s *They Call It Myanmar: Lifting the Curtain* (Myanmar, 2012), Deborah Hoffman and Frances Reid’s *Long Night’s Journey Into Day* (South Africa, 2001), Connie Field’s *Have you Heard from Johannesburg?* (South Africa, 2010), Gillo Pontecorvo’s *Battle of Algiers* (USA/Algeria, 1967), (Raoul Peck’s *I Am Not Your Negro* (USA, 2016), and Ava DuVernay’s *13TH* (USA, 2016). We will see films (in and outside of class) and engage in rigorous dissection of the films in class discussion. Themes we will explore include: the “intelligence work” the films we watch are engaged in; the ethics of representing self and other in documentary film; the role of art as activism; documentary and democracy in Asia and Africa; and issues of race and racism in documentary film.

Students in SPCM357 Film & Social Change will:

- discover the ways in which the medium of film participates in efforts towards social change across the global landscape, exploring the relationship between artistic expression, culturally-specific context, societal impact, and political efficacy in films addressing social change;
- examine the documentary film as a form of “intelligence work” (Kahana) in culture(s) and as a “social imaginary” (Taylor) that helps us “envision the collective consequences of our thoughts and actions (Kahana 1);
- appreciate the methods of the documentary filmmaker, including conventions and techniques, ethics and politics;
- understand the social contexts in and out of which documentary films emerge;
- reflect on our learning and discoveries in short written responses and in-class discussion.

This course includes a Field Class in Hawaii (25% of course grade with reflective writing assignment): ***Study the impact of climate change on island nations in Honolulu*** Paired with Fisher Steven’s film *Before the Flood*, featuring Leonardo DiCaprio, and *An Inconvenient Truth* by Al Gore, we hear from expert climate change scientist, Dr. Charles “Chip” Fletcher from the University of Hawaii about his research on the impact of climate change on island nations. We will also meet with Nainoa Thompson and other sailors from the Polynesian Voyaging Society, and tour Hokule’a, the indigenous wa’a canoe on which they circumnavigated the globe gathering signatories from island nations impacted by climate change. During their three-year voyage around the world, the PVS sailors used only traditional Polynesian navigation knowledge of the ocean, stars, weather (no instruments or GPS) and reached 150 ports, 23 nations and territories spreading their message of “Malama Honua,” or “caring for the island earth.”

### **E245 World Drama**

Enrollment: 15 undergraduate non-majors from a variety of institutions; 1 enrolled high schooler (3 credits)

In this globally-focused course, we:

- READ a variety of dramatic texts from several different cultural locations;
- ANALYZE these texts within their sociopolitical, cultural, and historical contexts;
- APPRECIATE diverse cultural identities through several distinct dramatic and theatrical traditions; and
- ARTICULATE ideas, reactions, and interpretations to drama both orally and in writing.

We read dramatic literature from across the world, and across history, in order to gain insights into the cultures we will encounter on our Spring 2018 voyage, including ancient Greece, medieval Japan and China, India, South Africa, Ghana and the USA. We gain an understanding of the dramaturgy of plays, dramatic storytelling, and how plays are structured and work internally, as well as how they work as “texts” in their larger cultural “contexts.” We read, view, and discuss plays in class, write short responses to works we encounter, see performances (live on excursion and via video recordings in class), and even have the chance to stage short scenes in small groups (no prior theatre experience necessary).

Students will write 3 response papers of 3-5 pages after each of the major geographic areas we visit: Japan, India, Africa. In these papers, students will examine major discoveries, pose questions, and discuss theatrical and dramatic issues that they learned about in this region of the world.

In a final synthesis essay, students will reflect on the global dramatic storytelling they have studied, tying themes or trends they identify together, comparing and contrasting regional differences, and articulating how, why, and in what way different cultures across our Spring 2018 voyage use theatre and drama to express their unique cultural identities.

In E245 World Drama, students will:

- READ and DECONSTRUCT a variety of dramatic texts (and see performances) from several different cultural locations;
- APPRECIATE diverse cultural identities through several distinct dramatic and theatrical traditions;
- ANALYZE texts within their sociopolitical, cultural, and historical contexts;
- INTERPRET texts using historical and theoretical frameworks and test them in performance using video sources as well our own bodies and voices;
- ARTICULATE ideas, reactions, and interpretations to drama both orally and in writing.

This course includes a Field Class in Osaka, Japan (25% of course grade with reflective writing assignment): ***From Page to Stage: Japanese Kabuki in Performance***

Accompanied by an expert guide on kabuki, we will travel to Osaka-city, where we will visit the famous Osaka Shochikuza Theatre. We will attend a performance of Kabuki, featuring the most famous onnagata performer working today: Bando Tomasaburo. As is customary, a bento box dinner will be provided between the acts of the play. Students will learn about the conventions of this traditional Japanese performing art and then see them live in action on the stage, from stage design to period costuming, canonical scripts to spectacular theatrical conventions, musical support and actor fan culture. Post-shows reflections will explore the difference between a play on the page and it live on stage, how we read/experience live theatre and encounter culturally different performances, how gendered bodies read on stage, the impact of costume and makeup, and the effect of spectacular stagecraft practices to the unique cultural form of storytelling.

## FALL 2018

### FYFS 197: Faculty First Year Seminar: Film and Social Change

Inspired by the success of the course at Semester at Sea, I adapted my Film and Social Change course for a seminar of 19 UMass first year students.

We watched and discussed the following films:

- Jack Shaheen's thesis on how Hollywood vilifies a people, ***Reel Bad Arabs*** (2006) - USA/Middle East.
- ***The Square*** by Egyptian-American filmmaker Jehane Noujaim, which documents the Arab Spring in Tahrir Square in Cairo (2013) - Egypt



- ***Before the Flood*** by Fisher Stevens with Leonardo DiCaprio, the millennial generation's version of Al Gore's film *Inconvenient Truth*, about the impacts of global climate change (2016) - USA
- ***They Call It Myanmar: Lifting the Curtain*** by Robert H. Lieberman, about isolated Burma's emergence into the independent country of Myanmar and its consequences (2011) - USA/Myanmar
- Ava Duvernay's original film ***13TH***, based on Michelle Alexander's book *The New Jim Crow*, about the American carceral state (2016) - USA
- ***White Right: Meeting the Enemy***, Deeyah Khan's doc about the alt-right movement (2018) - USA
- ***Never Sorry*** by Ai Weiwei, about the role of art in speaking truth to power (2012) - China
- ***Amandla! A Revolution in Four-Part Harmony*** by Lee Hirsch, a documentary about the role of protest music in the anti-apartheid struggle (2002) - South Africa
- ***Pussy Riot: The Movement***, Natasha Fissiak's doc about punk-rock feminist activists Pussy Riot (2013) - Russia.

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### **TH105: Drama & The Media: Performing Mythologies in the Contemporary World**

Role: Primary instructor for (62 person) undergraduate GenEd course (ATG) in regular term; 4 credits; supervisor to 1 graduate teaching assistant (Bianca Dillard). Ran the course as a Team-Based Learning (TBL) class.

See detailed description above.

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### **TH793B: World Repertory I**

Role: Primary instructor for (14 person) graduate core curriculum seminar in regular term; 3 credits.

See detailed description above.

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### **TH729: Dramaturgy Workshop**

Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

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## **SPRING 2019**

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### **TH320 Classical Repertory**

Role: Primary instructor for undergraduate seminar (22 person) in regular term; 3 credits; Junior Year Writing Requirement.

Course Overview: What is the human impulse to perform and where do we locate the origins of theatre and performance? What do ancient forms of theatre and performance offer us as contemporary artists? What can classical Greek, Roman, Japanese, Chinese, Indian, and medieval European forms of theatre teach us about the nature of performance and the ways human beings tell stories in embodied ways? Addressing what Steve Tillis calls the problems of the “Standard Western Approach” to teaching the history and literature of theatre—that is, omitting, ignoring, or tagging on as an afterthought Non-Western theatrical traditions—this course will focus on non-Western forms alongside European theatrical traditions. Using an adapted team-based learning (TBL) framework, this class offers students the opportunity to collaborate in small groups across the semester on several team projects, modeling the kind of collaborative process inherent in the discipline of Theatre. As a Junior Year Writing Program (JYWP) certified course, students will also have the opportunity to work on and hone their written skills.

The research questions we will use to guide our study include:

1. ARCHIVAL RECORD: How do we know about theatre in the time period? What sources are extant? What are the traces of ancient performance we can find? What, for example, can egungun masquerades or the Abydos Passion Play tell us about ancient African performance? Or the Rabinal Achi about ancient Mayan performance? Or Greek phyllax vases about Greek theatre?
2. GENRE: What are the genres specific to this given period? How do we explain the (over)emphasis on tragedy in the ancient world - and how might comedy fit into the picture? What comic practices do we know about at any given period in time? What about blended forms (tragicomedy)?
3. THEORIES: What is the purpose and practice of theatre, based on three ancient theoretical texts: Fushikaden (Japan), Natyasastra (India), Aristotle’s Poetics (Greece)? How are these three cultural texts similar or different?
4. GLOBAL VISION: How do we overcome what Steve Tillis calls “Standard Western Approach” to understanding theatre history? What does ancient “World Theatre” or “Global Theatre” look like? What is happening elsewhere in the world when we focus on European drama at given moments in history?
5. SPACE: How do theatrical spaces function, and change, over history? What do the different spaces where theatre happens tells us about the cultures that produced them? The relationship between audiences and performances? The kinds of storytelling that can/do/happen there?
6. MISE EN SCENE: What does theatre/performance look like in this time period? What are the creative practices used to tell stories on stage? How are actors costumed, sets dressed, magic made, effects produced?
7. AUDIENCES: Who are the audiences for this age of theatre? Who is included and who is excluded? What is the relationship between audience and performer/action? How are audiences expected to behave/not behave?
8. FUNDING/PATRONAGE: How is theatre funded and produced? Who is in charge? What relationship is there between funders and content at this moment in history? How do the ethics, morality, or politics of the day apply to theatre in this time period?

9. GENDER ROLES: Why is cross-dressing such a central part of theatre history traditions across different cultures? How are these traditions similar or different? How do we reconcile the role of women in ancient times and places with how they are depicted in ancient playtexts?
10. POLITICS: How does the dramatic literature of a given period reflect, respond to, or reimagine the political climate of the day? How are art and politics in conversation with one another? What might we learn from this period to apply to art-making today?

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### **TH620: Theaters of Dissent**

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Role: Primary instructor for permanent upper level seminar on Theaters of Dissent. 8 undergraduates and 3 graduates in regular term; 3 credits.

See detailed description above.

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### **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

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## **FALL 2019**

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### **FYFS 197: Faculty First Year Seminar: Film and Social Change**

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I taught my Film and Social Change course again for 19 UMass first year students.

We watched and discussed the following films: *Reel Bad Arabs* (2006); *The Square* (2013); *Before the Flood* (2016); *They Call It Myanmar: Lifting the Curtain* (2011); *13TH* (2016); *White Right: Meeting the Enemy* (2018); *Never Sorry* (2012); *Amandla! A Revolution in Four-Part Harmony* (2002); and *Tough Guise* by Jackson Katz, about media representations of masculinity (1999) – USA.

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### **TH793D: World Repertory II**

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Role: Primary instructor for (12 person) graduate core curriculum seminar in regular term; 3 credits.

Course Overview: This graduate level course is the second in a two-part sequence aimed at providing MFAs in Dramaturgy, Directing, and Design with an understanding of theatre history, theatrical texts, and dramatic practices from the neoclassical era to the present.

Plays read: August Strindberg's *Miss Julie*; Yael Farber's *Mies Julie*; Alfred Jarry's *Ubu Roi*; Jane Taylor, William Kentridge & Handspring Puppet Co's *Ubu and the Truth Commission*; Lin-Manual Miranda's *Hamilton*; Jean Genet's *The Balcony*; Bertolt Brecht's *Mother Courage*

*& Her Children; Caryl Churchill's Cloud Nine; Wole Soyinka's The Bacchae of Euripides; Ntozake Shange's for colored girls who have considered suicide when the rainbow is enuf; Eve Ensler's The Vagina Monologues; Ota Shogo's Water Station; Magnet Theatre's Every Year, Every Day, I Am Walking.*

Topics included: Broadening our view beyond "Western" Theatre History; neoclassical French theatre and Moliere; The Female Wits; Restoration Comedy; Italian opera; Hamburg Dramaturgy; Romanticism & *Gesamtkunstwerk*; Craig & Appiah; 19<sup>th</sup> century popular entertainments, including human zoos, minstrelsy, melodrama, vaudeville and burlesque; realism, naturalism & the well-made play; political puppetry; Stanislavsky; the history of stage lighting; theatrical avant gardes and Theatre of Absurd; Brecht; physical theatre; and feminist, queer, black and other political theatres.

### **TH729: Performance Theory**

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Role: Primary instructor for Special Topics: Performance Theory; (8 students) in regular term; 3 credits.

See detailed description above.

### **TH729: Dramaturgy Workshop**

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Role: Co-instructor for graduate seminar (3 students) in regular term; 3 credits.

See detailed description above.

## **Pedagogical Publications**

(Copies available upon request)

"Hyperlinking and Thinking through Theatre History: Haiti, Hotel California, Woyzeck, Hegel and Back Again." Co-authored with William Daddario. *Theatre Topics* 22:2, September 2012

"What's in a Name: Multiculturalism and its Limits." *ASTR Online Issue on Theatrical Grammars of Diversity and Difference*, Spring 2012. <http://www.astr.org/featured-news/309-whats-in-a-name-multiculturalism-and-its-limits>

*Politics & Performance: Theatre in the 20<sup>th</sup> century*

8 audio lectures for The Crescite Group; producer: John Alexander (Spring 2014)

*All the World's a Stage: A History of the Theatre*

8 audio lectures for The Crescite Group; producer: John Alexander (Summer 2013)



In 2015, I was immensely honored to receive the campus-wide Distinguished Teaching Award.

With my Chair, Penny Remsen, at the Awards Dinner.

Story on The College of Humanities and Fine Arts' webpage.

<https://www.umass.edu/hfa/news/theater-professor-megan-lewis-receives-umass-distinguished-teaching-award>

A screenshot of the HFA website's news page. The header includes the HFA logo and "College of Humanities &amp; Fine Arts" on the left, and navigation links for "NEWS", "EVENTS", "PHOTOS", "VIDEO", "CONTACT" on the right. Below the header are links for "About", "Academics", "People", "Research", and a red "GIVE" button. The main content area is titled "News" and features a "SUBSCRIBE" button with a RSS icon. On the left, under "Recent News Stories", there is a list of five news items with dates ranging from December 2015 to February 2016. The main article is titled "Theater Professor Megan Lewis receives UMass Distinguished Teaching Award" and is dated "Monday, March 30, 2015". A video player shows Megan Lewis speaking with her hands raised in front of a screen displaying "24 JAN-11 FEB 2012 THE FUGARD STUDIO". A "SHARE THIS ARTICLE" button with social media icons is located below the video player.

Recent News Stories

- Journalist from Ghana to speak with UMass History Professor on NEPR Thursday, February 11, 2016
- FAC Director Dr. Willie Hill part of CBS special about the history of Super Bowl entertainment Tuesday, February 2, 2016
- Professor Chris Appy to give talk on his new book Tuesday, February 2, 2016
- Travel to Italy with HFA – Appreciating Food & Art with Professor Roberto Ludovico Wednesday, January 27, 2016
- World-class choreographer Helen Pickett works with "gung-ho" Dance majors over Winter break Tuesday, January 19, 2016
- Here to Career Friday, December 11, 2015

News Archive

News

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Theater Professor Megan Lewis receives UMass Distinguished Teaching Award

SHARE THIS ARTICLE

Monday, March 30, 2015

The College of Humanities and Fine Arts and the Department of Theater are proud to announce that Professor Megan Lewis has received the UMass Distinguished Teaching Award, a university-wide honor granted to only a select handful of faculty members annually. Lewis is the first member of the theater faculty to receive the award since the late Doris Abramson, a department founding member, received it in 1978.

Lewis, who joined the department in the 2011-2012 school year, received the award on the strength of her passion and skill for teaching both general education and advanced theater courses, her embrace of modern technologies to engage students, and a breadth of course topics that ranges from the arts in South Africa to drama and the media. Student reviews of her classes consistently speak to her enthusiasm and also mention the way Lewis successfully encourages students to engage with potentially intimidating or hot-button topics. "Professor Lewis made this class of 80 feel like a class of 20," one student said.



Megan is a consummate teacher, an inspiration in her classrooms who is always committed to honing her skills so that she can impact each new generation of students. She has curricular vision and has developed some thrilling new courses for our department and this university. It is an incredible honor for a pre-tenure faculty member like Professor Lewis receive this award. I believe it stands as an exemplar of how faculty in the arts can make a significant and impactful difference in the lives of the students on this campus and I offer her my congratulations.

Lewis originally hails from South Africa but has lived in the United States for many years. She came to UMass Amherst by way of Minnesota; she received her PhD in theater from the University of Minnesota, where she also taught theater, media and film courses for several years. Lewis's areas of interest as a teacher and scholar include the staging of national identity, gender, and race in a variety of performance media—including monuments and public pageants, traditional staged texts, and documentary and narrative films. Her book *Magnet Theatre: Three Decades of Making Space* a collection of essays and interviews about Cape Town-based Magnet Theatre's 25 years of theatremaking in South Africa she is co-editing with Anton Krueger of Rhodes University, is due out in early 2016 from Intellect Books and UNISA (Univ of South Africa). A manuscript, *A Whitely Nation: Performing and Reforming the Afrikaner in South African Theatrical and Public Life*, is currently in review.

Honoring individual excellence, the campus-wide Distinguished Teaching Award is highly competitive and prestigious. Only current students and alumni may nominate faculty for this award. Each year faculty, graduate, and undergraduate student committees review more than 100 nominations in a two-step process of data collection and analysis prior to selecting three faculty and two teaching assistant awardees. Recipients receive a monetary prize and are recognized at both the undergraduate and graduate commencements.

# MULTICULTURAL THEATER CERTIFICATE

This Certificate blends the teaching of history and theory with the practical aspects of theater-making by offering students throughout the university an opportunity to deepen their studies in this important and growing area of arts and academic study.

Work in the classroom is enhanced through internships that bring students into direct contact with professionals in the field at multicultural arts organizations locally, regionally, and nationally. Performances, lectures, and workshops in the Department of Theater and the surrounding Five College area give students hands-on experiences with the artists, artistic forms, and content they are studying.

<http://www.umass.edu/theater/certificate.php>

## Affiliate Faculty



Judyie Al-Bilali • Harley Erdman • Megan Lewis • Priscilla Page • Gilbert McCauley



**2013-2016**

**Student Ratings of Teaching  
For Prof. Megan Lewis**

SRTI (Student Response to Instruction)

For each course:

QUANTITATIVE data is listed first, followed by QUALITATIVE written feedback

# 2013-2016

## THE FOLLOWING COURSE EVALUATION QUANTITATIVE & QUALITATIVE RESPONSES ARE INCLUDED

### Undergraduate

- TH105: Drama & the Media – Performing Mythologies in Contemporary Global Culture
  - p. 3 Fall 2014
  - p. 78 Spring 2015
- FYFS197 Whiteness, Privilege, & Performance in Contemporary Society (First-Year Faculty Seminar)
  - p. 103 Fall 2015
- TH322: Modern Repertory
  - p. 106 Fall 2014
- TH334: Contemporary Repertory – Women
  - p. 132 Fall 2015
- HON391: White Lines: Whiteness, Privilege, & Performance in Contemporary Society (Honors Seminar)
  - p. 153 Spring 2015
- TH494SI/698B Arts & Culture in South Africa
  - p. 168 Summer 2014
  - p. 178 Summer 2015

### Graduate

- TH729: Performance Theory for MFA Dramaturgs, Directors & Designers
  - p. 222 Spring 2014
- TH793B: World Repertory I
  - p. 233 Fall 2015

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 105 Section #:01 Class #: 79216  
Forms returned: 77  
Total enrollment: 80  
Response rate: 96%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	73	4	0	0	0	0	77
		95%	5%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	61	13	2	0	0	1	76
		80%	17%	3%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	56	19	2	0	0	0	77
		73%	25%	3%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	68	8	1	0	0	0	77
		88%	10%	1%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	68	7	2	0	0	0	77
		88%	9%	3%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	69	8	0	0	0	0	77
		90%	10%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	42	26	8	1	0	0	77
		55%	34%	10%	1%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	55	18	4	0	0	0	77
		71%	23%	5%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	66	10	1	0	0	0	77
		86%	13%	1%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	45	19	11	1	0	1	76
		59%	25%	14%	1%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	60	14	2	0	0	1	76
		79%	18%	3%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	56	13	8	0	0	0	77
		73%	17%	10%	0%	0%		

This course is a	
Major requirement	4%
Gen. Ed. requirement	83%
Other requirement	3%
Elective	6%
Missing	4%

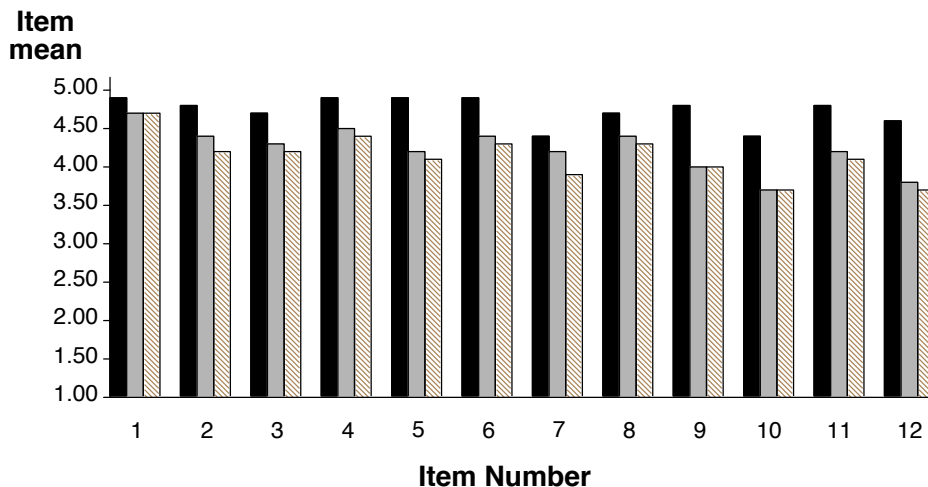
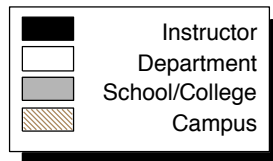
Student class level	
Freshmen	56%
Sophomore	25%
Junior	14%
Senior	3%
Graduate	0%
Other	0%
Missing	3%

Expected grade	
A	27%
A-	36%
B+	22%
B	6%
B-	6%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	1%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 105 Section #:01 Class #: 79216  
Forms returned: 77  
Total enrollment: 80  
Response rate: 96%

				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 3 Resp. rate: 76%		College: HFA # Sections: 125 Resp. rate: 64%		Campus # Sections: 955 Resp. rate: 65%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.22	.	.	4.7	0.24	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.48	.	.	4.4	0.43	4.2	0.54		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.7	0.51	.	.	4.3	0.46	4.2	0.55		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.37	.	.	4.5	0.37	4.4	0.45		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.9	0.42	.	.	4.2	0.52	4.1	0.55		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.31	.	.	4.4	0.47	4.3	0.48		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.4	0.73	.	.	4.2	0.46	3.9	0.58		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.57	.	.	4.4	0.42	4.3	0.46		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.8	0.40	.	.	4.0	0.64	4.0	0.59		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.4	0.78	.	.	3.7	0.48	3.7	0.53		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.48	.	.	4.2	0.53	4.1	0.58		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.6	0.67	.	.	3.8	0.58	3.7	0.59		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

# UNIVERSITY OF MASSACHUSETTS STUDENT RESPONSE TO INSTRUCTION (SRTI) BATCH FORM

**Department Instructions:**

Please complete all the information below for each course section where SRTI forms will be distributed. This batch sheet should be placed on top of the completed course evaluations and sent for processing.

CORRECT MARK

- Use a No. 2 pencil only.
- Fill the circle completely.
- Erase cleanly any changes.
- Make no stray marks.
- Do not fold.

CLASS NUMBER	7	9	2	1	6
	0	0	0	0	0
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5
	6	6	6	6	6
	7	7	7	7	7
	8	8	8	8	8
	9	9	9	9	9

SECTION NUMBER

0	1				
2	3	4	5	6	7
8	9	A	B	C	D
E	F	G	H	I	J
K	L	M	N	O	P
Q	R	S	T	U	V
W	X	Y	Z		

CATALOG NUMBER

1	0	5			
2	3	4	5	6	7
8	9	A	B	C	D
E	F	G	H	I	J
K	L	M	N	O	P
Q	R	S	T	U	V
W	X	Y	Z		

TERM	1	1	4	7
	0	0	1	1
	2	2	3	3
	4	4	5	5
	6	6	7	7
	8	8	9	9

WTR      SPR      SMR      FAL

SECTION ENROLLMENT

0	8	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

SUBJECT

T	H	E	A	T	E	R
0	1	2	3	4	5	6
7	8	9	A	B	C	D
E	F	G	H	I	J	K
L	M	N	O	P	Q	R
S	T	U	V	W	X	Y
Z						

FIRST NAME

M	e	g	a	n					
0	1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

INSTRUCTOR LAST NAME

L	e	w	i	s					
0	1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The way Megan integrated lessons with YouTube Videos, readings, or performances presentations and so much more into the curriculum. The class was never boring.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing in particular, I was very satisfied with Megan's approach to the coursework.

What suggestions can you offer that would have made this course a better learning experience for you?

The readings sometimes were a bit strenuous and maybe it would be a good idea to switch up the groups once in a while.

Any additional comments?

instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is a very vivacious, exciting + prepared instructor. Her classes were fun to attend + the learning environment she orchestrated was fabulous.  
This course was fabulous and I

What about this course and/or the instructor's teaching of it needs change or improvement?

am so glad that I chose it as my general requirement. Well Done!

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The Group projects were well thought out + did provide me with a unique way of learning about diverse topics.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like that in this class I actually learned things. I wasn't just memorizing information for tests. I was inspired to research politics and what is actually going on in media and throughout the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think one more project should be added as an opportunity to have more grades.

What suggestions can you offer that would have made this course a better learning experience for you?

One more project.

Any additional comments?

My favorite class! 😊



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She always has enthusiasm which  
clearly translates to the class.  
Listening to lectures was a joy  
because of her passion.

What about this course and/or the instructor's teaching of it needs change or improvement?

Because of the class size, individual  
help feels hard to get

What suggestions can you offer that would have made this course a better learning experience for you?

None. It was great!

Any additional comments?

I loved this class and the  
way it was taught. Teams  
worked.

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I most enjoy the enthusiasm of the professor and how much effort she clearly put in to wanting us to learn. Her emotional investment made the material more compelling. She also knows how to relate the material to our demographics and current events which is rare and special.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Team Based Approach - I think that working in a team was a very smart approach to the class; I learned better because I felt more comfortable and looked forward to coming to class to see these people. I'm pretty bummed to leave them. Overall I think teams enhance learning and enjoyment and make the class even better.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I feel that team learning worked very well with the group projects since we kept our groups as time went on.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoy the team aspect also the interaction between class and professor/TA.

What about this course and/or the instructor's teaching of it needs change or improvement?

I feel the material is forced/biased in some instances.

What suggestions can you offer that would have made this course a better learning experience for you?

I personally enjoyed anything theater related and would've loved even more than was integrated in the course.

Any additional comments?

In a class with so many different opinions the team aspect really incorporates different ideas and provokes great discussion/learning.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is extremely passionate about the subject and it is very exciting to listen to her lecture on Drama and the Media (especially in Africa!)

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing. Megan did a fine job with this course.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments? Team based learning  
I loved the team based style of this class. It was very interactive and it gave me good experience for the future. The group projects were fun and very informative.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is phenomenal. Not only is she infectiously passionate, but she has made me a better person. She talks and teaches about the things we all think but are too afraid to discuss. This has been my favorite class at UMass so far.

What about this course and/or the instructor's teaching of it needs change or improvement?

Just remind class of readings on moodle ahead of time.

What suggestions can you offer that would have made this course a better learning experience for you?

The groups: try assigning new groups halfway through semester. If I got unlucky and my group always leaves everything till last minute. I end up taking charge and doing the entire projects myself.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The introduction to new mediums of technology to learn. It really helps visualizing what we are talking about in class. One of the best teachers I have ever had, most certainly, deserves the teaching award.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I like the groups because it lets me bounce ideas back and forth between my peers. Everyone has something to offer so why not collaborate.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis did a great job of keeping the class engaged. Very interesting material taught in a way that makes you want to know more about the subject.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing, Professor Lewis made this one of my favorite classes. Other than some difficulty with technologies the class was perfect.

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

My favorite class this semester



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

By far this has been the best class I have ever taken in my eighteen years of being a student. Megan was always more than prepared to discuss, inspire, and encourage us as students about the course material, I recommend this class to everyone who asks about it.

What about this course and/or the instructor's teaching of it needs change or improvement?

Absolutely nothing.

What suggestions can you offer that would have made this course a better learning experience for you?

The team/group based environment was so conducive for the material. I felt not only excited for class, but excited to work with my group.

Any additional comments?

BEST CLASS EVER

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked having discussions and participating, as well as being in groups. It made the class seem smaller.

What about this course and/or the instructor's teaching of it needs change or improvement?

Need more time to discuss things, so we could go more in depth.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing.

Any additional comments?

I really enjoyed this course and am glad I took it!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked Professor Lewis' enthusiasm for the subject and I liked the people in my group, we all got along well

What about this course and/or the instructor's teaching of it needs change or improvement?

I can't think of anything

What suggestions can you offer that would have made this course a better learning experience for you?

If we'd had a few more individual assignments as well as group ones

Any additional comments?

I can't think of anything

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked the group projects and team based learning for the class. The teacher was great and enthusiastic about the subject.

What about this course and/or the instructor's teaching of it needs change or improvement?

More handouts or better note material would be nice. Some concepts are very detailed in text, and are hard to pick up completely.

What suggestions can you offer that would have made this course a better learning experience for you?

More handouts or punctual notes

Any additional comments?

Nope

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She had a true passion for what she taught and it was easy to see that.

What about this course and/or the instructor's teaching of it needs change or improvement?

There is nothing she should change or improve, except possibly going over the readings a little more.

What suggestions can you offer that would have made this course a better learning experience for you?

There are no suggestions I can think of to better the learning experience except for possibly helping to overview of the readings.

Any additional comments?

Group work was a great experience, we all worked great together

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

We learn about things that are relevant and important today.

We need the things Prof. Lewis teaches us brought to our attention so we can be educated enough to change the world for the better.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would not suggest any changes.

What suggestions can you offer that would have made this course a better learning experience for you?

I really enjoyed the team work and the classroom was perfect for this particular class. I never felt like there were actually 80+ people in the room.

Any additional comments?

Every college student should have to take this class.

I am so grateful I enrolled and I give the class (in addition to Prof Lewis + Glenn) my highest praise and recommendation.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I thought professor Lewis was extremely personable and allowed us as students to ask questions and give our opinions

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing other than possibly showing arguments from both sides.

What suggestions can you offer that would have made this course a better learning experience for you?

Not really it was great.

Any additional comments?

The Team projects and having groups was extremely beneficial I felt.

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like the way that she runs lectures. The visuals are very beneficial to my learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

I did not enjoy working in groups for every assignment, specifically the same group everytime. It did not benefit my learning and prevented me from showing my individual learning and understanding.

What suggestions can you offer that would have made this course a better learning experience for you?

Less group projects and if there are group projects, I would like to work with different people each time.

Any additional comments?

great class, felt like I want to learn more!



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Prof. Lewis is one of the best lecture professors I have had. She makes a large classroom seem small and intimate, and is genuinely interested and engaged in what every student has to say. I look forward to taking more classes with her in the future.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

The team based learning is a new approach for me and I generally enjoyed it. However, I would have liked to see more interaction between the groups. I feel like there were people & groups I would have loved to engaged with but didn't get the chance to.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I really liked how energetic + passionate Prof. Lewis was as she was teaching. She made this class very interesting for me! + I learned a lot.

What about this course and/or the instructor's teaching of it needs change or improvement?

more in class work time for projects because it is sometimes hard to get the whole group of 9 all together w/ such busy schedules but we managed!

What suggestions can you offer that would have made this course a better learning experience for you?

No I thought this was a great class! I enjoyed working in a group + how we kept the same group — allowed us to learn each others work habits/ strengths.

Any additional comments?

would recommend this class!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

→ I absolutely LOVED this course. I must admit - I "hate" theater - I'm not creative or musical or theatrical - I am really scientific + math material. However, Professor Lewis inspired interest in the media and how different people may be affected and provided an insight into a

What about this course and/or the instructor's teaching of it needs change or improvement?

completely different point of view and got me interested in subjects I didn't care about before.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Initially, I was very scared about doing a "team based learning" class. However, it could not have worked out any more beautifully. The group setting helped me expand my viewpoints and "break out of" my comfort zone. I made friends w/ people I never would have thought to establish a relationship, and gained different viewpoints!

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I liked that the class actually taught us about the world around us. Megan presented topics in a way that made them relatable to real life.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was a lot of homework that wasn't related to class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The groups worked great, they gave me friends in the class.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is the best professor I have ever had - hands down. She needs to be recognized for her greatness

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

You were one of the most inspiring and engaging instructors I've ever had. I always looked forward to going to your class, I was never bored, your energy ~~ran off~~ on the class and myself.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only thing is sometimes class was way too biased. I didn't always agree with what was said and felt I couldn't speak up because you felt so strongly about certain topics.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The team based experience was awesome I got to connect with a lot of people I never would have unless I had this opportunity.

# Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I think that Megan Lewis is a brilliant professor with more passion than any type of teacher I've had before. She is very smart and incorporates her unique background into the way she teaches which makes it both interesting and effective. The usage of teams was great as I made friends and learned more.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only thing that I think could be changed is the lengthy readings. Besides that it is great.

What suggestions can you offer that would have made this course a better learning experience for you?

Perhaps shorter readings and videos with questions to respond to as opposed to the long readings and videos.

Any additional comments?

Megan Lewis is the best.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She really loves the topic she teaches  
and that really shines through.

What about this course and/or the instructor's teaching of it needs change or improvement?

Having to watch a lengthy video and  
read a long article for homework is  
too much at once.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?



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What do you like most about this course and/or the instructor's teaching of it?

I truly enjoyed this class. It delved into topics I had never discussed and never really thought about it. I also think the team base was effective for some but not all. Our group had little cohesion and it might have benefited to switch groups up after the first project.

What about this course and/or the instructor's teaching of it needs change or improvement?

Other than the work in group undertakings, I think it worked well. There were instances where Moodle didn't correspond to the syllabus which was confusing but overall it was very well taught.

What suggestions can you offer that would have made this course a better learning experience for you?

The readings tended to be long and elegant. Some completely went over my head if they were one typed or discussed more in class I feel I could have benefited more.

Any additional comments?

You're clearly a passionate teacher, and I would love for you to use your experiences in time to teach an African or history course. I would take it in a heartbeat.

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What do you like most about this course and/or the instructor's teaching of it?

I love how passionate Prof. Lewis is and how invested she is in her students' learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

Not much, she was a very effective and competent teacher.

What suggestions can you offer that would have made this course a better learning experience for you?

More checks that we are doing our work or more even checks. Sometimes I would watch a movie without any follow-up, so it felt like I didn't even need to watch it, etc.

Any additional comments?

Thoughts on group buses: It worked most of the time. Prof. Lewis was very involved in the planning stages and she was very helpful. She was always available when our group had a question and she often helped us out whenever we hit a dead end.

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What do you like most about this course and/or the instructor's teaching of it?

Everything! Professor Lewis was one of the best teachers I've ever had. She inspired me, and actually helped me decide my major. I liked how much she interacted with students. Readings and lectures were always valuable. She encouraged discussion and active engagement, not only in the course materials but in ~~the~~ our communities.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing. I would have loved to get more detailed feedback, but since it's a large class, I understand how hard that is. A little more personal interaction would be nice as well.

What suggestions can you offer that would have made this course a better learning experience for you?

The class was wonderful! Maybe give more time for group work in class. Loved how group oriented it was. Really made a large class feel intimate! Thank you Megan for a wonderful semester!

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

This teacher was passionate about her subject, took feedback frequently and interacted with most individuals in the large classroom setting, and evaluated the "team based" aspect fairly.

What about this course and/or the instructor's teaching of it needs change or improvement?

With projects as big and important as the ones in this class, it is very important to explain them clearly.

What suggestions can you offer that would have made this course a better learning experience for you?

(see above)

Any additional comments?

This was the most fun I've had in a group project ever.

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What do you like most about this course and/or the instructor's teaching of it?

Megan's passion for her subject is apparent in every word she teaches. She has opened my eyes about the power of the media. I enjoyed the team based learning, it was nice to be able to learn with the help & support of other students

What about this course and/or the instructor's teaching of it needs change or improvement?

I think this course does not need improvement  
I recommend it to everyone for a Gen Ed

What suggestions can you offer that would have made this course a better learning experience for you?

I think having at least 1 project that was a solo project would be helpful

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

The instructor was incredibly enthusiastic and knowledgeable. She was always very organized and clear, which made it easy to follow and understand the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

More group assignments, and the group aspect should be kept for future classes.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

Lots of group work which can help us  
to communicate with other students.

What about this course and/or the instructor's teaching of it needs change or improvement?

She did just fine

What suggestions can you offer that would have made this course a better learning experience for you?

Put ~~o~~ more theater stuff in class.

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the subject matter that was taught in this class. You are a very good teacher, I learned a lot from this class and you seemed very knowledgeable about the topics that were taught.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I enjoyed the team learning based class atmosphere.



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What do you like most about this course and/or the instructor's teaching of it?

Prof. Lewis is great! She is a great speaker and almost always opened up class to discussion.

What about this course and/or the instructor's teaching of it needs change or improvement?

Class was very political. Did not enjoy classes that centered around politics and culture jam assignment could be reworked to be less intense.  
Not sure what I was supposed to learn...

What suggestions can you offer that would have made this course a better learning experience for you?

No quizzes on old reading material, I didn't do well because I couldn't remember after a week, not because I didn't do it.

Any additional comments?

loved the team based learning!

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This course is the best course of my first semester. I love that it is team-based so you get to know new people. I loved the topic and the different projects we had to do. Megan Lewis made everything so interesting.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think maybe going into more depth about the projects at first but other than that it was perfect.

What suggestions can you offer that would have made this course a better learning experience for you?

I think having some of the readings be less extensive and then have a quiz on it.

Any additional comments?

This is such an amazing class and Megan Lewis is such an inspirational teacher and works so hard to teach the students something meaningful. I will remember her and this class for a long time.

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What do you like most about this course and/or the instructor's teaching of it?

I love how invested Professor Lewis was to the material she was teaching. She always had a great presentation ready. And the group projects were so fun but also taught us a lot.

What about this course and/or the instructor's teaching of it needs change or improvement?

I really don't think there is anything.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe to make it a little more clear when assignments are due.

Any additional comments?

I love her style of teaching and her group projects!

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What do you like most about this course and/or the instructor's teaching of it?

This class really gets you thinking about how you can be an active part of the future.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I really liked the group work. It was kind of hard to meet outside of class but overall I liked it.

I liked her teaching, it is very passionate

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What do you like most about this course and/or the instructor's teaching of it?

I really like the group work. I got to know the 7 other members of my group really well. To have 7 other people to talk with and ask questions and help you was really nice. The class didn't feel as big.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think this course is very biased and I don't know if that's good or bad but it made me feel very uncomfortable.

What suggestions can you offer that would have made this course a better learning experience for you?

I think I would've liked this class if I enjoyed politics more, so I think it's on me that I didn't enjoy it as much as I could have.

Any additional comments?

group work = good

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What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the use of powerpoints and Professor Lewis's way of explaining the material. I also enjoyed reading and watching the media provided for outside of class.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I really liked the team based learning. Especially that we got to stay in the same groups all semester because we get to know the people in the group better and how they work.

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What do you like most about this course and/or the instructor's teaching of it?

I felt that the professor kept everyone's attention well and made use of technology in a way that augmented lectures. Group projects were fun, though finding time to meet was difficult.

What about this course and/or the instructor's teaching of it needs change or improvement?

I felt that there was not enough information on how to make a difference. I often left class feeling depressed because of all the social issues facing the country and feeling I didn't have a way to change it.

What suggestions can you offer that would have made this course a better learning experience for you?

More time in class to work on group projects.

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

I loved this course! This class is my favorite this semester because I've gained so much knowledge about the media. My leisure time revolves around themes about this class. Truly engaging! She changed my perspective on life.

What about this course and/or the instructor's teaching of it needs change or improvement?

The only change I recommend is switching groups each project because it is unfortunate when you are stuck with a poor group the whole semester. I would

What suggestions can you offer that would have made this course a better learning experience for you?

It would be great to hear from different groups and share ideas. Also, the readings should be shorter excerpts!

Any additional comments?

Continue to engage with your students because you truly impact our lives!



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What do you like most about this course and/or the instructor's teaching of it?

I found the material included in this class fairly interesting despite it not being what I originally expected. I also appreciated the passion professor Lewis showed towards the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

Since this is labeled as a theatre course I expected it to involve theatre much more than it did. One improvement would be to involve theatre more or change the course title to be less misleading.

What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

I love your teaching! Your voice and personality come across well! I love the group work, the engagement in social issues. I want more!!

What about this course and/or the instructor's teaching of it needs change or improvement?

more social issues, more platforms and organizations names, more resources.  
STILL LOVED IT! ♡

What suggestions can you offer that would have made this course a better learning experience for you?

The group work was fun. I liked SHARING IDEAS. You inspired me to Blackout facebook. I enjoyed that. I would like to have heard more gayness.

Any additional comments?

Much Love ♡ peace 3 hope

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What do you like most about this course and/or the instructor's teaching of it?

Great enthusiasm, really engages students.  
Prof Lewis REALLY knows the course material  
and makes it applicable to many situations.

What about this course and/or the instructor's teaching of it needs change or improvement?

Tech needs to be figured out better

What suggestions can you offer that would have made this course a better learning experience for you?

Can't think of anything

Any additional comments?

Team based approach:  
I liked the team based approach b/c it allowed  
us to get to know a small group of students  
really well. That being said, with this approach  
the good as well as the bad qualities of the group  
vibe get excentrated. Maybe would have been nice  
to work w/ other ppl 2

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What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis' teaching was always well prepared and correlated well with theater and social culture. She has a vast range of knowledge and depth on matters and her passion keeps everything interesting!

What about this course and/or the instructor's teaching of it needs change or improvement?

Just grading ↓

What suggestions can you offer that would have made this course a better learning experience for you?

Less readings on days with quizzes following so we focus on the specific reading, or make quizzes less specific with quotes.

Any additional comments?

Stay with Glenn!

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What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is one of the most enthusiastic teachers I've had. She loves the topic and made it interesting. I learned so much in this class and am so glad I took it.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing.

Any additional comments?

I liked her teaching style a lot. I also loved that we worked in groups. I learned a lot from other people and really liked our projects.

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What do you like most about this course and/or the instructor's teaching of it?

I like the group based learning. I also loved the group projects, the content of the class, and the material Prof Lewis used in class.

What about this course and/or the instructor's teaching of it needs change or improvement?

Possibly some more individual work so we can explore individual interests, as well as group interests.

What suggestions can you offer that would have made this course a better learning experience for you?

The quizzes were hard, especially if you read and forgot something. At home writing assignments would be better.

Any additional comments?

Prof Lewis is a great professor. I really enjoyed this class, and everything I learned. I loved her creativity, energy, and interesting readings, videos, and live performances we experienced in class.

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**University of Massachusetts  
Student Response to Instruction (SRTI)**

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What do you like most about this course and/or the instructor's teaching of it?

As I said on Glenn's review, I really like how interactive this class is. From lectures to class assignments, it's always intriguing and we are allowed to contribute our own thoughts. There has never been a dull class.

What about this course and/or the instructor's teaching of it needs change or improvement?

I honestly think this class is run very well, and I have learned an incredible amount this semester, not only within class topics but also beyond that and into current world events!

What suggestions can you offer that would have made this course a better learning experience for you?

I honestly have none.

Any additional comments?

Surprisingly, because group projects can sometimes be unequal distribution of work, I loved working in team based projects. It allowed a broader exploration of ideas amongst peers and also my voice was heard more since I'm fairly shy about speaking up in class. I also made some pretty cool friends.

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What do you like most about this course and/or the instructor's teaching of it?

I love how this class is largely about exploring topics and truly enhancing our understanding of the world around us. This class isn't about getting good grades + memorizing facts; it's about learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

This class was taught extremely well. I loved every class, so I really don't have any critiques.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I loved the group aspect because it gave us an opportunity to work and explore topics in a way other large classes don't allow.



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What do you like most about this course and/or the instructor's teaching of it?

Going into the class I thought I was going to be extremely lost. I don't do much with theater and as far as media go I just do silly insta/twitter posts... the course ended up being great and my instructor did an amazing job on helping not just my group and I but everyone. Also, always had amazing energy

What about this course and/or the instructor's teaching of it needs change or improvement?

I think the team base style was a good idea. It was something I enjoyed plus not something most teachers do. And seeing how in the real world being a team player is a major skill needed I'm glad I got to experience this.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

The team based learning was interesting approach although I think it is effective.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

You always stimulate class participation and make a fun learning environment.

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What do you like most about this course and/or the instructor's teaching of it?

I love professor Lewis, she is a very enthusiastic teacher who presents us with authentic and eye-opening materials.

What about this course and/or the instructor's teaching of it needs change or improvement?

Professor Lewis needs to have a better grasp of the technology, and be quicker to update Moodle.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Favorite professor and class so far at Umass!

■ ■ ■

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What do you like most about this course and/or the instructor's teaching of it?

I love the group projects because I learned a lot about what is going on in our world today. Megan was a great professor because she had a lot of insightful information to teach us.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing much, I love this course.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing much, she was a great professor.

Any additional comments?

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What do you like most about this course and/or the instructor's teaching of it?

I really like this teacher because she really engaged with us and this classroom really helped us be more interested with the tools which made everyone more engaged. My FAVORITE CLASS!!!

What about this course and/or the instructor's teaching of it needs change or improvement?

I never before had a team based class that lasted the whole semester. My other classes are all auditorium based classes that makes it really to engage in. I've had a great opportunity to meet new friends which made me more engaged in the class.

What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

The team learning is a great system.  
Megan also helped guide the  
groups in a nice direction

What about this course and/or the instructor's teaching of it needs change or improvement?

However she guided us for projects  
but some advice as a group also  
would have been nice at times.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The group learning is really great my  
group however had a hard time meeting  
up and working together because of that. It  
might just be something to be mindful  
of in the future

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What do you like most about this course and/or the instructor's teaching of it?

IT INCORPORATES SO MANY ASPECTS OF LEARNING. THE  
TEAM BASED SETTING IS FANTASTIC. I LEARN FROM MY  
PROFESSOR IN WONDERFULLY CRAFTED LECTURES +  
FROM MY GROUP MEMBERS IN OUR PROJECTS

What about this course and/or the instructor's teaching of it needs change or improvement?

I DON'T KNOW.

What suggestions can you offer that would have made this course a better learning experience for you?

I CANT SAY THAT I KNOW.

Any additional comments?

THE TEAM BASED SETTING WORKS VERY WELL.  
THE FACILITY IS PERFECT FOR PROJECTS.  
THE LECTURES ARE INTERESTING.  
IT'S ACTUALLY FUN TO LEARN IN THIS CLASS.

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# University of Massachusetts Student Response to Instruction (SRTI)

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What do you like most about this course and/or the instructor's teaching of it?

I loved the material in this class it has significantly changed my outlook on things especially in the media. Megan Lewis is amazing and helps us to see points.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Team based learning helped me to engage in the class more than I would in a normal class setting and I have easily learned more in this class than in any other because of it and the professor.



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What do you like most about this course and/or the instructor's teaching of it?

The use of technology

What about this course and/or the instructor's teaching of it needs change or improvement?

less readings that I don't see necessarily relating to class, although after mid semester review that was improved!

What suggestions can you offer that would have made this course a better learning experience for you?

Group time in class, and since the projects are varied and open to interpretation, which is good, maybe some check in by instructors throughout the process.

Any additional comments?

LOVE THE ILC and it is such a good classroom.

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What do you like most about this course and/or the instructor's teaching of it?

It was engaging, creative, original,  
& applicable to the real world.  
By far my favorite class and  
professor!

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I loved the way this class was set  
up. The team base idea was really  
beneficial, & made this class different  
from any other class I've taken.  
Megan Lewis should get 10 years!  
Really dedicated to her class &  
her students.

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What do you like most about this course and/or the instructor's teaching of it?

Her passion and dedication to the topics  
and to teaching them to her students

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The Team Based Learning was interesting,  
I was able to make friends with some people  
that I would never otherwise have met  
I just wish I had been able to give  
them more of my time on projects

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What do you like most about this course and/or the instructor's teaching of it?

If being team based is great because you can learn your own strengths and weaknesses. I learned a lot in a fun way.

What about this course and/or the instructor's teaching of it needs change or improvement?

nothing, I learned a lot in an interesting way

What suggestions can you offer that would have made this course a better learning experience for you?

nothing, I loved the class.

Any additional comments?

I learned a lot about the modern world and how we communicate in a fun way and got to share my opinions and hear other people's opinions.

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What do you like most about this course and/or the instructor's teaching of it?

The team aspect of the course was my favorite aspect of the course. Really fun way to go through the semester doing group projects.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

N/A

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

PROFESSOR LEWIS ~~is~~ IS SO PASSIONATE, ~~it~~ SHE INSPIRES  
HER STUDENTS TO LEARN. I LEARNED TO LOVE IT  
BECAUSE SHE MAKES IT INTERESTING

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

THE TEAM BASED LEARNING WAS THE GREATEST  
EXPERIENCE I MET 8 NEW PEOPLE, I FOUND A  
SUPPORT SYSTEM IN THE CLASS, I THINK MORE  
CLASSES NEED TO BE TAUGHT LIKE THIS

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan has a wonderful disposition. She was always happy and excited to be here and was ready to teach and engage.


What about this course and/or the instructor's teaching of it needs change or improvement?

Maybe have an opportunity to have groups switch around for various projects

What suggestions can you offer that would have made this course a better learning experience for you?

I have a very busy schedule, which made it harder to work with the group at times.

Any additional comments?

Love her 

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis made this class of 80 feel like a class of 20. She was personable, and so dedicated to create an intriguing learning environment.

What about this course and/or the instructor's teaching of it needs change or improvement?

A little clarity of what reading assignments are for what class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I loved the team based learning set up. This class was easily my favorite this semester and I credit that to Professor Lewis



# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I thought that Professor Lewis really was passionate about this subject and thought that was able to explain things on a personal level that really made it easy to follow and understand

What about this course and/or the instructor's teaching of it needs change or improvement?

The group system was a cool idea and led to me meeting some cool people, but group projects in college are incredibly difficult to organize and usually leads to just one person doing most the work. Was not a fan of it.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The material taught was very interesting, and Professor Lewis' teaching of the course made me want to learn more. The team based learning often worked well.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think that the course was taught perfectly.

What suggestions can you offer that would have made this course a better learning experience for you?

None.

Any additional comments?

■ ■ ■

**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I really enjoyed the balance of lecture and in-class activities. Getting to do group work for the class was a very positive experience for me. Being in the ILC greatly contributed to my learning.

What about this course and/or the instructor's teaching of it needs change or improvement?

More of a diverse look at how different groups are portrayed in the media, not just race.

What suggestions can you offer that would have made this course a better learning experience for you?

Have more opportunities to work on group projects in class.

Any additional comments?

This has been one of the best classes I've ever taken. Everything about this class was positive, from the groups, to the learning environment, and Prof. Lewis herself.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It was often fun and interesting.

What about this course and/or the instructor's teaching of it needs change or improvement?

Be more straight forward about class plan + homework. Also use a feedback.

What suggestions can you offer that would have made this course a better learning experience for you?

More warning for projects and homework.

Any additional comments?

Thank ya.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan always has a great attitude when standing in front of the class. Great teacher who REALLY inspires her students.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

The team based learning was really different and perfect for me.

Any additional comments?

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: THEATER 105 Section #:01 Class #: 10925  
 Forms returned: 58  
 Total enrollment: 63  
 Response rate: 92%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	53	5	0	0	0	0	58
		91%	9%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	36	16	5	0	1	0	58
		62%	28%	9%	0%	2%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	36	17	3	1	1	0	58
		62%	29%	5%	2%	2%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	41	13	2	1	1	0	58
		71%	22%	3%	2%	2%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	41	10	6	0	1	0	58
		71%	17%	10%	0%	2%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	46	8	3	1	0	0	58
		79%	14%	5%	2%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	25	22	9	1	1	0	58
		43%	38%	16%	2%	2%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	30	19	8	0	1	0	58
		52%	33%	14%	0%	2%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	45	10	3	0	0	0	58
		78%	17%	5%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	19	22	11	3	2	1	57
		33%	39%	19%	5%	4%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	37	15	4	1	1	0	58
		64%	26%	7%	2%	2%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	23	18	11	5	1	0	58
		40%	31%	19%	9%	2%		

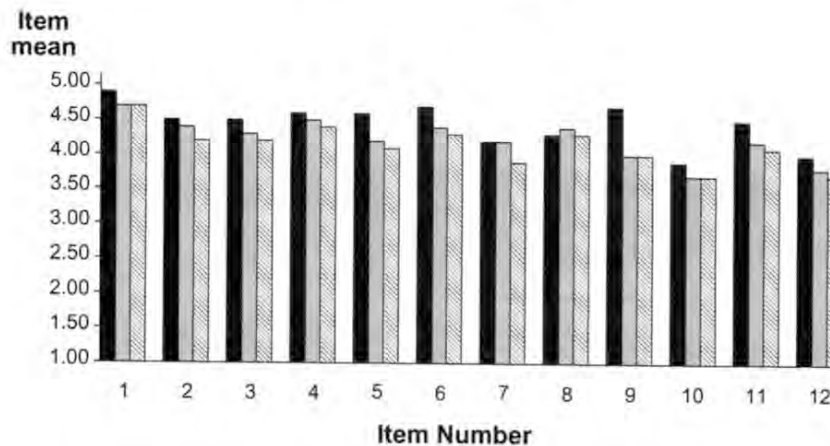
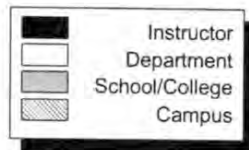
This course is a	
Major requirement	9%
Gen. Ed. requirement	62%
Other requirement	3%
Elective	19%
Missing	7%

Student class level	
Freshmen	52%
Sophomore	17%
Junior	17%
Senior	12%
Graduate	0%
Other	0%
Missing	2%

Expected grade	
A	12%
A-	26%
B+	40%
B	10%
B-	9%
C+	0%
C	2%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	2%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2015    Instructor: LEWIS, MEGAN									
Course: THEATER 105 Section #:01 Class #: 10925									
Forms returned: 58									
Total enrollment: 63									
Response rate: 92%									
				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>					
		Instructor		Dept: THEATER # Sections: 3 Resp. rate: 76%		College: HFA # Sections: 127 Resp. rate: 66%		Campus # Sections: 959 Resp. rate: 65%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.28			4.7	0.24	4.7	0.33
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.79			4.4	0.43	4.2	0.54
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.5	0.81			4.3	0.46	4.2	0.55
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.6	0.79			4.5	0.37	4.4	0.45
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.6	0.81			4.2	0.52	4.1	0.55
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.7	0.64			4.4	0.47	4.3	0.48
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.2	0.88			4.2	0.47	3.9	0.59
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.3	0.84			4.4	0.41	4.3	0.46
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.7	0.55			4.0	0.64	4.0	0.59
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.9	1.02			3.7	0.48	3.7	0.53
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.5	0.84			4.2	0.52	4.1	0.58
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.0	1.04			3.8	0.57	3.7	0.59



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 06/15/2015*

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is a great teacher. She is enthusiastic and passionate about the subject she is teaching and inspires the class. Almost every day it felt like what we were learning was important and inspired us to change the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

Less readings.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I have never been in a class where a group project worked. But this class changed my mind. The team-based learning worked for me in this class. Go Group 3!



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The passion behind Megan's teaching makes it much more powerful  
- Only class I had this semester that truly matters because our generation needs to change the world — NOT just pass an exam.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is one of the best professors on this campus. She is always willing to meet one on one. You can talk to her about anything.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis' intense passion's  
extensive knowledge in her  
field... It felt exciting to be  
awoken.

What about this course and/or the instructor's teaching of it needs change or improvement?

~~#~~ the pop quizzes -- did not  
expect them to require such  
detailed interpretations

What suggestions can you offer that would have made this course a better learning experience for you?

~~if there was~~ I'm just hopeful that  
group members who did not contribute  
know somehow

Any additional comments?

my favorite class "very outside"  
my major  
oops!  
thank you.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

MEGAN LEWIS IS MY Religion.  
Love her.

What about this course and/or the instructor's teaching of it needs change or improvement?

N/A

What suggestions can you offer that would have made this course a better learning experience for you?

more time per topic but that whatever

Any additional comments?

I Love Megan Lewis she is the best thing  
since the birth of Kanye.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoyed the global nature of the class and how it combines performance with the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

No quizzes, replace them with written assignments.

What suggestions can you offer that would have made this course a better learning experience for you?

None.

Any additional comments?

Thank you for a fun class, I hope that you have a great summer.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like how you used savvy & your emotional connection w/ students. You are charismatic & inspiring. Your grading is FAIR. It is on effort not perfection.

What about this course and/or the instructor's teaching of it needs change or improvement?

Sometimes, I feel you are too biased & you strongly talk about stereotypes, mostly against Africans. However, the class makes minorities like LGBTQ invisible. No mention of them. There is a cumulative quiz when quizzes should not be cumulative. Also, if you want students to learn, I'd prefer quizzes <sup>everyday</sup>.

What suggestions can you offer that would have made this course a better learning experience for you?

Make quizzes regularly OR a weekly journal on what you learned from the material. Include a variety of individual & group projects. Have the projects go along w/ the unit. Check in w/ groups regularly. Don't be so biased.

Any additional comments?

Keep being savvy.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I really loved that I got to meet so many interesting people. By working in groups I got to talk to people that I normally wouldn't have socialized.

What about this course and/or the instructor's teaching of it needs change or improvement?

I hated the 5 point quizzes! I read the reading and took notes on it one time and STILL failed the quiz! I felt they didn't help me learn anything either because we never got them back.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe instead of quizzes we can have more online/written homework assignments. I feel this would make for a better and more fair learning environment.

Any additional comments?

Thank you for an interesting class that actually talked about life and things that matter!

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Enthusiasm, interesting content, group projects were fun & challenging.

What about this course and/or the instructor's teaching of it needs change or improvement?

Honestly, I can't think of anything.

Well, there are days where laptops are not needed, and some groups will use them to distract themselves. Restrictions are OK!

What suggestions can you offer that would have made this course a better learning experience for you? <sup>evolving</sup>

I have a personal interest in video games as an art form and their contribution to mythic ideas, so for me, I would've enjoyed seeing them discussed or at least touched upon.

Any additional comments?

I had a really fantastic time in this class & learned a lot of very interesting information. It was a pleasure.

"Bamboozled" still haunts me - thank you.



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like making fun project such as Radio Drama & filming for culture jam.

What about this course and/or the instructor's teaching of it needs change or improvement?

- The readings were a lot and it's hard to understand sometimes.
- Quizzes are hard when I couldn't really understand the materials.

What suggestions can you offer that would have made this course a better learning experience for you?

- less homework reading assignment
- more fun project.

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate about her class and teaching. She is very entertaining + engaging

What about this course and/or the instructor's teaching of it needs change or improvement?

We focused a lot on race which is an important topic, however I wish we focus on other topics equally

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I liked that we worked in groups and how the teacher used about presenting and distributing the class material

What about this course and/or the instructor's teaching of it needs change or improvement?

Maybe provide positive ways / instructions on how to recreate/use the material we learned

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing. I have greatly enjoyed this class. I would also suggest never adding a final. The absence of a final allowed to absorb the class information and there is not worry about regurgitating it.

Any additional comments?

Best class I've ever taken. Thank you Megan Lewis for sharing your knowledge and opening my eyes

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I appreciate Megan's enthusiasm + knowledge.

What about this course and/or the instructor's teaching of it needs change or improvement?

I think it is important to learn more than just one perspective. It is clear that she is a liberal thinker but still respect other views.

What suggestions can you offer that would have made this course a better learning experience for you?

I don't prefer to know the political view of my teachers so I wish she could make jokes about both sides. ~~also~~

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Professor Lewis is passionate about what she teaches, which interest made it more interesting

What about this course and/or the instructor's teaching of it needs change or improvement?

The groups are way too big. It was really hard to all meet

What suggestions can you offer that would have made this course a better learning experience for you?

Less outside of class content hours of reading

Any additional comments?

♥ This Class

Prof Lewis reminded me of my mentor

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is a great professor, she loves what she teaches, & she is very emotional and passionate about her work. It makes me want to find a job that I am just as passionate & in love with like she is!

What about this course and/or the instructor's teaching of it needs change or improvement?

n/a

What suggestions can you offer that would have made this course a better learning experience for you?

n/a

Any additional comments?

n/a

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The Team Based Learning was quite useful. The lectures always left me thinking more deeply about the subject matter.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing immediately comes to mind, apart from more time for group projects to be completed

What suggestions can you offer that would have made this course a better learning experience for you?

See above

Any additional comments?

None

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved that it wasn't just a lecture and that the teacher engaged the students through inspiring videos, images, words, group work and open questions.

What about this course and/or the instructor's teaching of it needs change or improvement?

I don't think the teacher needed improvement. She was a great professor and I loved the class.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She created an open environment so students felt comfortable talking about difficult topics.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved Megan's energy and enthusiasm and I was almost always engaged in the work we were doing and what we were learning about.

What about this course and/or the instructor's teaching of it needs change or improvement?

Smaller groups with slightly more time on projects

What suggestions can you offer that would have made this course a better learning experience for you?

Smaller groups

Any additional comments?

I loved this class so much and despite the problems my group had I had a positive experience with everything.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

How involved she was and inspired to teach us. Never had a teacher that enjoyed what she did this much.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing!!!

What suggestions can you offer that would have made this course a better learning experience for you?

More group work!

Any additional comments?

No

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The teacher was very passionate/enthusiastic about the class

What about this course and/or the instructor's teaching of it needs change or improvement?

The course description should be changed because this is more about learning how to change the world than about drama and the media.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Diverse material, something new. talking about things we don't talk about in other classes

What about this course and/or the instructor's teaching of it needs change or improvement?

more specificity

What suggestions can you offer that would have made this course a better learning experience for you?

N/A - class was good - reasonable

Any additional comments?

team based learning was a little hard for me. but it worked well

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved the groups, Prof. Lewis was always inspired to teach, always inspiring.

What about this course and/or the instructor's teaching of it needs change or improvement?

Quizzes seemed pointless, sometimes the homework load could be a bit ridiculous.

What suggestions can you offer that would have made this course a better learning experience for you?

Maybe a bit more leading rather than constant discussion.

Any additional comments?

Wonderful instructor, really interesting course especially considering this isn't the kind of course I would take/enjoy.

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE**  
**FALL 2015 SECTION SUMMARY REPORT**  
 FYS Instructor and Course Ratings: Item Frequencies

Course: FFYS 197THEA6 Section #: 01 Class #: 40722 Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>Please respond to each item using the scale provided.</b>							
Item	(5=Almost always, 4=Frequently, 3=Sometimes, 2=Rarely, 1=Almost never)	5	4	3	2	1	OMIT N
1	Your instructor was well prepared for class.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
2	Your instructor inspired interest in the subject matter of this course.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
3	Your instructor showed a personal interest in helping students learn.	8	0	0	0	0	0 8
		100%	0%	0%	0%	0%	
4	Your instructor stimulated student participation in the class.	7	1	0	0	0	0 8
		88%	13%	0%	0%	0%	
5	Your instructor welcomed differing points of view.	7	0	1	0	0	0 8
		88%	0%	13%	0%	0%	

<b>Please indicate the extent to which you agree or disagree.</b>							
Item	(4=Agree strongly, 3=Agree somewhat, 2=Disagree somewhat, 1=Disagree strongly)	4	3	2	1	OMIT	N
6	The instructor was available for communication outside of class.	8	0	0	0	0	8
		100%	0%	0%	0%		
7	The instructor seemed to care about the subject matter.	8	0	0	0	0	8
		100%	0%	0%	0%		
8	The workload for this course was reasonable for a one-credit course.	8	0	0	0	0	8
		100%	0%	0%	0%		

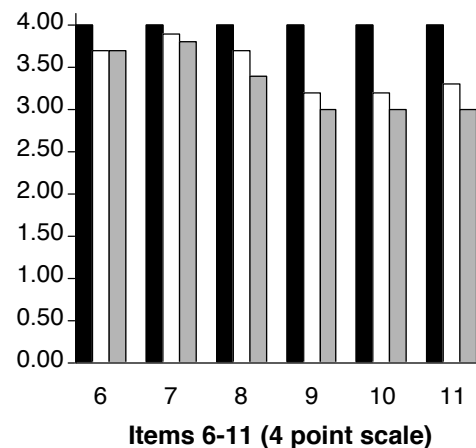
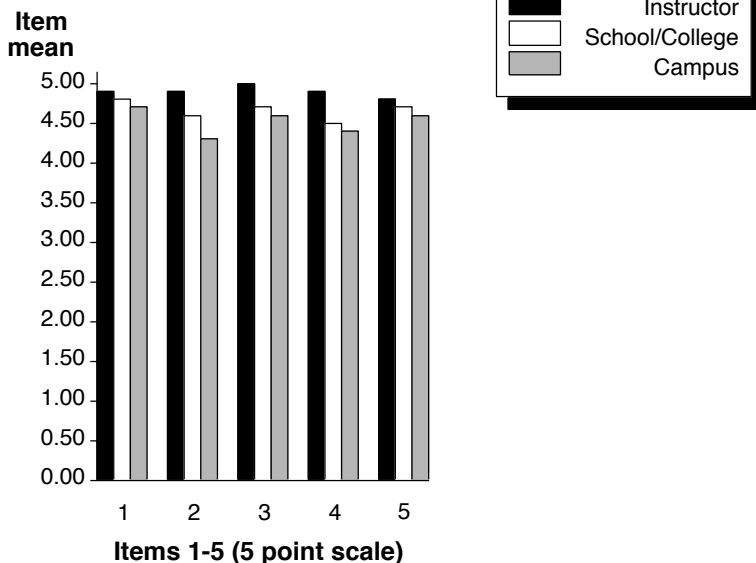
Item	<b>Overall experience</b>	4	3	2	1	OMIT	N
9	How would you rate your FYS experience overall? (4=Very worthwhile, 3=Somewhat worthwhile, 2=Not too worthwhile, 1=Not at all worthwhile)	8	0	0	0	0	8
		100%	0%	0%	0%		
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 3=Good, 2=Fair, 1=Poor)	8	0	0	0	0	8
		100%	0%	0%	0%		
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 3=Somewhat likely, 2=Somewhat unlikely, 1=Very unlikely)	8	0	0	0	0	8
		100%	0%	0%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION SUMMARY REPORT**

FYS Instructor and Course Ratings: Mean Comparisons

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
Enrolled: 9  
Responded: 8  
Response rate: 89%

				<b>**COMPARISON GROUP: FALL 2015 FYS</b>						
				<b>Instructor</b>		<b>College: FFYS</b>		<b>Campus</b>		
						<b># Sections: 47</b>	<b># Sections: 267</b>			
						<b>Resp. rate: 78%</b>	<b>Resp. rate: 73%</b>			
	<b>Label</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>Avg. SD</b>	<b>Mean</b>	<b>Avg. SD</b>			
1	Your instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.33	4.8	0.43	4.7	0.45			
2	Your instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.9	0.33	4.6	0.69	4.3	0.79			
3	Your instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.57	4.6	0.59			
4	Your instructor stimulated student participation in the class. (5=Almost always, 1=Almost never)	4.9	0.33	4.5	0.71	4.4	0.75			
5	Your instructor welcomed differing points of view. (5=Almost always, 1=Almost never)	4.8	0.66	4.7	0.52	4.6	0.61			
6	The instructor was available for communication outside of class. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.51	3.7	0.49			
7	The instructor seemed to care about the subject matter. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.9	0.23	3.8	0.35			
8	The workload for this course was reasonable for a one-credit course. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.47	3.4	0.64			
9	How would you rate your FYS experience overall? (4=Very worthwhile, 1=Not at all worthwhile)	4.0	0.00	3.2	0.79	3.0	0.82			
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 1=Poor)	4.0	0.00	3.2	0.74	3.0	0.78			
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 1=Very unlikely)	4.0	0.00	3.3	0.77	3.0	0.85			



*\*\*Reported only if data were available for 5 or more sections. Comparison means calculated using combined Fall 2015 FYS courses. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections.*

*For more information or help interpreting your results, contact OAPA at oapamail@acad.umass.edu. Office of Academic Planning and Assessment, 02/25/2016*



## FYS Helpfulness: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>To what extent did your FYS help you in each of the following ways.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>OMIT</b>	<b>N</b>
<i>Item</i>	<i>(3=To a great extent, 2=To some extent, 1=To no extent)</i>					
12	Helped me develop connections with other students in the course.	6	2	0	0	8
		75%	25%	0%		
13	Helped me develop connections with the course instructor.	8	0	0	0	8
		100%	0%	0%		
14	Helped me develop connections with my College/School.	6	1	1	0	8
		75%	13%	13%		
15	Helped me develop connections with the UMass Amherst campus community.	5	2	1	0	8
		63%	25%	13%		
16	Helped me make the transition to college.	5	3	0	0	8
		63%	38%	0%		
17	Inspired my interest in new subject matter.	7	1	0	0	8
		88%	13%	0%		
18	Opened my mind to new ways of thinking.	7	1	0	0	8
		88%	13%	0%		
19	Helped me feel supported as a first-year student.	6	2	0	0	8
		75%	25%	0%		
20	Helped me decide on a major or feel more confident in my current major.	4	4	0	0	8
		50%	50%	0%		
21	Helped me understand how research is conducted.	2	5	1	0	8
		25%	63%	13%		
22	Helped me learn about opportunities available to me at the University.	4	4	0	0	8
		50%	50%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION OPEN ENDED REPORT**

Lewis, Megan - 40722 - FFYS 197THEA6

<i>Hours spent OUTSIDE OF CLASS working on this course</i>	<i>Number of class sessions missed</i>	<i>What is the most important thing you will take away from your FYS experience?</i>	<i>Provide any suggestions you have for how this course could be a better learning experience for you?</i>
1	0	I better understand my privilege and have developed a sense of responsibility to make the world a better place with regards to justice and equality.	
3	2	It's nice way to retain information and get to know people in a smaller setting compared to large lecture halls.	None, it was great overall.
1	1	The ability to share my thoughts in a comfortable and understanding environment and the ability to be open to others' thoughts and opinions	
1	1	To consider the perspectives of the privileged and greater appreciate allyship	It was overall a good experience
1	1	That Professor Lewis is AMAZING and also to open my eyes to whiteness' structure in our society.	
2	1	I will take away a class that had great, interesting material to discuss each week. I also now feel very connected to the professor, and would love to take more courses with her if I can.	I don't really have any suggestions. Maybe if it was longer because I always felt it was too short of a class.
2	2	I really enjoyed having discussions with other people who were concerned about some of the same issues that I am, and this was a really neat way to give freshmen that opportunity	
1	1	How to talk about race, Whiteness, and white privilege to white people.	I would have liked to meet more often

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 322 Section #:01 Class #: 70912  
Forms returned: 23  
Total enrollment: 23  
Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	23	0	0	0	0	0	23
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	18	5	0	0	0	0	23
		78%	22%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	21	2	0	0	0	0	23
		91%	9%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	20	3	0	0	0	0	23
		87%	13%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	22	0	1	0	0	0	23
		96%	0%	4%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	21	1	1	0	0	0	23
		91%	4%	4%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	16	6	1	0	0	0	23
		70%	26%	4%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	17	6	0	0	0	0	23
		74%	26%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	20	2	0	0	0	1	22
		91%	9%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	14	7	1	1	0	0	23
		61%	30%	4%	4%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	21	2	0	0	0	0	23
		91%	9%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	16	5	2	0	0	0	23
		70%	22%	9%	0%	0%		

This course is a	
Major requirement	91%
Gen. Ed. requirement	0%
Other requirement	0%
Elective	0%
Missing	9%

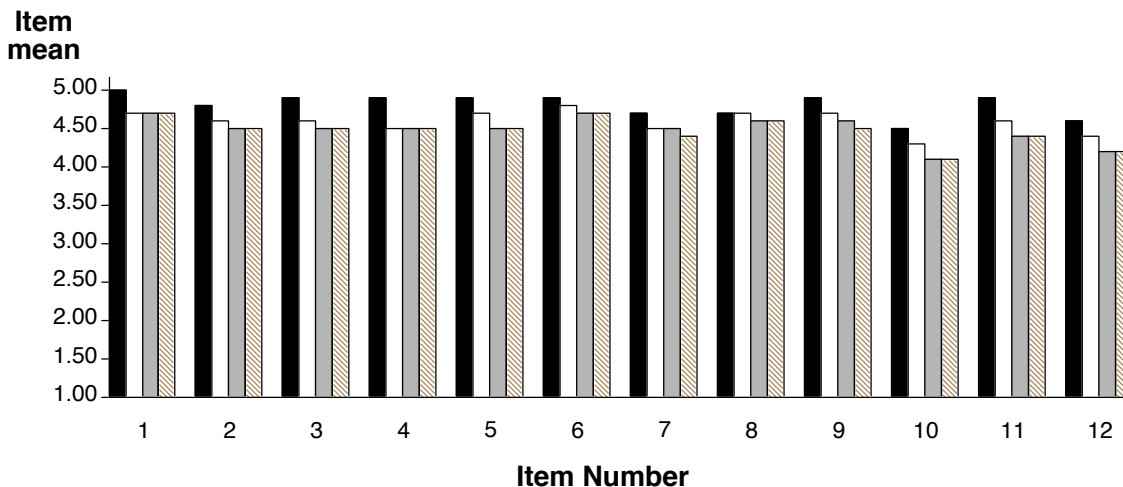
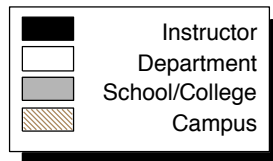
Student class level	
Freshmen	0%
Sophomore	35%
Junior	26%
Senior	30%
Graduate	0%
Other	4%
Missing	4%

Expected grade	
A	4%
A-	52%
B+	22%
B	9%
B-	9%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	4%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: FALL 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 322 Section #:01 Class #: 70912  
Forms returned: 23  
Total enrollment: 23  
Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 107 Resp. rate: 89%</b>		<b>College: HFA # Sections: 1,467 Resp. rate: 86%</b>		<b>Campus # Sections: 4,169 Resp. rate: 87%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.39	4.7	0.36	4.7	0.34		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.41	4.6	0.47	4.5	0.48	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.28	4.6	0.45	4.5	0.46	4.5	0.46		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.34	4.5	0.47	4.5	0.47	4.5	0.44		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.9	0.41	4.7	0.38	4.5	0.47	4.5	0.47		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.45	4.8	0.33	4.7	0.39	4.7	0.37		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.56	4.5	0.49	4.5	0.51	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.44	4.7	0.37	4.6	0.40	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.29	4.7	0.33	4.6	0.44	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.5	0.77	4.3	0.52	4.1	0.54	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.28	4.6	0.44	4.4	0.51	4.4	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.6	0.64	4.4	0.52	4.2	0.57	4.2	0.57		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I loved the variation and timeline of the plays.

What about this course and/or the instructor's teaching of it needs change or improvement?

more wiki instruction or no wiki 😊

What suggestions can you offer that would have made this course a better learning experience for you?

nothing. it was amazing, difficult, frustrating yet worth it.

Any additional comments?

Megan, I loved having your class. Thank you for being an inspiration. "You Da One".

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is so passionate  
she makes me want to learn  
and care for class

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing

Any additional comments?

Megan Lewin = Love  
Give this woman tenure

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Dr. Lewis' enthusiasm

What about this course and/or the instructor's teaching of it needs change or improvement?

Calling on more people w/ hands up, not letting Kyle jump in whenever he feels like it.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Room was very hot :-)

## Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her

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What about this course and/or the instructor's teaching of it needs change or improvement?

Make her present

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

This woman needs more credit

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis cares more about her students and her work than any other professor I've ever had.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This class was one of the best I've ever taken. Megan inspired us to be excited for class and passionate about what she was teaching us. She was excited so we were excited.

What about this course and/or the instructor's teaching of it needs change or improvement?

The wiki project could be looked at again. I find long projects like this hard because the deadline seems so far away.

What suggestions can you offer that would have made this course a better learning experience for you?

When people raise their hand, please call on them, especially if they haven't talked yet that class.

Any additional comments?

You are amazing Megan, thank you so much!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

The heat in this room is  
nuts.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The wiki's were unique and an effective way of learning course material

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Room temp was always too extreme.

Any additional comments?

I loved that we didn't have to buy any textbooks!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*The enthusiasm and wealth of knowledge Professor Lewis  
instilled in us. She made me excited and interested in a  
subject I usually am not too interested in normally.*

What about this course and/or the instructor's teaching of it needs change or improvement?

*Not much*

What suggestions can you offer that would have made this course a better learning experience for you?

*Nothing*

Any additional comments?

*No*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

There is finally a more politically minded instructor and open about it in an educational manner. The department, and campus as a whole, needs more teachers intent on inspiring students to look into their field and what is going on in the world.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis taught us more than just course material. She inspired us to take what we learn from her class and share it with the world. She makes us feel like our possibilities are endless.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She was very passionate about the subject matter.

What about this course and/or the instructor's teaching of it needs change or improvement?

I appreciated not being assigned work for every play, but it was harder for me to read every play, and gain the motivation to do so.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's ability to both provide historical / analysis while also connecting it to modern experience is amazing. She is such a compelling speaker and her love of her subject is so obvious. It inspires me all the time.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was a lot of material in the sense that numerous styles and periods were covered. I would be interested in perhaps fewer topics with great depth.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I love Megan so much that on days when I was too sick to go to class, I would drag myself to this class b/c I loved it so much.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She is honestly a great teacher. She actually made things interesting and made me pay attention. We talked about topics that most professors shy away from so I am thankful for that.

What about this course and/or the instructor's teaching of it needs change or improvement?

I didn't like how she cancelled class multiple times. I think that's unprofessional. Also I believe that the wiki's weren't very helpful to my learning. Doing a semester long project w/ the same partners killed me.

What suggestions can you offer that would have made this course a better learning experience for you?

I would say that having a different student lead a discussion every week is not the best idea either. Maybe have them only talk for a certain amount of time.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

- Integration of multimedia
- "Pitch" format of presentations
- Integration of current issues
- Dada day

What about this course and/or the instructor's teaching of it needs change or improvement?

I wish the queer unit hadn't focused exclusively on gay men.

What suggestions can you offer that would have made this course a better learning experience for you?

None

Any additional comments?

This class was thought-provoking, broadening, and often the highlight of my day.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

She always has the most insightful analysis of what we are doing and makes shows from 50 years ago new + relevant. This class changed how I view many things (for the better) and that is because of Megan Lewis.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

I took so much away from this class it is crazy. Honestly wish there was another semester to dive deeper into the shows. It was incredibly engaging and I am so grateful to ~~had~~ have had it with Megan Lewis.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Honestly she is one of my most influential teachers I've had throughout school. Although I was one of the more quiet students during discussions, she was still able to make me feel engaged. I hope to take more classes with her

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Fascinating topics. I love that Megan didn't focus on the overanalyzed American theatre history. Bringing things in from Africa helped round out the experience & gave Megan a personal hold on the material. It was amazing & well done. It gave the material more hold & I learned more.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

The room's temperature is awful!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan presented us with fascinating material, and her enthusiasm for the subject shown through every lesson. She is an incredible resource, and I'm ~~am~~ so grateful to have taken this course with her. It was very eye-opening.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

The classroom was frequently overly heated to the point where it became distracting at times

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

connected to historical events  
AND how it is relevant today.

What about this course and/or the instructor's teaching of it needs change or improvement?

maybe give more time to read plays

What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Herter has messed up heating!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

One suggestion, I can offer, that would have made this course a better learning experience for me would not having in the class in Herster.

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate and stimulated lots of discussion. The wiki projects were much better than a paper.

What about this course and/or the instructor's teaching of it needs change or improvement?

There was almost nothing to incentivize us to read the plays

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: ITEM FREQUENCIES**

Course: THEATER 334 Section #: 1 Class #: 38627 Instructor: Lewis, Megan  
Enrolled: 27  
Forms returned: 25  
Response rate: 93%

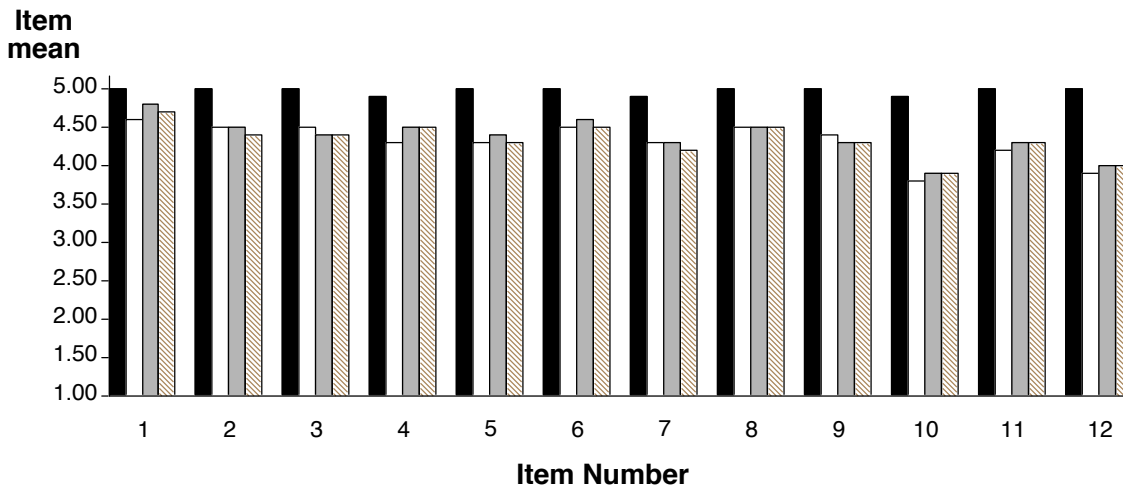
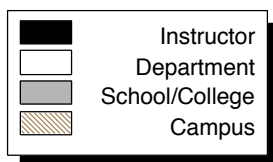
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	24	0	1	0	0	0	25
		96%	0%	4%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	22	3	0	0	0	0	25
		88%	12%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	22	3	0	0	0	0	25
		88%	12%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	24	1	0	0	0	0	25
		96%	4%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	25	0	0	0	0	0	25
		100%	0%	0%	0%	0%		

Classroom was conducive to my learning		This course is a		Student class level		Hours per week working on course outside of class		Expected grade	
Agree strongly	12%	Major requirement	92%	Freshmen	0%	Less than 1 hour	0%	A	40%
Agree somewhat	20%	Gen. Ed. requirement	0%	Sophomore	4%	1-2 hours	20%	A-	20%
Disagree somewhat	28%	Other requirement	0%	Junior	44%	2-4 hours	20%	B+	28%
Disagree strongly	36%	Elective	8%	Senior	52%	4-6 hours	40%	B	8%
Missing	4%	Missing	0%	Graduate	0%	6-8 hours	16%	B-	4%
				Other	0%	8-10 hours	4%	C+	0%
				Missing	0%	More than 10 hours	0%	C	0%
						Missing	0%	C-	0%
								D+	0%
								D	0%
								F	0%
								Other	0%
								Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 334 Section #: 1 Class #: 38627 Instructor: Lewis, Megan  
Enrolled: 27  
Forms returned: 25  
Response rate: 93%

				<b>**COMPARISON GROUP: Undergraduate sections with 25 to 59 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 11 Resp. rate: 66%		College: HFA # Sections: 554 Resp. rate: 79%		Campus # Sections: 2,824 Resp. rate: 77%	
Label	Mean	SD		Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1 The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.20		4.6	0.58	4.8	0.42	4.7	0.44		
2 The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00		4.5	0.67	4.5	0.65	4.4	0.66		
3 The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00		4.5	0.66	4.4	0.70	4.4	0.69		
4 The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.39		4.3	0.76	4.5	0.66	4.5	0.65		
5 The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	5.0	0.00		4.3	0.88	4.4	0.79	4.3	0.78		
6 The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00		4.5	0.69	4.6	0.64	4.5	0.63		
7 I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.9	0.32		4.3	0.91	4.3	0.82	4.2	0.87		
8 The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	5.0	0.00		4.5	0.73	4.5	0.67	4.5	0.68		
9 The instructor stimulated student participation. (5=Almost always, 1=Almost never)	5.0	0.20		4.4	0.75	4.3	0.76	4.3	0.76		
10 Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.9	0.32		3.8	0.88	3.9	0.86	3.9	0.85		
11 Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.20		4.2	0.79	4.3	0.72	4.3	0.73		
12 Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00		3.9	0.83	4.0	0.83	4.0	0.82		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2012-AY2014. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=All University courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 02/23/2016*

# UNIVERSITY OF MASSACHUSETTS STUDENT RESPONSE TO INSTRUCTION (SRTI) BATCH FORM

**Department Instructions:**

Please complete all the information below for each course section where SRTI forms will be distributed. This batch sheet should be placed on top of the completed course evaluations and sent for processing.

**CORRECT MARK**



- Use a No. 2 pencil only.
- Fill the circle completely.
- Erase clearly any changes.
- Make no stray marks.
- Do not fold.

**CLASS NUMBER**

3	8	6	2	7
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**TERM**

1	1	5	7
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

WTR    SPR    SMR    FAL

**SECTION ENROLLMENT**

0	2	7
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**SECTION NUMBER**

1
0
1
2
3
4
5
6
7
8
9

**CATALOG NUMBER**

3	3	4
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**SUBJECT**

T	H	E	A	T	E	R
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
D	D	D	D	D	D	D
E	E	E	E	E	E	E
F	F	F	F	F	F	F
G	G	G	G	G	G	G
H	H	H	H	H	H	H
I	I	I	I	I	I	I
J	J	J	J	J	J	J
K	K	K	K	K	K	K
L	L	L	L	L	L	L
M	M	M	M	M	M	M
N	N	N	N	N	N	N
O	O	O	O	O	O	O
P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R
S	S	S	S	S	S	S
T	T	T	T	T	T	T
U	U	U	U	U	U	U
V	V	V	V	V	V	V
W	W	W	W	W	W	W
X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z

**FIRST NAME**

M	e	g	a	n
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

**INSTRUCTOR LAST NAME**

L	e	w	i	s
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*Prof. Lewis is extremely passionate about the content of this course and about making sure every student understands what it is she is trying to get across.*

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I have never met a teacher so committed to ~~her~~ her subject, her students, and the betterment of the world. She is so driven to do all these things and is there for her students more than any other teacher I have had. She puts her heart & soul in everything she does.

What about this course and/or the instructor's teaching of it needs change or improvement?

She and the course are wonderful as is.

What suggestions can you offer that would have made this course a better learning experience for you?

More focus on ~~the~~ plays ~~and~~ ~~the~~ though the lesson what we as actors can be a part of would be the icing on the cake for this class.

Any additional comments?

Thank you.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I don't even know where to begin. I cannot possibly express how incredible Dr. Lewis is as a professor. The endless fire, passion, and sincerity with which Megan teaches is beyond infectious and inspiring.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The breadth and depth of the material  
we studied and explored  
The passion & encouragement of the professor

What about this course and/or the instructor's teaching of it needs change or improvement?

- Let your students speak, even more than you already do
- Step back and ask if your personal connection to African theatre occasionally obstructs your perception instead of augmenting it
- NO ONE-PERSON SHOWS

What suggestions can you offer that would have made this course a better learning experience for you?

- Turn the level up on the discourse— challenge everyone, all the time especially the people you most want to agree with
- Walk us through writing & research more
- NO ONE-PERSON SHOWS

Any additional comments?

Look, I loved this class. I just think that if/when you get the tenure you have readily and tenaciously earned, you should siphon off about 75% of the devolved and one-person shows to a new dramaturgy course (which we need) specifically focused on them



University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is the single most passionate professor I have ever had the pleasure of learning from. I have never learned so much or been so inspired to continue on in Theater.

What about this course and/or the instructor's teaching of it needs change or improvement?

We focused heavily on South Africa and its theater and I wish that we had a more global overview of Contemporary Theater.

What suggestions can you offer that would have made this course a better learning experience for you?

I wish that this class could be held in a Theater Dept space so that we could utilize more resources for projects like our dramaturgical presentations.

Any additional comments?

Megan may be the best prof. I have ever seen on this campus.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

So thought provoking, really discussed things  
that needed to be brought up! So good!

What about this course and/or the instructor's teaching of it needs change or improvement?

um... you're flawless.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

take me to Africa!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her passion and commitment to both the students and the material exceeding all expectations. Megan Lewis insights a craving for knowledge.

What about this course and/or the instructor's teaching of it needs change or improvement?

More time during the week (longer class time)

What suggestions can you offer that would have made this course a better learning experience for you?

Giving Megan Lewis another Distinguished Teaching Award

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It inspired me to pursue every aspect of my field and have it have meaning.

What about this course and/or the instructor's teaching of it needs change or improvement?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is passionate & amazing. The work she's doing is poignant & important & timely. This work needs focus from administration & students.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Megan deserves another award + tenure!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her passion for her work and her students.

What about this course and/or the instructor's teaching of it needs change or improvement?

Spending more than one class on one play would be cool

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

Megan is literally an angel on this earth.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis and this class has inspired me to  
take risks and do theater that creates change. She cares  
deeply about her students and she is one of the best teachers  
I've had.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

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University of Massachusetts  
Student Response to Instruction (SRTI)


Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan has a profound talent to inspire and enrich the minds of all students

What about this course and/or the instructor's teaching of it needs change or improvement?

NOTHING she's

Beautiful 

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

give this woman more awards, she is the most deserving

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

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What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

*This class is truly an inspiration and should be a requirement for all students. It challenged me and my views so I ~~could~~ was forced to refine and make them stronger.*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is extremely passionate about everything she teaches. She believes in equality and it shows in everything she does.

Any issues that a student of hers might have is cleared up quickly and she is extremely willing to continue meaningful conversations even hours after class.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

Please give Megan another distinguished teaching award.

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University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I believe that this class held some of the most crucial information and arguments to spread to the world

What about this course and/or the instructor's teaching of it needs change or improvement?

This should be offered more often, but to offer it at the rate at which it deserves would put Megan at a risk of no sleep

What suggestions can you offer that would have made this course a better learning experience for you?

Better classroom

Any additional comments?

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■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's investment in facilitating discussion & change is clearly reflected in her passion for the subject. She is an inspiration & a phenomenal teacher.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

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Any additional comments?

keep the presentation option!

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University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is so passionate and inspiring and I love everything about her. She inspires me everyday and I adored this class.

What about this course and/or the instructor's teaching of it needs change or improvement?

Finish your book and you'll be golden.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing I loved it.

Any additional comments?

Megan is fantastic and deserves so much love and appreciation. The work she does is phenomenal but doesn't get enough credit. I wish she was my mom.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is amazing! She has inspired me so much! Megan clearly knows what she's talking about, the environment she creates is inspiring and allows for real conversations and real learning!

What about this course and/or the instructor's teaching of it needs change or improvement?

You're amazing Megan, keep doing your thing!

What suggestions can you offer that would have made this course a better learning experience for you?

LONGER CLASS TIMES + MORE CLASSES A WEEK!

Any additional comments?

Thank you, thank you, thank you!  
SHE NEEDS TENURE!  
SHE DESERVES ALL THE AWARDS!

Megan, you have inspired me + changed my world view! Thank you! You have empowered this woman! Let's change the world!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The greatest part I've had: cares so much and encourages growth, open discussion and promotes a safe welcoming space to learn and share. Her passion is inspiring!

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan Lewis is a rare professor. She works tirelessly for her students & her passion and understanding is so apparent. She truly puts her students first and does everything she can to help & teach us.

What about this course and/or the instructor's teaching of it needs change or improvement?

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What suggestions can you offer that would have made this course a better learning experience for you?

If anything, seeing more of the work we read in class or images or otherwise. As much as possible to visualize the words.

Any additional comments?

You are an absolute force. Fantastic,

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I love megan's passion for the material.

What about this course and/or the instructor's teaching of it needs change or improvement?

I don't think my thing needs to change.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

I love megan's behavior and I hope that her voice inspires everyone and is heard by everyone.



**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: HONORS 391A Section #:27 Class #: 16402  
 Forms returned: 13  
 Total enrollment: 13  
 Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	13	0	0	0	0	0	13
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	11	2	0	0	0	0	13
		85%	15%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	12	1	0	0	0	0	13
		92%	8%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	9	3	0	1	0	0	13
		69%	23%	0%	8%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	11	2	0	0	0	0	13
		85%	15%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	13	0	0	0	0	0	13
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	10	3	0	0	0	0	13
		77%	23%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	12	1	0	0	0	0	13
		92%	8%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	9	1	1	2	0	0	13
		69%	8%	8%	15%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4	4	3	2	0	0	13
		31%	31%	23%	15%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	9	0	3	1	0	0	13
		69%	0%	23%	8%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	7	2	2	2	0	0	13
		54%	15%	15%	15%	0%		

This course is a	
Major requirement	8%
Gen. Ed. requirement	23%
Other requirement	62%
Elective	8%
Missing	0%

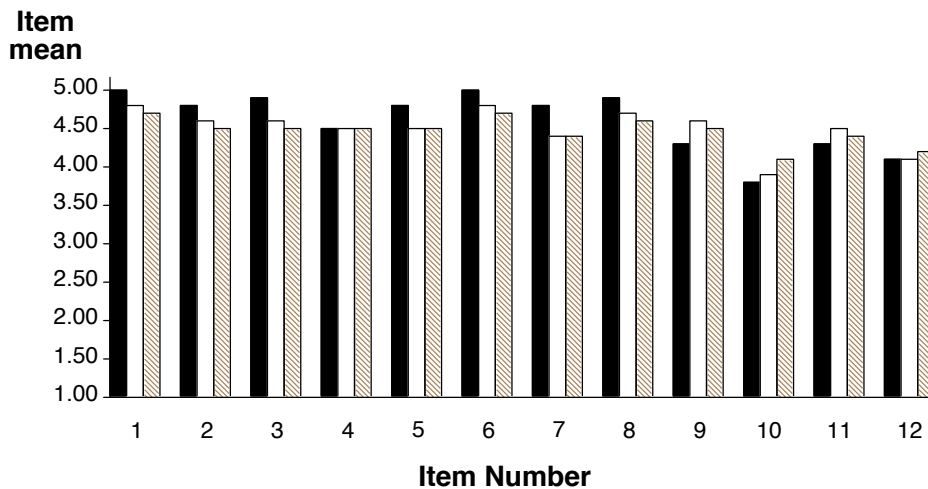
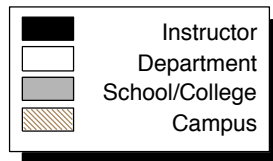
Student class level	
Freshmen	23%
Sophomore	62%
Junior	15%
Senior	0%
Graduate	0%
Other	0%
Missing	0%

Expected grade	
A	69%
A-	31%
B+	0%
B	0%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	0%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2015 Instructor: LEWIS, MEGAN  
 Course: HONORS 391A Section #:27 Class #: 16402  
 Forms returned: 13  
 Total enrollment: 13  
 Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: HONORS # Sections: 340 Resp. rate: 94%</b>		<b>College: HON # Sections: . Resp. rate: .</b>		<b>Campus # Sections: 4,173 Resp. rate: 87%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.28	.	.	4.7	0.34		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.8	0.36	4.6	0.44	.	.	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.27	4.6	0.45	.	.	4.5	0.46		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.5	0.84	4.5	0.40	.	.	4.5	0.44		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.8	0.36	4.5	0.45	.	.	4.5	0.47		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.28	.	.	4.7	0.37		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.8	0.42	4.4	0.50	.	.	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.27	4.7	0.32	.	.	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.3	1.14	4.6	0.47	.	.	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.8	1.05	3.9	0.58	.	.	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.3	1.07	4.5	0.45	.	.	4.4	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.1	1.14	4.1	0.55	.	.	4.2	0.57		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

I like the issues we tackled and I definitely learned more about the struggles in South Africa and the current social environment there because of the professor's personal experience with it.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Most class discussion.

she often maybe not intentionally shut down students who did not have the same views/opinions as her.

**What suggestions can you offer that would have made this course a better learning experience for you?**

Longer class period. A 50 min class is not enough. Probably some group activities so that we can have a more engaged discussion with our peers.

**Any additional comments?**

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

READINGS THAT STEPPED BEYOND THEORY, INVESTIGATING  
WHITENESS AS A PERFORMANCE & ACTUALLY BRINGING IN  
PERFORMANCES TO DISCUSS & ANALYZE  
\*GOOD CLASS STRUCTURE - DIALOGUE, NOT LECTURE

What about this course and/or the instructor's teaching of it needs change or improvement?

MORE READINGS/PERFORMANCES FROM POX TO BALANCE  
THE WHITE VOICES (ALTHOUGH THE CLASS FOCUSES  
ON WHITENESS HEARING WHAT POX HAVE TO  
SAY IS STILL SUPER IMPORTANT - OTHERWISE WE  
BECOME INSULATED)

What suggestions can you offer that would have made this course a better learning experience for you?

MORE INVESTIGATION INTO PERSONAL IDENTITY &  
HOW MY ACTIONS HELP SUPPORT THESE STRUCTURES /  
HOW CAN WHITE PEOPLE HOLD THEMSELVES  
ACCOUNTABLE?

Any additional comments?

THANKS FOR A GREAT SEMESTER! I REALLY  
ENJOYED THIS OPPORTUNITY TO TALK MORE  
ABOUT WHITENESS & I LOOK FORWARD TO  
CONTINUING THESE CONVERSATIONS  
OUTSIDE OF THE CLASSROOM.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

The materials we read and watched were interesting and informative. The discussions were great.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

I didn't like the use of iTunes U. I don't own Apple products, so I was never able to access the course site.

**What suggestions can you offer that would have made this course a better learning experience for you?**

I would have liked to have one class devoted to discussing how to implement what we learned this semester into our daily lives.

**Any additional comments?**

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

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**What about this course and/or the instructor's teaching of it needs change or improvement?**

More open discussions

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**What suggestions can you offer that would have made this course a better learning experience for you?**

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**Any additional comments?**

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The professor always chose interesting readings and videos as homework so there was always alot to discuss in class

What about this course and/or the instructor's teaching of it needs change or improvement?

I did not like using iTunesU. Moodle is much easier to use and can be accessed on the computer. I would either have to struggle to read/watch videos on my phone or email them to myself to open on my computer instead of just using Moodle which would have been much simpler.

What suggestions can you offer that would have made this course a better learning experience for you?

Using lecture slides to outline the topics as we discussed them would have made it easier for me to follow the conversation and contribute more.

Any additional comments?

Overall I really enjoyed this class and the way it was taught.

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

I appreciated the lack of the unhealthy power dynamics fostered by professors in some courses. Megan approached the class as if we were all scholars on equal grounds - despite her preeminence in the field - and that system is far more conducive to deliberation and genuine learning.

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Time restrictions prohibited us from delving deeper into the material - but that is not the fault of Megan.

**What suggestions can you offer that would have made this course a better learning experience for you?**

I simply wish we had more time. Teach a 4-credit course please!!!

**Any additional comments?**

Great course & professor/person!!



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

Professor Lewis is extremely knowledgeable and constructive in the classroom

**What about this course and/or the instructor's teaching of it needs change or improvement?**

391A courses need to be longer/more frequent

**What suggestions can you offer that would have made this course a better learning experience for you?**

**Any additional comments?**

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

The small class size and Professor Lewis' in-depth knowledge and enthusiasm!

**What about this course and/or the instructor's teaching of it needs change or improvement?**

I would've liked more discussion of whiteness in relation to Arabs and whiteness in other cultures more.

**What suggestions can you offer that would have made this course a better learning experience for you?**

- Longer class times

**Any additional comments?**

Professor Lewis was very accessible and extremely helpful in allowing and working with students to pursue their own interests. I think it was especially hard to cover everything because of the large volume of current events on race occurring.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

Professor Lewis is extremely personable, passionate, lively and interesting. I think every week's discussion was chosen perfectly, and allowed us to be exposed to whiteness in aspects we've never considered. This course has changed how I view the world and whiteness!!

**What about this course and/or the instructor's teaching of it needs change or improvement?**

None!

**What suggestions can you offer that would have made this course a better learning experience for you?**

I would have liked a longer class period to discuss course material more in depth! We often would engage in interesting discussion and be cut short on time.

**Any additional comments?**

None

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I thought there was a perfect balance of the professor sharing her own insight while also wanting to hear the students' opinions

What about this course and/or the instructor's teaching of it needs change or improvement?

This course discusses such deep, complex material that I would have loved to have more class time to talk about it

What suggestions can you offer that would have made this course a better learning experience for you?

→ more class time!

Any additional comments?

Megan Lewis is a brilliant, unique professor who asks her students to explore bold, fascinating topics, guided alongside her brilliant, enlightening input. She clearly is very dedicated to her students' learning and makes it her duty to

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

**What do you like most about this course and/or the instructor's teaching of it?**

open discussion, everyone encouraged to participate

**What about this course and/or the instructor's teaching of it needs change or improvement?**

Nothing - maybe some more student debates could be added, but great course overall

**What suggestions can you offer that would have made this course a better learning experience for you?**

maybe small group discussions

**Any additional comments?**

Great class, excellent professor

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I enjoyed the readings she chose

What about this course and/or the instructor's teaching of it needs change or improvement?

Professor Lewis did not allow for fluid + productive student discussion because she spoke between every student. 2 students never spoke in a row without her speaking between them. Her questions were rarely open-ended. She wanted to hear the students echo her opinions rather than hearing theirs.

What suggestions can you offer that would have made this course a better learning experience for you?

Allow student discussion.

Any additional comments?

This university - especially the honors college - needs to question why the only 391A seminar offered on race is focused on whiteness.

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2014 Instructor: LEWIS, MEGAN  
 Course: THEATER 494 Section #:01 Class #: 61179  
 Forms returned: 8  
 Total enrollment: 8  
 Response rate: 100%

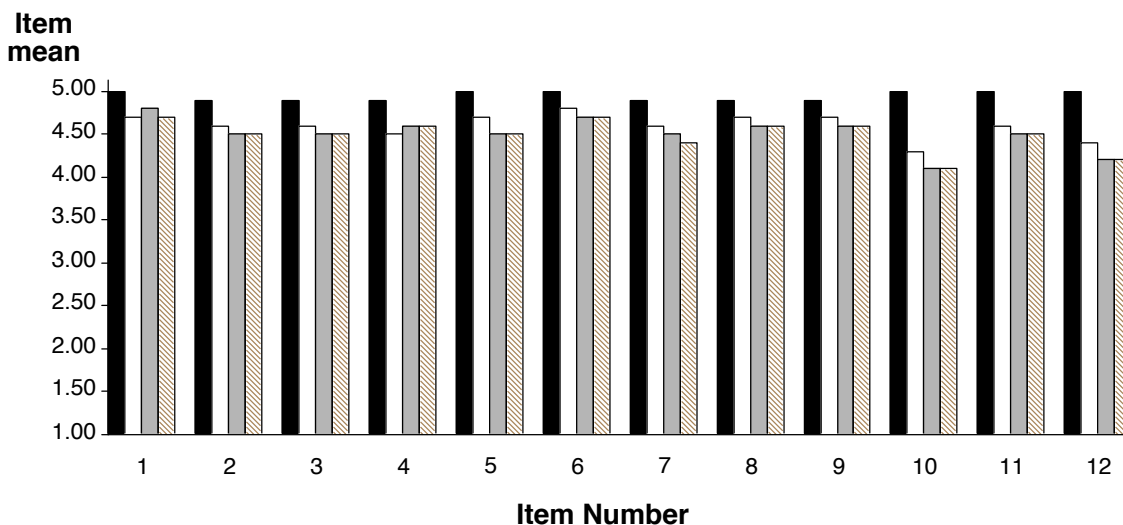
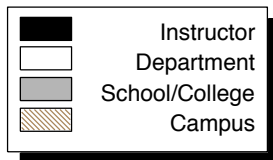
Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	6	1	0	0	0	1	7
		86%	14%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	6	1	0	0	0	1	7
		86%	14%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	7	0	0	0	0	1	7
		100%	0%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		

This course is a	Student class level		Expected grade		
Major requirement	50%	Freshmen	0%	A	38%
Gen. Ed. requirement	13%	Sophomore	25%	A-	25%
Other requirement	0%	Junior	13%	B+	13%
Elective	38%	Senior	13%	B	0%
Missing	0%	Graduate	50%	B-	13%
			0%	C+	0%
			0%	C	0%
				C-	0%
				D+	0%
				D	0%
				F	0%
	Other	13%			
	Missing	0%			

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR2015 Instructor: LEWIS, MEGAN  
Course: THEATER 494 Section #: 01 Class #: 21003  
Forms returned: 18  
Total enrollment: 18  
Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 118 Resp. rate: 90%</b>		<b>College: HFA # Sections: 1,629 Resp. rate: 86%</b>		<b>Campus # Sections: 4,547 Resp. rate: 86%</b>	
<b>Item #</b>	<b>SRTI Item</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>	<b>Mean</b>	<b>St. Dev.</b>		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.38	4.8	0.33	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.45	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.43	4.5	0.45		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.51	4.6	0.43	4.6	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.37	4.5	0.44	4.5	0.45		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.31	4.7	0.36	4.7	0.35		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.82	4.6	0.47	4.5	0.49	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.32	4.7	0.36	4.6	0.37	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.23	4.7	0.33	4.6	0.43	4.6	0.43		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.8	0.42	4.3	0.53	4.1	0.51	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.50	4.6	0.46	4.5	0.48	4.5	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.9	0.31	4.4	0.54	4.2	0.54	4.2	0.56		



*\*\*Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2010-AY2012. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department within enrollment category; College = courses from all other departments in the school/college within enrollment category; Campus = all UMass courses within enrollment category.*

*For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 03/17/2016*



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The course was well planned out, down to the last detail. Megan's enthusiasm for the course made the history more exciting to learn.

What about this course and/or the instructor's teaching of it needs change or improvement?

The course load became overwhelming, especially the middle portion. I also wish that there was a portion about how to take notes on shows.

What suggestions can you offer that would have made this course a better learning experience for you?

Inverte meetings about my work would have made it a better learning experience. The comments on the middle papers were helpful, but a would be liked a face to face meeting or set time to talk about my progress in the course.

Any additional comments?

Thank for everything! It was amazing

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

It did well completely emerging students in culture & history of South Africa. Also taught the importance of theatre.

What about this course and/or the instructor's teaching of it needs change or improvement?

The amount of work or time to do it could be a little less rushed. Need time to digest information.

What suggestions can you offer that would have made this course a better learning experience for you?

Just what I said about the work load.

Any additional comments?

This is a beautiful course! I loved it!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Her personal and biographical relationship to South Africa and SA theatre, I couldn't imagine doing something like this with anyone else. The sheer amount of her dedication and clear love for the course and topics inspired me again and again. She facilitated a group spirit that we all hooked into which made this course wonderful.

What about this course and/or the instructor's teaching of it needs change or improvement?

Literally nothing. Maybe slow down assignments but with the extensions this class was literally perfect in my opinion.

What suggestions can you offer that would have made this course a better learning experience for you?

Nothing substantial - maybe add in Cape Town but the length, activities everything was just right.

Any additional comments?

Wonderful course! This changed my life in a very tangible and immediate way. I am honored to be given this opportunity. Thank you and support this course!!

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The passion of the professors and the fact that I got to go to South Africa!

What about this course and/or the instructor's teaching of it needs change or improvement?

possibly less group shows we are obligated to see or if so then we are responsible for seeing them on our own, not at specific times.

What suggestions can you offer that would have made this course a better learning experience for you?

N/A

Any additional comments?

you 3 profs. Jay are Absolutely amazing and rays of sunshine.

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

If

What about this course and/or the instructor's teaching of it needs change or improvement?

More structure for online work

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The amount I learned and seeing all the plays.

What about this course and/or the instructor's teaching of it needs change or improvement?

More deadlines for the online work.

What suggestions can you offer that would have made this course a better learning experience for you?

Instead of writing papers in S.A. having

more of a required journal

Any additional comments?

It was so wonderful Megan  
is amazing ♡

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

*The dedication of the course instructors.*

What about this course and/or the instructor's teaching of it needs change or improvement?

*There should be more spending and advertising -  
The South Africa connection is new and will  
put UMMS ahead of the curve. Course must be  
sold and promoted*

What suggestions can you offer that would have made this course a better learning experience for you?

*N/A*

Any additional comments?

*UMMS was one of the most beneficial and rewarding  
exp. exp. changing courses in the my time at  
UMMS.*

■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

South Africa

What about this course and/or the instructor's teaching of it needs change or improvement?

Wifi & laptop & phone logistics

What suggestions can you offer that would have made this course a better learning experience for you?

More time in South Africa

Any additional comments?

I love this course. Best course I have ever taken.



**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2015 Instructor: LEWIS, MEGAN  
Course: THEATER 494 Section #:01 Class #: 21003  
Forms returned: 18  
Total enrollment: 18  
Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	18	0	0	0	0	0	18
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	15	1	1	1	0	0	18
		83%	6%	6%	6%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	15	2	0	0	0	1	17
		88%	12%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	17	1	0	0	0	0	18
		94%	6%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	13	4	0	0	0	1	17
		76%	24%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	16	1	1	0	0	0	18
		89%	6%	6%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	16	2	0	0	0	0	18
		89%	11%	0%	0%	0%		

This course is a	
Major requirement	28%
Gen. Ed. requirement	0%
Other requirement	6%
Elective	56%
Missing	11%

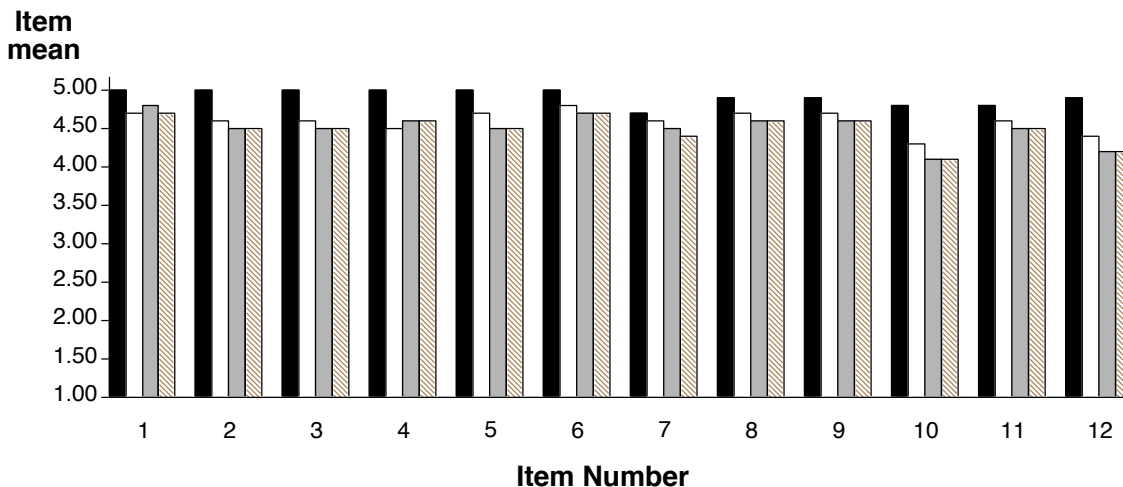
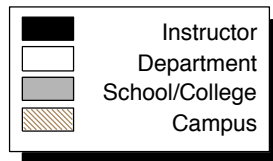
Student class level	
Freshmen	0%
Sophomore	11%
Junior	50%
Senior	22%
Graduate	0%
Other	11%
Missing	6%

Expected grade	
A	44%
A-	11%
B+	11%
B	6%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	6%
Missing	22%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR 2015    Instructor: LEWIS, MEGAN  
 Course: THEATER 494 Section #:01    Class #: 21003  
 Forms returned: 18  
 Total enrollment: 18  
 Response rate: 100%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 118 Resp. rate: 90%</b>		<b>College: HFA # Sections: 1,629 Resp. rate: 86%</b>		<b>Campus # Sections: 4,547 Resp. rate: 86%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.38	4.8	0.33	4.7	0.33		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.45	4.5	0.46		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.45	4.5	0.43	4.5	0.45		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	4.5	0.51	4.6	0.43	4.6	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.37	4.5	0.44	4.5	0.45		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.31	4.7	0.36	4.7	0.35		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.7	0.82	4.6	0.47	4.5	0.49	4.4	0.52		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.32	4.7	0.36	4.6	0.37	4.6	0.40		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.23	4.7	0.33	4.6	0.43	4.6	0.43		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.8	0.42	4.3	0.53	4.1	0.51	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.50	4.6	0.46	4.5	0.48	4.5	0.49		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.9	0.31	4.4	0.54	4.2	0.54	4.2	0.56		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: SMR 2015 Instructor: LEWIS, MEGAN  
 Course: THEATER 698 Section #:01 Class #: 21138  
 Forms returned: 3  
 Total enrollment: 3  
 Response rate: 100%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	2	0	0	0	0	1	2
		100%	0%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	3	0	0	0	0	0	3
		100%	0%	0%	0%	0%		

This course is a	
Major requirement	0%
Gen. Ed. requirement	0%
Other requirement	0%
Elective	100%
Missing	0%

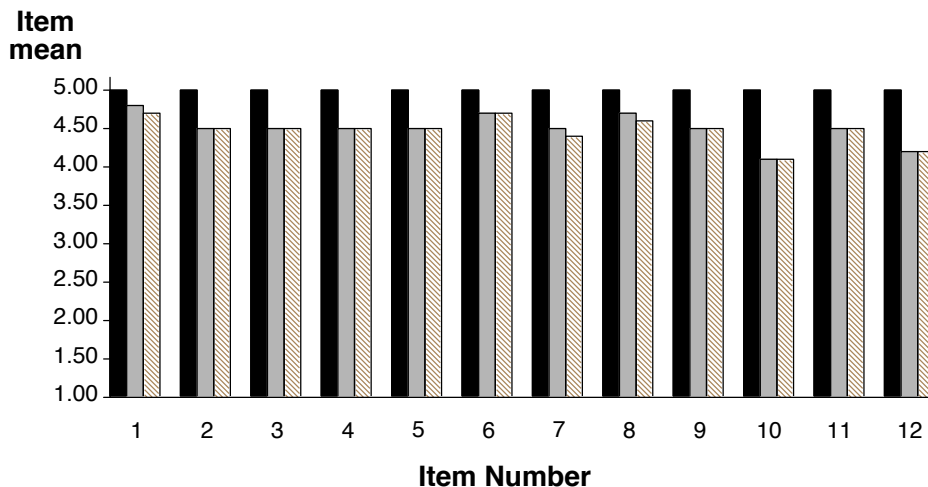
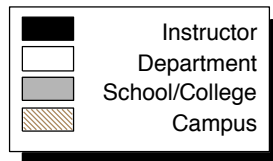
Student class level	
Freshmen	0%
Sophomore	0%
Junior	0%
Senior	0%
Graduate	67%
Other	33%
Missing	0%

Expected grade	
A	67%
A-	0%
B+	0%
B	0%
B-	0%
C+	0%
C	0%
C-	0%
D+	0%
D	0%
F	0%
Other	0%
Missing	33%

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SMR 2015    Instructor: LEWIS, MEGAN  
 Course: THEATER 698 Section #:01 Class #: 21138  
 Forms returned: 3  
 Total enrollment: 3  
 Response rate: 100%

				<b>**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled</b>							
				<b>Instructor</b>		<b>Dept: THEATER # Sections: 7 Resp. rate: 95%</b>		<b>College: HFA # Sections: 270 Resp. rate: 92%</b>		<b>Campus # Sections: 1,801 Resp. rate: 90%</b>	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.8	0.33	4.7	0.32		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.46	4.5	0.43		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.5	0.43		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.47	4.5	0.42		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.5	0.44		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.7	0.33	4.7	0.33		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.45	4.4	0.54		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.7	0.34	4.6	0.36		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.44	4.5	0.45		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	5.0	0.00	.	.	4.1	0.57	4.1	0.54		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.00	.	.	4.5	0.47	4.5	0.46		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00	.	.	4.2	0.56	4.2	0.53		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined data for AY2011-AY2013. A comparison group mean is the grand mean of a set of section means (not the mean of student responses pooled across sections.) Undergraduate sections are the comparison group for 500-level courses. Dept=courses from the same department within enrollment category; College=courses from all other departments in the school/college within enrollment category; Campus=All UMass courses within enrollment category.*



It's not a show up and do the work class, it's a think about what you value, ask the big questions, get out there and do something, what do you stand for, ~~what~~ <sup>what</sup> will you do class,

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? This was a course unlike any other, but it is true education.

I am still processing everything that this course gave me, and I am sure the course will continue to teach me long after it is over. There are many concepts that I have heard about in classes, but actually getting out and seeing them in practice blew the doors wide open in terms of my understanding. For example, I was able to see several amazing examples of physical theater at the festival, and suddenly it clicked. (The ~~carefully~~ <sup>carefully</sup> chosen readings primed us for what we would see, ~~and~~ <sup>as well</sup>.) I now feel I can better define physical theater, and ~~can~~ <sup>am excited to begin to</sup> incorporate it into my own work and teaching. I am less intimidated by politics - while I went in with an appreciation and some understanding of politics and theater, this course provided so many examples of ~~the~~ <sup>different</sup> voices, how they ~~can~~ communicate their stories, and how they can work in conversation. ~~It was~~ I felt (and feel) inspired to know my own voice better, as well as my community. I want to ask more questions and I feel I gained so much confidence to do so. I have a much broader understanding of what theater is and can be. This course made me excited about what we ~~do~~ <sup>do</sup> as theater artists.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Something that Prof Lewis does in her teaching that I find ~~is~~ incredibly effective and empowering is encouraging students, with her questions, to ask their own questions. I never felt that pressure when she led discussions to "know the answers." It is clear that she put an enormous amount of care and thought into the readings and activities she included in the course. Professor Lewis always responded positively to any question and encouraged further exploration and understanding. I really like how the online course opened with a recorded lecture. She grabbed our attention, showed so much enthusiasm, and made a connection right away. This course ~~made me~~ makes me want to be a new kind of learner, a more active member of the community, to keep the dialogue and conversation between artistic communities alive, and to actuate, as one course presentation/lecture said. This all began with a professor who inspires curiosity, enthusiasm, action, and understanding. ~~Facilitate one of the best education experiences~~

Thank you for this experience!  
had.



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

- THE US (WHITE AMERICANS SPECIFICALLY) NEEDS TO ACKNOWLEDGE, CONFRONT, & DISMANTLE WHITE SUPREMACY
  - LIKE SA IS ATTEMPTING TO DO NOW. IN MANY WAYS THE US HAS ITS OWN UNRECOGNIZED SYSTEM OF APARTHEID IN PLACE BUT IF WE REFUSE TO NAME IT, WE CAN'T FIX IT.
- ART IS A POWER TOOL IN THIS NAMING PROCESS
  - THEATRE ESP. HOLDS UP A MIRROR & HELPS US SEE OUR FLAWS
- COMMUNITY IS KEY - WE NEED TO WORK TOGETHER TO BE ABLE TO MOVE FORWARD (BUT THIS ISN'T AS SIMPLE AS HUGGING & MAKING UP)
- I NEED TO PUSH MYSELF TO BE UNCOMFORTABLE, AWKWARD, AN OUTSIDER - IN ORDER TO LEARN & GROW & BE ABLE TO STAND IN SOLIDARITY (CREDIT TO JUDY FOR THIS)

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

MEGAN IS AN AMAZING TEACHER & I NEVER FEEL LECTURED AT WHEN SHE TALKS, ONLY ABSORBING THE KNOWLEDGE SHE CHOOSES TO SHARE. I APPRECIATE HER OPENNESS TO MESSING EMOTIONS & ACADEMICS WHICH ARE OFTEN HELD VERY SEPARATE. I'M SO GRATEFUL TO HAVE BEEN ABLE TO GO ON THIS TRIP W/ HER & I AM DEFINITELY LEAVING W/ DEEPER INSIGHTS INTO MY OWN WHITENESS.

(I AM INSPIRED BY)

PAUL IS ALSO A GREAT EDUCATOR & IS VERY PATIENT. HE SHRS KNOWLEDGE IN SO SLYLY I OFTEN DIDN'T REALIZE I WAS BEING TAUGHT UNTIL LATER

→ BOTH WORK BRILLIANTLY WELL TOGETHER AS A TEAM!

I ALSO APPRECIATE THE THOUGHTFUL MODULR COMMENTS





What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has helped me discover a lot about all the above-mentioned things. There is so much that can be learned by looking at South Africa, theatrically and politically. I was most struck by the works of Pieter-Dinkla Vys and Enuk, specifically in regards to how to offend without insulting, and how to negotiate whiteness and privilege. I had many thought-provoking moments in Soweto, looking at my life and what I was afforded, and also what it means that I can visit Soweto and read books and play with kids for a day. I'm still mulling on a lot of these thoughts, but they're thoughts that I've never taken the time to ruminate on before. In addition to all this, the wide variety of pieces we saw at the festival opened my eyes to more fluid theatrical forms. Not all theatre has to be linear, realistic, and narrative-based.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan was a phenomenal teacher. I can't imagine this trip being ~~led~~ led by anyone else. She was so emotionally available, honest, and intellectual all at the same time. What I think she does best is offer herself for discussion and sharing. It never felt like we were being taught or talked down to. Rather, Megan was like a colleague, always open for discussion, always tolerating differing opinions, and always being honest about her own theatrical views.



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

It was incredible to see the way  
public architecture and state rhetoric  
and through grassroots and institutional arts  
projects. This has inspired me to think  
about the ways that analysis of cultural  
history does (and does not) happen in the  
United States

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan and Paul were absolutely wonderful. They  
were both so knowledgeable and so unbelievably  
passionate. All questions were met with serious,  
insightful answers. In addition, their personal  
warmth and compassion ensured that everyone  
felt welcome and elicited to participate in  
the course. Truly inspirational!



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I'm still unpacking my experience of the festival, but I have been deeply impacted as an artist and as a person. The vitality, synergy, joy, and talent I have seen has engaged my critical muscles like nothing else. At the same time, the course has given me an increased vocabulary and scope for discussing performance and space, specifically in a racial and political context. Both the material of the module course and many festival pieces provided poignant and deep explorations of complex histories and hierarchies. Being around so many voices (teachers, fellow students), I have found new ways to navigate and examine my and others' place and role in the arts and society.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Reading Megan & Paul's work and hearing their input on the things we experienced were key - I was not being told what to think, but finding new modes of thinking and being challenged in my old ones. Their analyses are activating. The way they engage with us makes us feel more intuitive, bolder, able to make leaps of understanding we might otherwise be too hesitant to approach.



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has helped me discover more unique and vital physical ways to create theatre. It has also shown me the power of community and our shared humanity that is possible in our global culture. This was demonstrated by our visits in Tokyo especially the Center and in Denver the shows we saw were so politically. I've discovered the need, ~~to want~~, drive to motivate myself in my community and life to become a more active participant. This experience has provided me a greater understanding of myself, how I witness and experience, and what triggers my emotions. Injustice and hate tug on my heart strings. Telling stories that highlight struggles of humans souls and exploring how that have or how they can be overcome is attractive to me.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Dr. Lewis is one of the most inspirational, thought provoking, dedicated professors I've ~~met~~ taken class with. The supplemental Great Reading were great and help to give more layers to the core reading. She ~~knows~~ is an expert in her field and her love of the course and passion for art is felt by every student.



TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

- 1  
Poor
- 2
- 3
- 4
- 5  
Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I really enjoyed the different mediums of teaching in the online course. Between the online lectures, films, plays, articles, quizzes etc. I really took away a lot of great information about the arts + culture of the country before we got there which was extremely helpful. I loved that there were forums where we could see each others' ideas posted and get feedback for our work.

Overall, how would you rate the *in-country travel portion* of the course?

- 1  
Poor
- 2
- 3
- 4
- 5  
Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I greatly enjoyed the few days spent in Joburg before the actual festival. It gave us some real insight into the history and culture of the country ~~before~~ which really helped in my understanding of the material in the shows in Grahamstown. The various excursions were all so pertinent to the overall learning that take place during the course. Perhaps give the students some time to rest/sleep in once we get to SA because a lot of students were pretty exhausted by the time we got there.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has really opened my eyes to what the arts and theatre particularly mean in other cultures. I was able to witness the power that art truly has. Theatre in SA has influenced so many people and informed so many others in the political and social wrongs of the country. Art has the ability to really make a difference and I witnessed that firsthand throughout this course. I discovered how deeply intertwined theatre/art and politics are. I also was able to analyze myself and where I stand in my own culture and how my privileges have had an influence in my life.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan Lewis is easily one of the best professors I have ever had. She is truly passionate about what she teaches and really wants her students to learn. She is also so thoughtful when it comes to one of her students needing help. She is quick to help in any way that she can and strongly advises that the students help each other in the spirit of Ubuntu. She is such an intelligent professor and one of the best teachers I've had. Paul Adolphsen is another amazing teacher. The two of them together are the perfect combination and I couldn't imagine this course being taught by anyone else. Amazing Experience.



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Politics and theatre and history are intimately and sometimes violently connected - all one about action and storytelling, and relationships/status.

Though the course was short, it packed a punch. It has taught me to always aim to complicate historical narratives, looking at why a story is told and how, ~~and how~~ the how being extremely important and to focus on visibility - who is given the opportunity to act? who is erased? The history we learned about Johannesburg and its connection to the present, made me want to create, and it made me certain that as an artist, I need to make sure I work to create space for those who need it. I want my work to blast holes in conventional narrative. I want to explore my complicity and break it. Above all, I fell in love with the passionate and complicated nature of South Africa, a young country that has far to go but at the same time is further ahead than the US in many ways. ~~I want~~ I want to spend my life picking at the corruption present in this country and other, through art.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Even in a two week course, Megan is one of the best professors I have ever learned with. She approaches each subject with passion and curiosity, ready to be affected. She loves what she teaches without any defenses up, and thus she teaches clearly and honestly. Our lessons were on SA history and present, but she made me think about our global future, and challenged all of us to become ~~an~~ active people, ready to question, deconstruct and create. Specifically, she gave us an introduction to each place we visited, making them easier to understand.

Paul was also wonderful, and thoughtful. He led discussions in a kind way and actively participated, learning with us. He is kind, committed, and curious.  
ANN THEY'RE BOTH BRILLIANT!



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I was able to find a way to think critically about my environment but also find tools, such as the arts, to inspire change. My critical thinking became much more productive and that will help me continue to marry my interests in social change and theatre. Straight plays are not the only outlet. Musical theatre does not have to be the only blockbuster success. Theatre is expanding, weird, and an immensely powerful tool.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Professor Lewis was able to perfectly balance being our friend and our teacher. Perhaps what struck me most was her honesty in beltting issues of race, apartheid, and what her role in these matters mean. Her willingness to show her country w/ or w/o hiding the past was awe-inspiring. All hail Queen Megan♡



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Just how much you can do with art created, and how the art you create can absolutely make a difference. Also the idea of making opportunities for yourself rather than waiting for them to come to you. So many of the artists we saw were individuals who made opportunities for themselves, and that is really inspiring.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Professor Lewis ~~is~~ is fantastic. Absolutely no complaints.



**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                3.5                                                                Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I really liked the readings and thought they pertained well to what we would eventually discuss - it's just hard to get a really good understanding of theatre through a screen. I think Megan did a great job curating the site, but I just don't get as much out of an online experience as an in-country one.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                          Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

This was absolutely incredible and one of the best experiences of my entire life. Traveling first to Johannesburg and getting a feel for the country and then actually being at the festival and seeing every kind of theatre imaginable left me in awe. It was a perfect experience - I wouldn't change anything.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

So much. I thought I was done learning for a while after graduation, and everything about this trip proved me wrong. The South Africa I experienced was simultaneously familiar and foreign, and made me look harder at American culture and racial politics than I ever have. Being in a country and at a festival where I was asked to examine my whiteness and the privilege that comes with it changed my life, and I'm so thankful for it.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan is a legend. She is one of the most powerful and important educators I've ever had the pleasure of being instructed by, and serves as a role model for me after an incredibly short two weeks. She leads by example and fosters an environment of openmindedness and questioning in which real learning can occur. She is honest about her perspective, and always asks her students to consider the way they're thinking as much as what they're thinking. I could (and probably will) write a book on what a life-changing person she is - I'm so thankful that I got to meet her, because she changed my life.

**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1  
Poor

2

3

4

5

Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Watching the videos/movies  
 and the readings. Some  
 readings were not as  
 inspiring/interesting as others.

Overall, how would you rate the *in-country travel portion* of the course?

1  
Poor

2

3

4

5

Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I loved the festival, tours,  
 and safari!! I wish  
 there was more time to  
 rest after the long travel  
 and I wish there were  
 more days away from the  
 festival (like the safari), going  
 hiking or to the beach.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I have a different perspective on America. I feel I have become a more thoughtful person through this journey. I discovered even further how ~~theater~~ is extremely important to express culture, pain, happiness, and moments/issues in life that are seldom communicated about.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

I felt I never had a chance to have conversations with Professor Lewis, however I had great talks with Gibson and Julie during dinners.

**TH494 Arts and Culture in South Africa - Summer 2015**  
**COURSE EVALUATION - supplement to SRTI form**

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I liked how easily it was  
 to download and view the documents  
 as well as Prof. Lewis own blurbs  
 summarizing objectives for each unit  
 I had some trouble w/ video access,  
 but I think that was an issue  
 w/ the library access @ umass

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

Where to begin!  
 The organization was  
 fantastic, I always felt  
 safe and was never alone  
 No complaints about the travel!

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

This course has really busted my bubble of white privilege in the best way possible. It's opened my eyes to the world around me and made me realize how important it is for us as the youth to take part / interest in politics and theatre is just one of the brilliant ways that we can get involved.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

It is so immensely important for the teachers to be passionate about what ~~we~~ we are learning and to say our instructors were passionate is an understatement. I couldn't have asked for a better teacher, friend, and inspiration to learn more about the world around me. No improvements necessary.



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Activation has been the key term for me. I have been shown how sedentary I have been and feel a powerful need to tune in to the circumstances of my own country. As I continue as an artist, I will have to seek a real driving force with which to build something that says something, as I think theatre in the United States often fails to do. I feel restless and hungry and hope that I can continue to engage my surroundings with a critical eye once I am back in my comfort zone.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

MEGAN. Megan Lewis is an astoundingly passionate woman who demands investment from everyone she speaks to. Her immense capacity for love creates an atmosphere in which I always felt comfortable admitting to what I didn't know or didn't understand. She was the perfect person to lead this trip, and I can only imagine what a joy it would be to be in her classroom.



TH494 Arts and Culture in South Africa - Summer 2015  
 COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle* portion of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

- I really enjoyed the variety of source material and articles offered on Theatre and history in South Africa. I never felt that they were busy work, and each unit's articles complimented each other very well.
- The Sports Quiz did not seem to make much sense to me and felt out of place as the unit is currently constructed.

Overall, how would you rate the *in-country* travel portion of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

- Also, maybe a group discussion about our place at Grahamstown, acknowledging each student's privilege to be able to attend ~~the~~ 20-30 shows at an arts festival in another country.

- Visiting Constitution Hill, the Voortrekker Monument, ~~and~~ Freedom Park, and Soweto was critical to creating impact and meaning out of the performances we would watch in Grahamstown. Each site was a memorable, emotional moment in its own right.
- ~~Perhaps~~ Perhaps the amount of shows students are required to see as a whole (25 percent) group should be cut down and instead, students are simply given a minimum amount of total ~~of~~ performances they must attend. We talked about white audiences... Every show we went to together, we placed 207 "white bodies" in the audience.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

THE FIRST UNIT WHICH COVERS THE PREMISES  
of South African History gives us enough  
information, and was one of the most  
essential segments of the moodle  
units.

BECAUSE APARTHEID HAD A UNIVERSAL  
REJECTION, MAYBE SOME OF THE UNITS COULD  
HAVE BEEN CUT DOWN OR REMOVED; A LOT  
of the information of APARTHEID WAS ~~RE~~  
RE-explained in a few units.

Overall, how would you rate the *in-country travel portion* of the course?

1 2 3 4 5  
Poor Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

getting the chance to see as much  
shows as I did. NEVER in my life  
have I seen 20+ plus consistently  
in my life.

QUESTION #  
3

I APPRECIATED EVERY PART ABOUT IT. I HAVE NEVER BEEN  
to SOUTH AFRICA; EVERYWHERE MEGAN INTRODUCED US  
WAS A BREATH OF FRESH AIR.

I HEARD GREAT THINGS ABOUT  
CAPE TOWN; DEFINITELY WOULD HAVE LOVED TO SPEND A DAY  
OR TWO THERE.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? AMERICA HAS A THING OR "ZO" TO LEARN FROM THE AFRICAN CULTURE. THE MOST IMPORTANT THING BEING THE PASSION AND TAUGHTFUL APPROACH THE PEOPLE OF THIS COUNTRY EXUDE THROUGH THEIR EVERY DAY VUES.

RACISM IS STILL A PROBLEM, AND IT IS SOMETHING THAT IS NOT TALKED ABOUT MUCH IN THE STATES; RATHER ~~IT~~ IT IS THROWN UNDER THE RUG AND IGNORED. # FUCK THAT! COMING ON THIS TRIP, IT WILL BE

A CONVERSATION THAT WILL ALWAYS COME UP, AND OUR GENERATION WILL ~~BE~~ NOW DO ANYTHING FROM WATCHING OUR FRIENDS (COLORED OR BLACK) FAMILY, ETC FROM BEING OPPRESSED AGAIN.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

JOURNEYING WITH MEGAN TO SOUTH AFRICA, ~~AS~~ I REALIZED THAT ~~THE~~ DESPITE HER LOUING, EMPATHETIC, AND HUMANITARIAN DISPOSITION, SHE CARRIES A STORM ON HER BACK; PASSION IF YOU WILL THAT WILL BLOW ANY INJUSTICE OUT OF THE WATER. TEACHERS AROUND THE WORLD SHOULD ENULATE THIS WOMAN, BECAUSE SHE HAS TAUGHT ME EXACTLY WHAT I SHOULD HAVE BEEN TAUGHT YEARS AGO, TO LOVE MANKIND AND DO WHATEVER IT TAKES TO HELP!!

WE NEED TO ~~BE DIFFERENT~~ DARE TO BE DIFFERENT!! THANK YOU MEGAN 😊 ommmm...



What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world? I learned a tremendous amount about Apartheid and post-Apartheid South Africa, especially in relation to drama, art, and performance. I also learned ~~and~~ a lot about, and gained a ~~deeper~~ deeper appreciation for theater as an art form.

From being in a group of amazing, loving, smart individuals I learned a huge amount about myself as a social being as well.

The biggest impact this course will have on me, I think, is that I will not be able to look at my own country the same again. My ideas about race, politics, art, and what it means to be white have transformed over the course of this trip, and I bring back knowledge to the states of what it means to make a difference, to, as the artist Bwok says, activate through art and performance.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

A prerequisite for deep, meaningful learning ~~for me~~ is a ~~good~~ good relationship with teachers. In this sense Arts and Culture in South Africa was special. Megan in particular is brilliant. She is the kind of brilliant that will expose you to life-changing ideas and experiences and in the same breath comfort you and make sure you have everything you need physically and emotionally. She makes every one of her students feel special, empowered to learn and grow and create. Her formidable presence is what made this trip an outstanding success.

TH494 Arts and Culture in South Africa - Summer 2015  
COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
Poor                                                                                                          Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

Favorites: Movies (esp. Invictus), *Mighty Morphin Power Rangers* - also getting a response to our posts. I also liked the format & how it was organized & being able to go at any pace & order. I never felt overwhelmed even though it was a lot of work.

changes/improvements: it might be difficult but having some type of video conference in the middle (which would require ppl to have half the sections done) to have a discussion. Sometimes writing is hard to articulate thoughts/sometimes I wanted to go deeper or wrestle with things more but wasn't sure how to on my own.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
Poor                                                                                                          Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

I especially appreciated never wasting time. We arrived & began right away & everything was planned & we stuck to the plan which I really appreciated. I also thought all the places we went & the order were on point, for what & how we were learning. I do wish we had a bit more time in Soweto & with the children.

↳ to walk around or be less touristy somehow  
The bus felt obtrusive  
~~in a way~~

if it was possible I think an optional week in Cape Town would be interesting especially in a comparative reflection of different areas of South Africa.

optional bc price

\* I enjoyed how structured Joburg was & how free range Grahamstown was.

\* I especially appreciated that I never felt lectured by anyone. The talks by Elnok & Pieter were some of the most powerful moments. Pieter reallllly said things that will stick with me and change how I approach the people in the future. As well our spirit of Ubuntu helped me further my personal religion of Compassion and helped me to better practice it, live my taken Ubuntu truly to heart & want to spread it.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I think this really opened my eyes to the realities of Apartheid.

To see a country & its ppl actually discussing & acknowledging their history & race was in itself a lesson but then, told me about how it needs to be brought back w. to me. I also realized that then I can start the discussion especially when racism is described as a white problem affecting others & also the idea of whiteness. It helped me to really position myself with in the context, which I had had no previous experience with because it feels so taboo in the states. I also realized how much theatre/performance/arts can have a role if it is not ~~coopted~~ <sup>coopted</sup> into pop culture. ~~there are~~ <sup>there are</sup> I know I have a lot of reflecting & thinking to do and that I will wake up in the middle of the night with EUREKA moments when more dots are connected. I learned the obvious about South African history but I feel like I learned it at a deeper level because we explored the complex web of intersectionality of theatre/art/politics/culture & ourselves within it. \*

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

I loved getting feedback, especially when for the material was offered to check out. I would have liked more group discussions especially over the group shows. Reflection time then a discussion because I know I missed things and even when trying to talk it felt disorganized & people moved on from the discussion very fast.





What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

I think what this course most benefited me in was another perspective on theatre/arts/culture/etc. The South African viewpoint is similar enough to the United States to relate but different enough to provide new discoveries and knowledge.

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

Megan was absolutely incredible. A very impassioned researcher and teacher who really cares about her students and their learning. Her personal connections and experiences with the material were extremely valuable. Her lectures and stories really helped me dive into our work.

TH494 Arts and Culture in South Africa - Summer 2015  
 COURSE EVALUATION - supplement to SRTI form

Overall, how would you rate the *online Moodle portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the Moodle course? Any changes/improvements?

I wish there had been more focus on the history of apartheid. It is such an integral part of this country's history, and while we touched on it, once we got here I felt vastly unprepared. Also, it would be great to have a unit on current S.A. events. So much of the comedy & culture here is based on what's going on right now, & I think I missed quite a bit from not understanding references.

Overall, how would you rate the *in-country travel portion* of the course?

1                      2                      3                      4                      5  
 Poor                                                                                                                               Excellent

What were your favorite parts of the the in-country travel? Any changes/improvements?

Seeing Soweto & spending time with the Kiddies was eye-opening & in many ways, life- and perspective-changing. Also the game reserve & elephant sanctuary were unbelievably fantastic. I'm so glad we got to experience Joburg - it was a great glimpse into the riches and poverty scattered throughout this country.

What has this course helped you discover? About theatre / arts / culture / politics / yourself / the world?

- I want to keep helping under-privileged children
- Great & expansive look into the S.A. prison system
- I had forgotten just how much I love to travel
- Reminded me how important the arts are in terms of social transformation
- Non-Eurocentric look at the arts
- It's ok to be critical, but also ok to change your mind

Please reflect on the teacher(s). What specifically helped you learn effectively? Any suggestions for improvement?

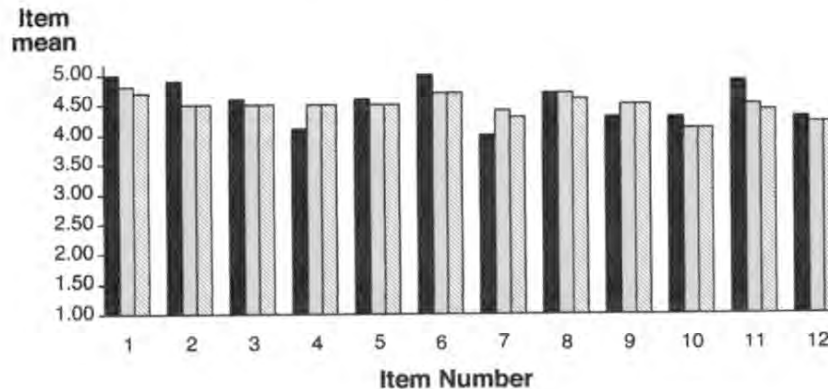
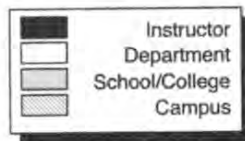
Megan is so incredibly warm & caring. She is one of the most knowledgeable professors I've had, and I loved conversing and sharing ideas with her. She offers a very balanced view of the S.A. culture, and was open to all thoughts and opinions.

Paul was great as well - a fun guy who knows his stuff and is incredibly easy to talk to.

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: SPR 2014 Instructor: LEWIS, MEGAN  
Course: THEATER 729 Section #: 01 Class #: 50880  
Forms returned: 7  
Total enrollment: 9  
Response rate: 78%

		**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled							
		Instructor		Dept: THEATER # Sections: 8 Resp. rate: 99%		College: HFA # Sections: 252 Resp. rate: 91%		Campus # Sections: 1,967 Resp. rate: 90%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00			4.8	0.33	4.7	0.35
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.9	0.38			4.5	0.47	4.5	0.45
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.6	0.53			4.5	0.48	4.5	0.45
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.1	0.69			4.5	0.48	4.5	0.45
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.6	0.53			4.5	0.47	4.5	0.47
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00			4.7	0.35	4.7	0.38
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.0	1.15			4.4	0.51	4.3	0.56
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.7	0.49			4.7	0.37	4.6	0.40
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.3	0.49			4.5	0.43	4.5	0.47
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.3	0.49			4.1	0.56	4.1	0.55
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.38			4.5	0.49	4.4	0.49
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.3	0.49			4.2	0.56	4.2	0.55



\*\*Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2010-AY2012. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department within enrollment category; College = courses from all other departments in the school/college within enrollment category; Campus = all UMass courses within enrollment category.

For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 06/19/2014  
Page 2

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I always enjoy having Megan as a professor. She is so passionate about performance, theatre, and pedagogy and she inspires her students to actively engage in the course material.

What about this course and/or the instructor's teaching of it needs change or improvement?

One thing I noticed was that conversations sometimes got off-topic or became more story-telling sessions. It would be great to remain focussed on the readings and also get everyone involved in the discussions.

What suggestions can you offer that would have made this course a better learning experience for you?

I would use the journals as prompts for discussion rather than keeping them outside of the classroom. I also think they should be called something else. Journaling implies a level of privacy, as well as writing from the heart rather than responding to prescribed questions.

Any additional comments?

I just can't believe how much I have been pushed, how much I have learned, and how inspired I have become from the three courses I have taken with Megan. She can read the energy of a room and adjust her teaching accordingly. She is accomodating and willing to adapt her syllabus to the needs of her students. UMass is lucky to have her. Just make sure she slows down so she doesn't break her other ankle!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan was extremely responsive to past requests to clarify the course requirements — uses of the journal, how to structure + program our presentations, etc. I felt this was an extremely productive and edifying semester of work because of these adjustments.

What about this course and/or the instructor's teaching of it needs change or improvement?

What suggestions can you offer that would have made this course a better learning experience for you?

There was a tendency to take over the conversation after student presentations — not always, but sometimes. These lectures were always informative and clear, but simply allowing the class to talk through our responses to the presentations would probably have been more valuable.

Any additional comments?

Thank you for a great semester, Megan. I truly enjoyed 729 with you!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I was impressed with the reading list we had this semester. I think the readings & the weekly topics gelled together nicely. I also enjoyed the week we got to explore theories that we are interested in. I enjoyed having an opportunity to teach and learn from my classmates about other theorists.

What about this course and/or the instructor's teaching of it needs change or improvement?

Although this course was framed as a discussion of the material, I often felt there wasn't as much discussion amongst us grad students. There were a few sessions in which we each had chances to talk about the material, but I often felt overshadowed by the instructor's opinions & knowledge of the readings.

What suggestions can you offer that would have made this course a better learning experience for you?

Something I wish could have been implemented more is reading <sup>more</sup> plays that dealt with the questions of audience, ~~character~~ Brecht's work, Kushner's work, etc. Because the biggest question of the course was how to apply theory into practice, I think reading more plays to go with those theories makes sense.

Any additional comments?

During my first spring semester, I took a different version of Performance Theory specifically for Dramaturgs. I'm glad I'm ending my last spring semester with this course for Dramaturgs & Directors.

Also, adding plays is part of the course reading would be great!



■ ■ ■

# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

the mixture of the group and how everyone brought something interesting into the class from their own perspective

What about this course and/or the instructor's teaching of it needs change or improvement?

Sometimes, I feel like it would have been interesting to go a little bit deeper into the texts and discuss some theoretical questions.

What suggestions can you offer that would have made this course a better learning experience for you?

Sometimes, assumptions about a certain theory or author were made a little bit too quickly and became stereotypes

Any additional comments?

Thank you very much!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I've enjoyed the readings and the class discussions  
Best I was always very engaging.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing

What suggestions can you offer that would have made this course a better learning experience for you?

I would have found it helpful to know  
if there was a order to the reading

Any additional comments?

Great class!

■ ■ ■

## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I appreciated Megan's constant focus on providing material that would provoke discussion and engage students as practitioners. I thought the readings were well-selected: wide-ranging yet related in fruitful ways.

What about this course and/or the instructor's teaching of it needs change or improvement?

~~nothing~~

While I appreciated the journals — they forced me to synthesize my ideas before coming to class — their public nature was at times prohibitive. <sup>b/c</sup>

What suggestions can you offer that would have made this course a better learning experience for you?

Other than the above comment I can't think of a suggestion. The class was really directed by the students so many of my thoughts on how it could change relate more to the attitude of my classmates and ~~do~~ rely less on Megan's handling/leading of the course.

Any additional comments?

I think having students guide discussion on the week's reading was very successful.

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE**  
**FALL 2015 SECTION SUMMARY REPORT**  
 FYS Instructor and Course Ratings: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>Please respond to each item using the scale provided.</b>								
Item	(5=Almost always, 4=Frequently, 3=Sometimes, 2=Rarely, 1=Almost never)	5	4	3	2	1	OMIT	N
1	Your instructor was well prepared for class.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
2	Your instructor inspired interest in the subject matter of this course.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
3	Your instructor showed a personal interest in helping students learn.	8	0	0	0	0	0	8
		100%	0%	0%	0%	0%		
4	Your instructor stimulated student participation in the class.	7	1	0	0	0	0	8
		88%	13%	0%	0%	0%		
5	Your instructor welcomed differing points of view.	7	0	1	0	0	0	8
		88%	0%	13%	0%	0%		

<b>Please indicate the extent to which you agree or disagree.</b>							
Item	(4=Agree strongly, 3=Agree somewhat, 2=Disagree somewhat, 1=Disagree strongly)	4	3	2	1	OMIT	N
6	The instructor was available for communication outside of class.	8	0	0	0	0	8
		100%	0%	0%	0%		
7	The instructor seemed to care about the subject matter.	8	0	0	0	0	8
		100%	0%	0%	0%		
8	The workload for this course was reasonable for a one-credit course.	8	0	0	0	0	8
		100%	0%	0%	0%		

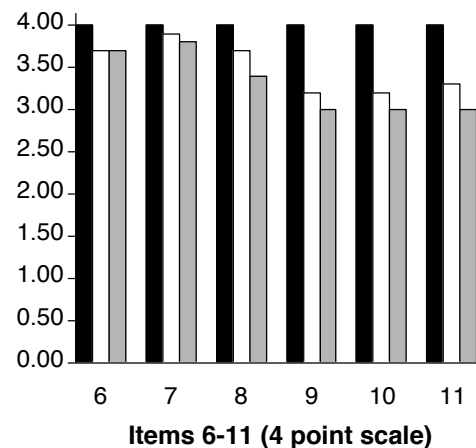
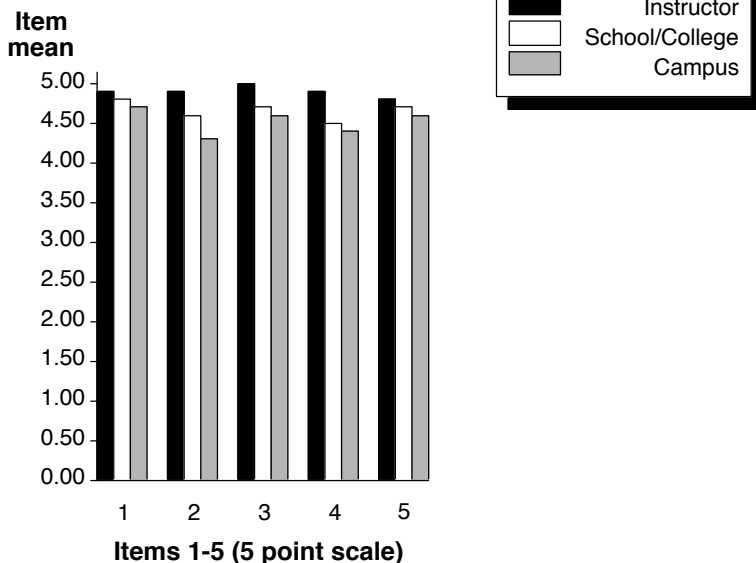
Item	<b>Overall experience</b>	4	3	2	1	OMIT	N
9	How would you rate your FYS experience overall? (4=Very worthwhile, 3=Somewhat worthwhile, 2=Not too worthwhile, 1=Not at all worthwhile)	8	0	0	0	0	8
		100%	0%	0%	0%		
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 3=Good, 2=Fair, 1=Poor)	8	0	0	0	0	8
		100%	0%	0%	0%		
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 3=Somewhat likely, 2=Somewhat unlikely, 1=Very unlikely)	8	0	0	0	0	8
		100%	0%	0%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION SUMMARY REPORT**

FYS Instructor and Course Ratings: Mean Comparisons

Course: FFYS 197THEA6 Section #: 01 Class #: 40722 Instructor: Lewis, Megan  
Enrolled: 9  
Responded: 8  
Response rate: 89%

				<b>**COMPARISON GROUP: FALL 2015 FYS</b>						
				<b>Instructor</b>		<b>College: FFYS</b>		<b>Campus</b>		
						<b># Sections: 47</b>	<b># Sections: 267</b>		<b>Resp. rate: 73%</b>	
	<b>Label</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>Avg. SD</b>	<b>Mean</b>	<b>Avg. SD</b>			
1	Your instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.33	4.8	0.43	4.7	0.45			
2	Your instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.9	0.33	4.6	0.69	4.3	0.79			
3	Your instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.7	0.57	4.6	0.59			
4	Your instructor stimulated student participation in the class. (5=Almost always, 1=Almost never)	4.9	0.33	4.5	0.71	4.4	0.75			
5	Your instructor welcomed differing points of view. (5=Almost always, 1=Almost never)	4.8	0.66	4.7	0.52	4.6	0.61			
6	The instructor was available for communication outside of class. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.51	3.7	0.49			
7	The instructor seemed to care about the subject matter. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.9	0.23	3.8	0.35			
8	The workload for this course was reasonable for a one-credit course. (4=Agree strongly, 1=Disagree strongly)	4.0	0.00	3.7	0.47	3.4	0.64			
9	How would you rate your FYS experience overall? (4=Very worthwhile, 1=Not at all worthwhile)	4.0	0.00	3.2	0.79	3.0	0.82			
10	Overall, how would you rate your learning experience in this course? (4=Excellent, 1=Poor)	4.0	0.00	3.2	0.74	3.0	0.78			
11	How likely would you be to recommend this FYS to other first-year students? (4=Very likely, 1=Very unlikely)	4.0	0.00	3.3	0.77	3.0	0.85			



*\*\*Reported only if data were available for 5 or more sections. Comparison means calculated using combined Fall 2015 FYS courses. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections.*

*For more information or help interpreting your results, contact OAPA at oapamail@acad.umass.edu. Office of Academic Planning and Assessment, 02/25/2016*

### FYS Helpfulness: Item Frequencies

Course: FFYS 197THEA6    Section #: 01    Class #: 40722    Instructor: Lewis, Megan  
 Enrolled: 9  
 Responded: 8  
 Response rate: 89%

<b>To what extent did your FYS help you in each of the following ways.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>OMIT</b>	<b>N</b>
<i>Item</i>	<i>(3=To a great extent, 2=To some extent, 1=To no extent)</i>					
12	Helped me develop connections with other students in the course.	6	2	0	0	8
		75%	25%	0%		
13	Helped me develop connections with the course instructor.	8	0	0	0	8
		100%	0%	0%		
14	Helped me develop connections with my College/School.	6	1	1	0	8
		75%	13%	13%		
15	Helped me develop connections with the UMass Amherst campus community.	5	2	1	0	8
		63%	25%	13%		
16	Helped me make the transition to college.	5	3	0	0	8
		63%	38%	0%		
17	Inspired my interest in new subject matter.	7	1	0	0	8
		88%	13%	0%		
18	Opened my mind to new ways of thinking.	7	1	0	0	8
		88%	13%	0%		
19	Helped me feel supported as a first-year student.	6	2	0	0	8
		75%	25%	0%		
20	Helped me decide on a major or feel more confident in my current major.	4	4	0	0	8
		50%	50%	0%		
21	Helped me understand how research is conducted.	2	5	1	0	8
		25%	63%	13%		
22	Helped me learn about opportunities available to me at the University.	4	4	0	0	8
		50%	50%	0%		

**FIRST YEAR SEMINAR (FYS) STUDENT EXPERIENCE QUESTIONNAIRE  
FALL 2015 SECTION OPEN ENDED REPORT**

Lewis, Megan - 40722 - FFYS 197THEA6

<i>Hours spent OUTSIDE OF CLASS working on this course</i>	<i>Number of class sessions missed</i>	<i>What is the most important thing you will take away from your FYS experience?</i>	<i>Provide any suggestions you have for how this course could be a better learning experience for you?</i>
1	0	I better understand my privilege and have developed a sense of responsibility to make the world a better place with regards to justice and equality.	
3	2	It's nice way to retain information and get to know people in a smaller setting compared to large lecture halls.	None, it was great overall.
1	1	The ability to share my thoughts in a comfortable and understanding environment and the ability to be open to others' thoughts and opinions	
1	1	To consider the perspectives of the privileged and greater appreciate allyship	It was overall a good experience
1	1	That Professor Lewis is AMAZING and also to open my eyes to whiteness' structure in our society.	
2	1	I will take away a class that had great, interesting material to discuss each week. I also now feel very connected to the professor, and would love to take more courses with her if I can.	I don't really have any suggestions. Maybe if it was longer because I always felt it was too short of a class.
2	2	I really enjoyed having discussions with other people who were concerned about some of the same issues that I am, and this was a really neat way to give freshmen that opportunity	
1	1	How to talk about race, Whiteness, and white privilege to white people.	I would have liked to meet more often

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: ITEM FREQUENCIES**

Course: THEATER 793B Section #: 1 Class #: 38500 Instructor: Lewis, Megan  
Enrolled: 12  
Forms returned: 12  
Response rate: 100%

Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	8	2	2	0	0	0	12
		67%	17%	17%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	9	3	0	0	0	0	12
		75%	25%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	12	0	0	0	0	0	12
		100%	0%	0%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	8	3	1	0	0	0	12
		67%	25%	8%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	10	2	0	0	0	0	12
		83%	17%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	8	4	0	0	0	0	12
		67%	33%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	11	1	0	0	0	0	12
		92%	8%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	6	6	0	0	0	0	12
		50%	50%	0%	0%	0%		

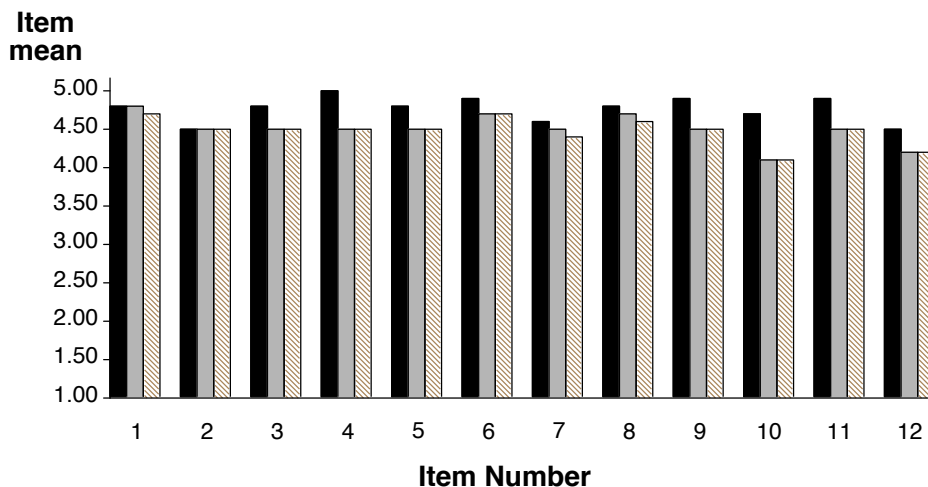
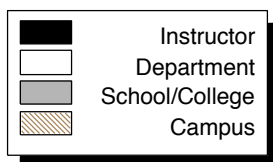
Classroom was conducive to my learning		This course is a		Student class level		Hours per week working on course outside of class		Expected grade	
Agree strongly	50%	Major requirement	100%	Freshmen	0%	Less than 1 hour	0%	A	25%
Agree somewhat	17%	Gen. Ed. requirement	0%	Sophomore	0%	1-2 hours	0%	A-	25%
Disagree somewhat	33%	Other requirement	0%	Junior	0%	2-4 hours	0%	B+	8%
Disagree strongly	0%	Elective	0%	Senior	0%	4-6 hours	0%	B	8%
Missing	0%	Missing	0%	Graduate	100%	6-8 hours	8%	B-	8%
				Other	0%	8-10 hours	42%	C+	0%
				Missing	0%	More than 10 hours	50%	C	0%
						Missing	0%	C-	0%
								D+	0%
								D	0%
								F	0%
								Other	0%
								Missing	25%



**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2015 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 793B Section #: 1 Class #: 38500 Instructor: Lewis, Megan  
Enrolled: 12  
Forms returned: 12  
Response rate: 100%

				<b>**COMPARISON GROUP: Graduate sections with fewer than 25 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 7 Resp. rate: 95%		College: HFA # Sections: 270 Resp. rate: 92%		Campus # Sections: 1,801 Resp. rate: 90%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.8	0.32	4.7	0.36		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.76	.	.	4.5	0.53	4.5	0.54		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.8	0.43	.	.	4.5	0.54	4.5	0.54		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	5.0	0.00	.	.	4.5	0.60	4.5	0.58		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.5	0.59	4.5	0.60		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.28	.	.	4.7	0.48	4.7	0.47		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.6	0.64	.	.	4.5	0.65	4.4	0.73		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.8	0.37	.	.	4.7	0.47	4.6	0.51		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.28	.	.	4.5	0.59	4.5	0.60		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.7	0.47	.	.	4.1	0.73	4.1	0.76		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.9	0.28	.	.	4.5	0.56	4.5	0.58		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.5	0.50	.	.	4.2	0.68	4.2	0.71		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2012-AY2014. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=All University courses within enrollment category.*

For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 02/23/2016



University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is one of the most passionate teachers I have ever had. I did not want to miss a minute of class. She is captivating and she cares not only about the material, but about how to best teach it.

What about this course and/or the instructor's teaching of it needs change or improvement?

She used a team-based learning approach, which was great for getting us to practice collaborating with each other as theatre makers. My only recommendation would be giving a clearer explanation of minor assignments related to this on the syllabus.

What suggestions can you offer that would have made this course a better learning experience for you?

I just wish we had more time to in the semester!

Any additional comments?

This was such an important class for me to have my first semester of grad school. Megan showed me so many important applications for the work I'm doing, as well as helping me learn how to work and collaborate with my colleagues. Her passion is infectious and she is always available to talk and answer questions.

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

This course inspired me to think differently about how the historical traditions of theater impact present practices, helped inspire so many ideas for how to enliven past cultural practices in the present, and offered a refreshing alternative to western-centered teaching of history. Megan was consistently passionate, enthusiastic, welcoming, and

What about this course and/or the instructor's teaching of it needs change or improvement?

Highly knowledgeable  
↳ I wish there was more time to digest the vast amounts of material. I would not have minded a second discussion session to process all of the reading.

What suggestions can you offer that would have made this course a better learning experience for you?

I cannot think of anything. The material was adequately challenging and interesting, the course was scaffolded to address the needs of multiple learners (differentiation) and incorporated increased student autonomy as the course progressed. This course could be a model for other instructors.

Any additional comments?

This format for assessment was not designed by or for educators, and is offensive to people who are highly skilled and trained in pedagogy. Whoever designed and administered this document as the primary means to assess teaching is doing a massive disservice to the entire university. Megan Lewis is a highly effective and inspirational teacher and deserves better.

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The teacher was incredibly thorough + used a variety of pedagogical methods to condense a great deal of historical knowledge, + artistic sensibility + practical skills into a short semester

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have appreciated more clarity of expectations in regards to assignments - a rubric or other evaluatory tool  
Also making sure to fold in positive feedback when critique student work in front of the class

What suggestions can you offer that would have made this course a better learning experience for you?

We should have had the class in a space more conducive to team based learning

Any additional comments?

The teacher's ~~was~~ passion + extensive knowledge was apparent in every lesson

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan emphasizes collaboration as the central theme to this class. It is through a cohort, we explore and internalize Theatre history.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would ask for exemplars of projects, etc.

What suggestions can you offer that would have made this course a better learning experience for you?

Is there another location where we may have class?

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I like that the assignments were practical- they involve developing and honing a skill that is applicable to future work in the

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## University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

I LIKED THAT CLASSWORK WERE PRACTICAL AND APPLIED. I ALSO LIKE HOW CLEAR THE LESSONS WERE.  
I ALSO LIKED WORKING WITH OTHERS, BUT WOULD HAVE LIKED TO CHANGE IT UP.

What about this course and/or the instructor's teaching of it needs change or improvement?

I FEEL THAT THE DISCUSSION/CONTENT SHOULD HAVE BEEN LOOKED OVER, SO MORE APPLIED EXPLORATION CAN BE DONE IN CLASS.

What suggestions can you offer that would have made this course a better learning experience for you?

I WOULD HAVE LIKED THE COURSE TO EXPLORE MORE OF THE NON-WESTERN STYLES VERSUS WESTERN.

Any additional comments?

SHE WAS HELPFUL AND PROVIDED THE NECESSARY TOOLS TO LEARN. SHE WAS PATIENT AND PASSIONATE.  
THANK YOU!

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The class helped me investigate the historical plays and look at my work through the historical lenses, question my sources, and think about transposition vs. historical

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have liked to work with other colleagues for the group projects, so that I could have the experience of working with everyone.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

This was a great class, densely packed with lots of information. I enjoyed that I could dive as deeply as I wanted to in a guided and structured way.



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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan is very passionate about her work, it makes it a positive experience while she is teaching.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would love a lab component for the group projects. ~ finding another room would be nice too. (None of that is Megan though)

What suggestions can you offer that would have made this course a better learning experience for you?

I would have liked more feed back, but the feedback I recieved was well thought out and always relevant. ~

Any additional comments?

loved it!

■ ■ ■

**University of Massachusetts  
Student Response to Instruction (SRTI)**

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

Megan's enthusiasm and providing alternative perspectives! It is essential and so important.

What about this course and/or the instructor's teaching of it needs change or improvement?

I appreciate the flexibility of some of the larger group assignments but I would have liked a little more guidance (though I can also understand that like a board won't have a list of guidelines for a season proposal). Maybe like a "best practices" though?

What suggestions can you offer that would have made this course a better learning experience for you?

Perhaps designated time regularly in class to meet w/ our groups? And just a clear semester planning to ensure we have time to at least touch on everything anticipated (I am thinking specifically of us not talking about India in class).

Any additional comments?

This class made me care about theatre more than I ever have before.  
Hooray!

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The thoroughness of the time period covered.  
How the information was handed and organized.

What about this course and/or the instructor's teaching of it needs change or improvement?

Nothing, it was great.

What suggestions can you offer that would have made this course a better learning experience for you?

Any additional comments?

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# University of Massachusetts Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

- One of the only classes where we do team-based learning / group work
- Enthusiastic, excited, high depth of knowledge
- applied learning to practical uses / projects
- variety of material / types of media

What about this course and/or the instructor's teaching of it needs change or improvement?

- would appreciate more / more frequent feedback
- less Greek theatre / more non-west
- felt very dramaturgical in focus, would love more design / staging incorporation

What suggestions can you offer that would have made this course a better learning experience for you?

- subtitles / transcriptions of video material
- bigger space / different classroom - maybe group tables?

Any additional comments?

University of Massachusetts  
Student Response to Instruction (SRTI)

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

What do you like most about this course and/or the instructor's teaching of it?

The broad scope of theatre knowledge + professor Lewis' passion for dramatic arts.

What about this course and/or the instructor's teaching of it needs change or improvement?

I would have liked to interweave individual + group assignments, creative assignments. We did some individual projects; however, they were more substantially repetitive.

What suggestions can you offer that would have made this course a better learning experience for you?

The class is so packed; could be a year long course. To accommodate the "World" in all senses means some continents, cultures, practices + people will be omitted or get short-shift.

Any additional comments?

Prof Lewis is an excellent teacher, holding us always to a demanding standard, challenging, but maintaining an abilitat enthusiasm. Criticism looking forward + expecting greater things, more discernment + higher aspiration.

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: ITEM FREQUENCIES**

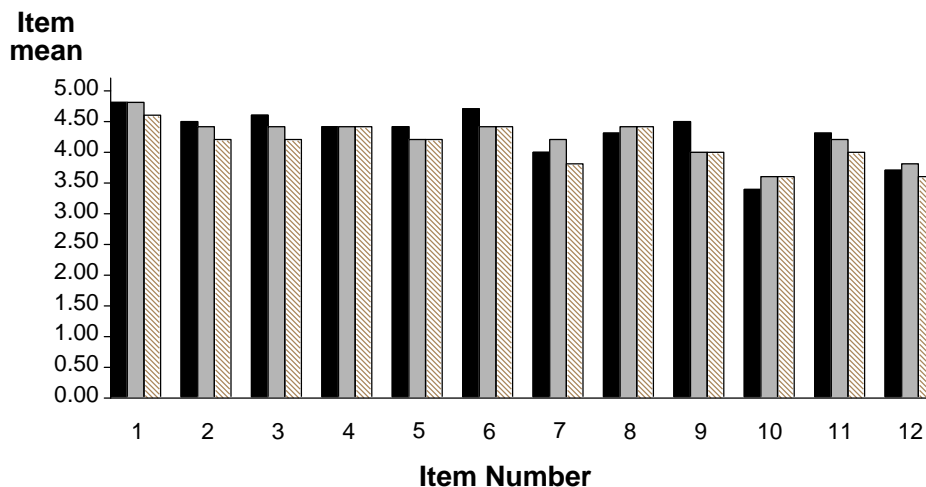
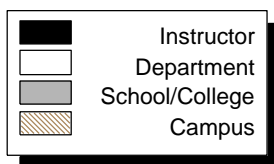
Course: THEATER 105 Section #: 01 Class #: 41619 Instructor: Lewis, Megan								
Enrolled: 80								
Responded: 72								
Response rate: 90%								
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	64	5	3	0	0	0	72
		89%	7%	4%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	45	17	10	0	0	0	72
		63%	24%	14%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	48	18	6	0	0	0	72
		67%	25%	8%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	41	21	10	0	0	0	72
		57%	29%	14%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	49	8	12	3	0	0	72
		68%	11%	17%	4%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	58	9	5	0	0	0	72
		81%	13%	7%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	32	16	16	5	3	0	72
		44%	22%	22%	7%	4%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	38	18	14	1	1	0	72
		53%	25%	19%	1%	1%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	47	16	7	2	0	0	72
		65%	22%	10%	3%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	10	19	31	12	0	0	72
		14%	26%	43%	17%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	34	28	9	1	0	0	72
		47%	39%	13%	1%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	13	24	33	2	0	0	72
		18%	33%	46%	3%	0%		

Classroom was conducive to my learning.	Which best describes this course for you	Proportion of class sessions you attended	What is your class level	Hours per week spent working on course outside of class	Expected grade
Disagree strongly	15% Major requirement	4% Almost none	0% Freshmen	4% Less than 1 hour	14% A
Disagree somewhat	21% Gen. Ed. requirement	78% About one-quarter	0% Sophomore	35% 1-2 hours	35% A-
Agree somewhat	32% Other requirement	6% About half	6% Junior	33% 2-4 hours	40% B+
Agree strongly	32% Elective	11% About three-quarters	8% Senior	26% 4-6 hours	8% B
Missing	0% Missing	1% All or almost all	85% Graduate	0% 6-8 hours	3% B-
		Missing	1% Other	0% 8-10 hours	0% C+
			Missing	1% More than 10 hours	0% C
				Missing	0% C-
					0% D+
					0% D
					0% F
					1% Other
					1% Missing

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 105 Section #: 01 Class #: 41619 Instructor: Lewis, Megan  
Enrolled: 80  
Responded: 72  
Response rate: 90%

				<b>**COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 8 Resp. rate: 80%		College: HFA # Sections: 150 Resp. rate: 67%		Campus # Sections: 1,157 Resp. rate: 68%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.8	0.46	.	.	4.8	0.48	4.6	0.51		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.5	0.73	.	.	4.4	0.74	4.2	0.77		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.6	0.64	.	.	4.4	0.80	4.2	0.80		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.4	0.72	.	.	4.4	0.71	4.4	0.72		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	4.4	0.91	.	.	4.2	0.94	4.2	0.92		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	4.7	0.58	.	.	4.4	0.78	4.4	0.75		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.0	1.15	.	.	4.2	0.96	3.8	1.02		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.3	0.91	.	.	4.4	0.80	4.4	0.79		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.5	0.78	.	.	4.0	0.95	4.0	0.90		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	3.4	0.92	.	.	3.6	0.95	3.6	0.92		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.3	0.74	.	.	4.2	0.86	4.0	0.84		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	3.7	0.80	.	.	3.8	0.93	3.6	0.90		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2014-AY2016. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=University courses within enrollment category.*

*For more information or help interpreting your results visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 01/30/2018*

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Videos	Better Lessons	More team integrated	
I liked how we addressed uncomfortable subjects.	The instructor needs to work on responding to emails and addressing them in a more professional manner.	Less lecturing more group work.	
Megan is a great teacher. She is very enthusiastic and passionate about the curriculum she teaches us. She is always high energy and very animated, which is great to see in a teacher and encourages us to want to learn from her, which I did.	Towards the end of the semester, the subject matter dropped off a bit and the material we were learning became a little repetitive. Also, we should've been given more time for group projects, which consumed a lot of our semester.	If my group (it's a TBL class) was more interactive, and cared more about what we were learning. It's very important information that Megan teaches, and I feel like they weren't getting the most from it, like they could've, which was disappointing.	I enjoyed her class overall and think the curriculum she teaches is very relevant and important to understand and consider in our everyday lives.
She was great when clearing up points of confusion and really inspiring us. I am not a theater major, nor do i like to public speak, but she was always so lively and made us feel interested in what she was talking about. her personal connection to the stories she told was great!	she talked so much about girl power toward the end, but in the beginning had a lecture on sports and basically bashed women in sports. I wish she brought strength of females to the sports lecture by talking about the US Women's soccer team, or other strong female athletes instead of talking about male athletes with their shirts off	THE CLASSROOM WAS HORRIBLE FOR TEAM BASED LEARNING! There were no communal laptops or desks positioned together for us to work in. We had to move them to make circles every day and it was tough for all of us to get the proper resources necessary in the room.	
	use class time better, give groups times to collaborate on projects, fewer movie assignments		way too much work and effort for a gen ed
I like Megan's passion about the subject matter.	It's a lot to ask students to watch multiple movies for the course. I think if you limit the amount of movies or shorter videos then that is fair.	More hands on activities.	
Great enthusiasm!	Maybe mix in more current media. Focused a lot of one specific geographic location.	Nothing.	No.
really interesting content			
I liked the different projects that we worked on. I think they were all very different and fun to learn about. You can tell she has enthusiasm and is willing to help you and inspire your interest.	The room in south college was not conducive to TBL learning at all. A class in the ilc with the roundtables would much better suit this class.	I think that attendance is graded too high. I missed one class and my attendance dropped to a 92%. Also, I would have liked to switch groups halfway through. It gets kind of tiring working with the same exact people and you're not able to meet other people.	
She is enthusiastic about the material	there is a clear political slant to the material presented	be less political	
Pretty interesting class overall!		More explaining of the bigger project assignments.	Have a great summer!



**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked how interactive this class was. I also like that the groups were very very randomized. There was no way to be with someone you knew. At first this was hard to grasp because this was the group for the whole year but then I ended up loving my group and meeting new people. I like that we worked with people we didn't know			
I loved the professors engagement and always passion for all subject matter that was class material!	The team based learning style should have a team based learning classroom!	The classroom!	
The topics were subjects that aren't usually addressed, so I appreciated that it gave people the chance to think critically about it.	More extra credit quizzes	More extra credit	
How easy it is	Less focus on Africa and more about global	Pretty good already	
Professor Lewis is very nice and really tries to engage the students. I also enjoyed the group I was paired with, the strategy she used to group us together worked I think.	It felt like the grades for our projects weren't truly based on the effort we put in. My group really tried and got the same grade and feedback as other groups that we thought were not as good.	The room should be switched to a real TBL room.	
Outside of my engineering courses, I must say that Professor Lewis is one of the most intelligent non-technical teachers I have had at UMass. Frankly, I was only taking this course as an easy A Gen-Ed requirement, but I am actually leaving the course more enlightened/educated than I would have expected. I could tell that Professor Lewis had advanced neurons firing in her brain and even when I did not care about the material... it was still interesting to listen to her speak. Plus her TA was awesome and always helpful. Overall, I am glad to have taken this course as it made me much more open-minded about other cultures and parts of the world and I sincerely left with respect to the intelligence of Professor Lewis.	The Moodle quizzes need improvement. For example, sometimes I would go to take a quiz and it would say no points deducted for multiple attempts... then I would go look at my grade and I would have points deducted. A more clear and updated/kept up with Moodle Quizzes would improve the course.	See first response	
n/a	n/a	n/a	n/a

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis is passionate about this subject and cares about her students. While I am not positive she knew any of our names even by the end, she was always prepared for class.	Professor Lewis chose to discuss topics that furthered her liberal agenda and many of the lectures had nothing to do with the previous one. This was a bias one sided class that did not inspire conversation but rather made students afraid to say or do anything especially during performance. If we had the men in our group go first on accident (I am female) we could have been questioned about that decision even if that was just the way we all gathered in line. Not everyone is out to get each other.	If she was less bias and made the class less political. Believe it or not Republicans are people too and are not all judgmental	
the teacher is very dedicated to her work and the students in her class			we were supposed to be in a tbl room because it was a tbl class but we had a flex room instead and i feel it impacted the class conversation because you could only see the people who were in your group
I like the team based learning of it and how the class material during class time got straight to the point.	I think teaching more during the class time would be beneficial rather than having students complete readings or watch videos because most students don't care enough to do the readings or watch the videos.	Not sure	none
NA	Classroom it's self	A true group learning classroom	NA
The instructor was awesome and engaging			
I like the uniqueness of the course and how it discusses topics I never learned about in high school.	I think the quizzes were a bit too difficult for me. They are assigned before the class discusses it, so we have to do all the learning of it ourselves and only have one attempt to do our best. Sometimes the material is confusing and I don't get it right, but I do try my best.	I would have liked more project and presentations since it is a theater class, and less class lectures.	Good course! I feel bad when students don't talk but I know she tries her best.
I liked that it was a team based learning class and I got to learn a lot from my peers.	The class needs to be more interactive every class or else everybody will fall asleep.	A change in groups every project so that we can meet different people.	This class was super fun!
Megan Lewis is an extremely passionate professor who takes pride in helping her students learn. I respect her thoughts and opinions on the world and think she did an amazing job getting people thinking about the bigger picture of the subject on hand.	none	none	great course!
She's so nice and loves to see us having fun.	Nothing	Nothing	Nope

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
She was very open to discussion	Moodle page needs to be more organized		
Professor Lewis was always very engaging and eager to help us learn. She very obviously had a deep passion for what she was teaching and wanted us to feel the same.	It's nothing she could have done, but as a whole the class was not interested in the material because it was a gen-ed requirement for us.	I would have liked to learn more about things going on in the United States and how that was affecting other countries, but I understand that she is from South Africa and thus wanted to teach about South Africa.	Professor Lewis is a genuine person who definitely wanted all of us to succeed.
Instructor is very cheerful and intense.	Lectures do drag on sometimes. Need to integrate something exciting every 15-30 minutes because the class is too long.	Allow us to do project work in class.	None.
I liked acting in the radio drama and the documentary theater project.	There were a lot of issues with Moodle (like dates not being updated so things couldn't be submitted or dates changed erratically).	A goddamn Team Based Learning classroom.	
I liked the material. My area of interest is media studies.	I think we should have had more time to do the group projects. Also the instructions for what exactly we needed to do were unclear.	I would have liked it more if we didn't often had full movies to watch to do the moodle quizzes. It would have been nice if we had short to medium length readings.	
The course is structured in a way that allows for a high level of creativity for the students, and that's what makes the projects so interesting.	Find some way to make sure everyone's attention is up at the front of class.	More clear directions on the projects about exactly what is expected.	
I like how interactive the class was and how different it was from all of the science classes i normally take.	I think that at the beginning of the year, there should be a discussion about what students want to learn so that discussions can be more tailored to students wants and needs. I think that would increase attendance and participation.	Having a classroom more conducive to a tbl class would have been nice.	I enjoyed this class although it sometimes made me step out of my comfort zone. All in all, I would recommend this class to anyone needing to fill their diversity gen eds.
She did a good job at engaging us and making the course interesting.	Nothing	Require less reading	N/A
The group projects were a good way to show what we have learned.	Nothing	Nothing	
The professor was always prepared for class and had great lectures that was very interesting. The class was not a memorize material and take test. It was interesting that reflected real life material that manifested itself into society.	It doesn't really think anything needs to be changed. The way the class was constructed in my opinion was very efficient.	Other things to cover in this class would be maybe cover things that are closer to present day.	No additional comments.
Megan is extremely passionate about the course material and she is very engaging and easy to listen to.	Nothing	Better Space.	
Her enthusiasm	Nothing	Nothing	Great professor!

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked the group theater performances, especially the documentary theater. I also loved the film The Square as it really informed me about the Egyptian Revolution. I also really enjoyed that she was so involved with the students and sent us emails with links for interesting and informational articles.	At times I feel that there was a lot lecturing that could get dry and that sometimes what she was lecturing about I couldn't connect to so well.	The classroom could have been a little better. My seat in my group wasn't facing the professor so it made it a little difficult to pay attention.	Overall, I did get a lot out of this class and it inspired my interest in the subject and in media and culture in Africa and the Middle East.
I liked the group projects the best and working on them in class and the Professor Lewis's passion for the subject	I didn't really like the lectures and that sometimes we did not have enough class time to work on the projects	Less watching videos and less readings/quizzes. I also liked towards the end of the year how we talked about things going on in the media right now so I wish we did more of that earlier on	
The subject was very interesting and the teacher was great.	The room would be better as a team base learning room because we always had to sit with our groups and to do that we had to always move around the tables and chairs.	Being in a team base learning room.	Professor Lewis is the best!
group work	boring content and long movies that were not engaging	more relevant and interesting topics	
I like her enthusiasm	Just focus more on the media and current events and not solely on Africa and the Middle East		
How interested she was in the topic and how much she cared. It really inspired the class to be interested	The topics in class didn't really connect. The last project and the second project should be switched around because it was hard to cram that big of a project at the end of the semester.	Have a TBL classroom.	
The instructor is very passionate about the class so that makes the course more engaging.	The group projects were very stressful and it was difficult to find time outside of class where everyone could meet. We needed more time in class to work on the projects and towards the ed of the semester she gave us that time. I think in the future, there should be more time in class to work on the group projects.	The topics were more related to today and what is happening in the world currently.	No
Professor Lewis is so enthusiastic and passionate about theatre and it makes it engaging for students to follow along and also have fun in the class. She is a great woman and professor!!	Nothing!	Nothing!	

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked how interactive the class, she really stimulated class participation and class conversations. She, also, really listens to the class suggestions on how to improve the class.			
I love the passion behind professor Lewis's lectures, you can really tell that she cares about the subject and that it's personal for her; she's not just teaching a subject, she's expressing the emotion behind the stereotypes of Africa that we all already know but never really consider emotionally.	I think the groups should change because if you don't like your group and you don't work well together then you're kind of stuck with that group. I understand that the opposite could happen, that you end up in a fantastic group, but this way it helps us learn how to be flexible and also to meet new people and get new perspectives.	Less unnecessary readings, more things required, not just big projects but little ones in between so that we feel like we're always doing stuff.	The classroom felt weird and cluttered. I hated having to put the desks together and put them back....
Megan is very passionate about theater or everything she does really. She really wants to make sure her students are enjoying their time and getting the most out of their education. Her lectures contain information I haven't really heard of before, So I like gaining new perspectives from her teaching.	I'd giving just a little bit more time to work on the projects.	Nothing	No
I liked the projects we worked on an the topics we covered. Also Megan was always very enthusiastic coming into class.	The room wasn't very conducive to team-based learning and sometimes actually made it difficult to do team-based work.	A better classroom for TBL. More class time to work on projects and clear deadlines and instructions on Moodle.	Overall, I really enjoyed the class though it was hard to gauge the level of expectations we were to meet.
Her passion about the subject matter	The delivery and use of class time - the last few weeks of the semester schedule was much more appealing		
I like that it related to current events and I learned about other cultures that are usually not talked about frequently. I also learned about past events that I have heard of but never went into detail with.	I enjoyed the way the class was taught	If it was located in a team based learning classroom!	Professor Lewis did a good job making the physical environment for the classroom work even though it was not totally conducive to the way the class is structured
I like the open nature of the course and that the professor was very receptive to the students concerns and needs.	More time to work on group projects in class.	More time to work on group projects in class.	N/A
Though lectures were often dull, the professor did a nice job trying to make them interesting.	The lectures were very dull and I don't believe the group projects and individual participation were graded fairly.	If there were more options for individual grades and not three projects that comprised 70% of my grade.	

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41619 - THEATER 105*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
This was the most interactive class I took this semester and I would look forward to attending every class.	It was perfect.	If the room had circular tables, that would be great as it is a group learning class.	
i love the enthusiasm that professor lewis has for this course, and the fact that she is willing to not only listen to our input when she saw the class was dragging, but actually change the class to help us.	there was too much emphasis on online readings and tests. we dont all have the time to spend reading a 20 page excerpt or watching a full length movie.	more work together in class and less online, with deeper looks into how this effects us in america.	give professor lewis the classroom setup she asked for next time!!!

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: ITEM FREQUENCIES**

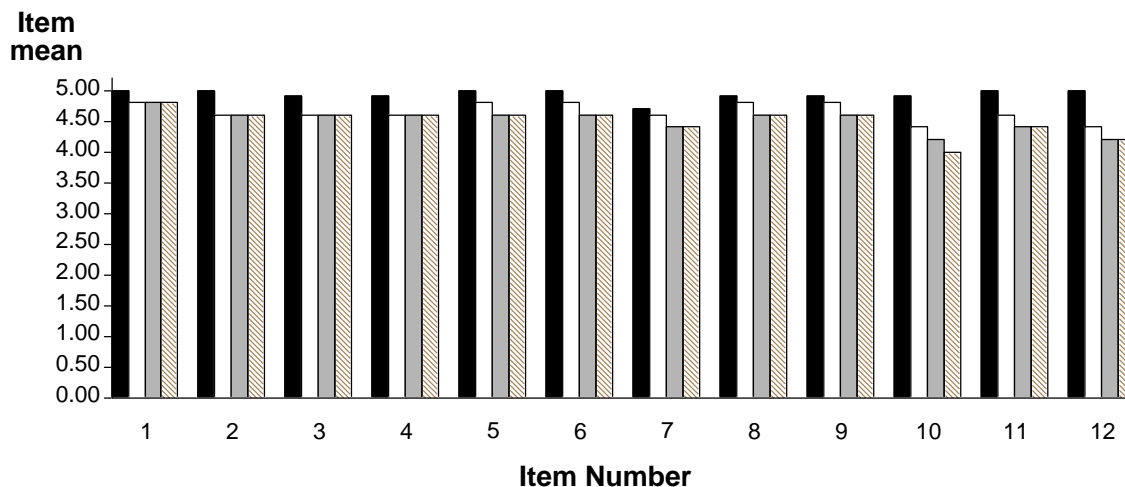
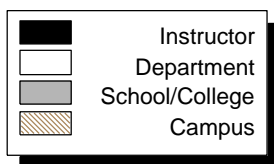
Course: THEATER 397L Section #: 01 Class #: 41692 Instructor: Lewis, Megan								
Enrolled: 15 *Note: report includes results from the following cross-listed sections: THEATER 397LISH 01 (42617)								
Responded: 11								
Response rate: 73%								
Item	Label	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	9	1	1	0	0	0	11
		82%	9%	9%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	10	1	0	0	0	0	11
		91%	9%	0%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	11	0	0	0	0	0	11
		100%	0%	0%	0%	0%		

Classroom was conducive to my learning.	Which best describes this course for you	Proportion of class sessions you attended	What is your class level	Hours per week spent working on course outside of class	Expected grade
Disagree strongly	0% Major requirement	45% Almost none	0% Freshmen	0% Less than 1 hour	0% A
Disagree somewhat	0% Gen. Ed. requirement	0% About one-quarter	0% Sophomore	27% 1-2 hours	0% A-
Agree somewhat	27% Other requirement	9% About half	0% Junior	36% 2-4 hours	36% B+
Agree strongly	73% Elective	45% About three-quarters	9% Senior	36% 4-6 hours	45% B
Missing	0% Missing	0% All or almost all	91% Graduate	0% 6-8 hours	0% B-
		Missing	0% Other	0% 8-10 hours	18% C+
			Missing	0% More than 10 hours	0% C
				Missing	0% C-
					D+
					D
					F
					Other
					Missing

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 397L Section #: 01 Class #: 41692 Instructor: Lewis, Megan  
Enrolled: 15 \*Note: report includes results from the following cross-listed sections: THEATER 397LISH 01 (42617)  
Responded: 11  
Response rate: 73%

				<b>**COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled</b>							
				Instructor		Dept: THEATER # Sections: 106 Resp. rate: 90%		College: HFA # Sections: 1,776 Resp. rate: 83%		Campus # Sections: 5,162 Resp. rate: 82%	
	Label	Mean	SD	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD		
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.37	4.8	0.35	4.8	0.38		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	5.0	0.00	4.6	0.49	4.6	0.56	4.6	0.58		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.9	0.29	4.6	0.48	4.6	0.58	4.6	0.59		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.29	4.6	0.57	4.6	0.56	4.6	0.58		
5	The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.40	4.6	0.61	4.6	0.63		
6	The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never)	5.0	0.00	4.8	0.32	4.6	0.48	4.6	0.48		
7	I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never)	4.7	0.62	4.6	0.61	4.4	0.66	4.4	0.72		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.29	4.8	0.39	4.6	0.50	4.6	0.54		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.9	0.29	4.8	0.34	4.6	0.56	4.6	0.59		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.9	0.29	4.4	0.66	4.2	0.78	4.0	0.80		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	5.0	0.00	4.6	0.48	4.4	0.61	4.4	0.63		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	5.0	0.00	4.4	0.58	4.2	0.73	4.2	0.76		



*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall and spring data for AY2014-AY2016. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=University courses within enrollment category.*



**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
This class is fabulous. It should be a requirement for all Theater majors. It's our responsibility as artist to dissent and learn and know about dissenters in history. I enjoyed every second of it. Learned so much about myself, cried, laugh gasped. It is one of the courses I will never forget. IT SHOULD BE A REQUIREMENT.	Making it a little more interactive. Bring in some movement games - Augustus boal. Sitting in a circle is great but it can get static - loved when we did three statues with different movements throughout history. Incorporating more of those would be beneficial for building trust and getting to know one another.		
I love that Professor Lewis loves what she's teaching! She loves her students and she honestly believes that we are all the change that the world is waiting for. She is so engaged with the material and it is OBVIOUS that she knows what she's talking about because she has been studying it for years! I love that she has us lead discussions and conversations and also has work together for small in class assignments.	I think that Professor Lewis just needs to probably take control of the wheel at first, by that i mean setting up atmosphere in the class and also the trust, and then she can hand the wheel over to us. I know that she wants us all to get along and be on the same page with one another, but that just isn't always the case.	I think that other students understanding that we all come from different backgrounds and that everything wasn't about them or revolved around them would've made this a better learning experience for me.	Professor Lewis, I love you and i thank you for your fierce leadership! We need more professors like you on this campus and more people like you in this world! you have taught me so much throughout the years and i can honestly say that my college experience would not have been the same without you. Hopefully we'll see each other again in South Africa<3!
This is one of the best courses to be offered at UMass. Megan stimulated conversation that was thought-provoking and self-critical. This classroom environment was a wonderful way to learn how to properly Dissent within the theater.	- Community building activities at the beginning of class.	--	Megan is one of the reasons UMass functions at the caliber it does. She is a necessary component to the faculty here at UMass.
It was very hand-ons, allowing students to fully understand the material through discussions and activities. Even when we did not understand directions clearly, Professor Lewis guided us, which made us truly engage with the course.	Guidelines for some discussion topics need to be established a bit more firmly. Start project timeline a bit more early, allowing students to plan and change accordingly.	This course has been a wonderful learning experience. Besides the changes as listed above, not a thing would change this opinion.	
The freedom to dissent from the usual academic form.	Earlier conversation about respecting people from diverse backgrounds. Ealier starts to projects. An introduction period where students get to learn about each other.	Earlier conversation about respecting people from diverse backgrounds. Ealier starts to projects. An introduction period where students get to learn about each other.	This was an incredible class. If I could take it again I would. It taught me so much about myself as an artist, and about the types of dissent I want to be apart of in the world.

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>In my experience, the best courses I have taken have been the ones that are developed by teachers based on what they want to teach. Megan Lewis has done a phenomenal job of creating a dramaturgy class that is interesting, engaging, and important and relevant to our current social and political situation in our country. I mean no offense to any other dramaturgy course, but these are characteristics that are on the rarer side. Furthermore, Megan Lewis takes an intense interest in pushing her students to new creative heights and supporting them in their dissenting. Her class is all but unburdened by any sort of "tradition" and this allows a free and safe environment for her students to develop themselves as artists.</p>	<p>This course needs two semesters, the first for research and discussion, the second for putting dissent into action. Other than that it's practically perfect in every way. (also I think it should be at night, but that's a personal opinion)</p>	<p>The only thing that comes to mind is that this class needs more time for the hands-on portion of the class, but that's not really possible with one semester.</p>	<p>Keep this class running. I would say it's the most topical and important class a young artist can take in our current political climate.</p>
<p>I love how this class pushes me past my comfort zone and teaches me about arts movements that I never would have been informed about unless I had taken this course.</p>	<p>I don't believe there's anything the instructor could do to make the class better.</p>	<p>Sometimes, certain students in the class tended to dominate the conversation and I would have loved to see other people get a chance to speak.</p>	
<p>The instructor was passionate about what she taught, and it was inspiring. I learned so much and this class definitely broadened my perspective of the world. It helped me become more decisive, vocal, and confident. The instructor turned her students into true dissenters.</p>	<p>Nothing really, it was great. Maybe just a slightly more structured syllabus.</p>	<p>I learned so much, I honestly don't know what to suggest.</p>	<p>I will definitely recommend this course to others if it is offered again.</p>
<p>I really appreciate Lewis' holding of the space. It felt safe. It felt pure, and genuine. The topics we talked about were impactful, and also the usage of different teaching methods in order to teach a plethora of topics was done beautifully. Loved this class, truly.</p>	<p>Nothing. Except I wish it was a year-long course.</p>	<p>I am not sure if there is a way to have made this better. I really had a wholesome time throughout the duration of this course.</p>	<p>None.</p>

**UMass Amherst Online Student Response to Instruction (SRTI)  
FALL 2017 OPEN-ENDED RESPONSES**

*Lewis, Megan - 41692 - THEATER 397L - Includes responses from cross-listed sections: THEATER 397LISH 01 (42617)*

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>Professor Lewis was engaging and dedicated to helping the class learn and make the most of our time together. She took our suggestions and made sure that we had time to discuss what we were most passionate about. The class was invaluable to gaining skills to make dissenting art and the opportunities to do so was a bright spot in what has been a hard semester and hard year.</p>	<p>I would love to have had a better balance in the time we spent discussing the subjects we covered. I sometimes felt that the class didn't have the time to dig into the subjects. I would also have liked slightly more moderation within class discussions to truly challenge and push the classes understanding of the topics covered.</p>	<p>See question 22</p>	<p>So happy that I took this class with Professor Lewis and very grateful for the creativity and honesty of my classmates. This class was essential especially considering the current events facing the U.S. and the world.</p>
<p>Professor Megan Lewis is passionate, radical, inspiring and fabulous! She cares so deeply about her students and the work they do. I am so grateful for this course because of its pressing relevance in our current political climate and its refusal of neoliberal ideas of students as consumers -- Professor Lewis places the responsibility of education in her students' hands by expecting autonomy in their learning, rather than learning something for a letter grade. I am so inspired by the projects we all created as dissenters in the course. The course's emphasis on the production of radical work was an excellent and essential piece of the dramaturgy curriculum that I have been missing in some of the other dramaturgy courses I have taken at UMass (which have been wonderful, but focused on the reading &amp; literary aspect of dramaturgy). We covered a wide array of fabulous instances of dissent in our world culture -- my favorites that I am taking with me in my future work as a theater and performance artist/dissenter are Pussy Riot, La Pocha Nostra, Pieter-Dirk Uys, ACT UP, the Lysistrata Project, James Baldwin, anti-capitalism protests (Naomi Klein/No Logo), Marina Abramovic, Adrian Piper, and Judy Chicago. I expanded my vocabulary and knowledge in dissent and cannot be more grateful for it.</p>	<p>The course would benefit from developing a listening and learning relationship amongst its students earlier on in the semester. We ran into some problems that actually served as useful teaching tools for all of us, but I truly believe if practices of radical empathy were emphasized from day 1, the sense of camaraderie in the class would have been even more present. I also wish that we had kept up with our current events share more, and were held more accountable to that, because it is an essential piece of being a dissenting artist to be conscious of everything happening in the world around us, especially in Trump's America that is ripe with alternate facts and fake news.</p>	<p>As I touched upon above, I wish some moments of dissonance were named more often so we could talk about the tensions and conflicts amongst the students in the class. This is difficult and challenging material that critiques a lot of the identities of people in the room, so more frequent check-ins to feel the pulse would have been conducive to more productive conversation.</p>	<p>This course allowed me to produce 2 pieces of performance art and theater (and inspired about 20 more ideas!). I will hold this class in my heart very deeply. I look forward to working with Professor Lewis in the future! :)</p>

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: FREQUENCIES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan  
Responses: 58/62 (94%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	58	84%	16%	0%	0%	0%
2	Instructor explained course material clearly.	58	67%	22%	7%	3%	0%
3	Instructor cleared up points of confusion.	58	67%	22%	7%	3%	0%
4	Instructor used class time well.	58	64%	24%	10%	2%	0%
5	Instructor inspired interest in the subject matter of this course.	58	72%	17%	9%	0%	2%
6	Instructor showed an interest in helping students learn.	58	86%	12%	0%	2%	0%
7	Received useful feedback on performance on tests, papers, etc.	58	50%	14%	29%	5%	2%
8	The methods of evaluating my work were fair.	57	35%	28%	25%	9%	4%
9	Instructor stimulated student participation.	58	76%	22%	2%	0%	0%

**GLOBAL ITEMS: \*\*\* Please Note: The order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	58	62%	26%	10%	2%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	58	31%	22%	34%	9%	3%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	58	34%	28%	29%	7%	2%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	58	72%	26%	2%	0%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	3%
Low	5%	About one-quarter	2%	1-2 hours	17%
Medium	38%	About half	0%	2-4 hours	36%
High	41%	About three-quarters	14%	4-6 hours	33%
Very high	16%	All or almost all	84%	6-8 hours	7%
Missing	0%	Missing	0%	8-10 hours	2%
				More than 10 hours	2%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan  
Responses: 58/62 (94%)

COMPARISON GROUP: Undergraduate sections with 60 to 119 enrolled											
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS		
					# Sections: 1	# Sections: 49	# Sections: 393				
					Avg. Resp: 90%	Avg. Resp: 57%	Avg. Resp: 58%				
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD	
1 Instructor was well prepared for class.	58	4.8	0.36	4.7 - 4.9			4.8	0.42	4.7	0.54	
2 Instructor explained course material clearly.	58	4.5	0.77	4.3 - 4.7			4.5	0.72	4.3	0.81	
3 Instructor cleared up points of confusion.	58	4.5	0.77	4.3 - 4.7			4.4	0.79	4.3	0.83	
4 Instructor used class time well.	58	4.5	0.75	4.3 - 4.6			4.6	0.65	4.4	0.76	
5 Instructor inspired interest in the subject matter of this course.	58	4.6	0.79	4.4 - 4.7			4.3	0.90	4.2	0.94	
6 Instructor showed an interest in helping students learn.	58	4.8	0.50	4.7 - 4.9			4.5	0.71	4.5	0.74	
7 Received useful feedback on performance on tests, papers, etc.	58	4.1	1.07	3.8 - 4.3			4.2	0.97	4.0	1.05	
8 The methods of evaluating my work were fair.	57	3.8	1.11	3.6 - 4.0			4.5	0.77	4.4	0.80	
9 Instructor stimulated student participation.	58	4.7	0.48	4.6 - 4.8			4.1	0.98	4.2	0.90	
10 What is your overall rating of this instructor's teaching? (Former item 11)	58	4.5	0.75	4.3 - 4.6			4.3	0.82	4.1	0.88	
11 Overall, how much do you feel you have learned in this course? (Former item 10)	58	3.7	1.10	3.4 - 3.9			3.6	0.94	3.6	0.97	
12 What is your overall rating of this course?	58	3.9	1.02	3.6 - 4.1			3.8	0.90	3.7	0.93	

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 5%	Freshmen 16%	A 40%
Gen Ed requirement 88%	Sophomore 62%	A- 28%
Other requirement 2%	Junior 16%	B+ 26%
Elective 5%	Senior 7%	B 5%
Missing 0%	Graduate 0%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 2%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval. We removed the bar chart that had provided a visual representation of the means in previous semesters because of concerns it was encouraging over-interpretation of small differences in means.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
i like having the team based learning. Being able to work on the projects with the same group the whole semester was really helpful. I really learned a lot about how media affect society and the world.	i would give students maybe one more class time per project to work on it in class. with a group of 9 its hard to try to find a time everyone can get together to work on it. Or like the last 15 minutes of class for a few classes they can work on the project.	nothing i think this class was great.	
Literally everything! Amazing class!!	Maybe making sure we have more time on projects, this last project we were supposed to have two classes to rehearse and because the TA ran one of the rehearsals we never actually got a rehearsal done and we only had one day in class to work on it.	#22^	
Megan is very passionate about the topic so she is interesting to listen to.	Grading was not always specified and the readings for the quiz are honestly impossible to read and fully understand		
The group work was enjoyable and I did not mind coming to class on days where I knew I would work with my group.	We really don't need to spend 20 minutes playing Everybody Go.	More time to work on projects in our groups independently.	I thought Megan Lewis was a great instructor, she deserves to teach more students in the future.
I like the team base learning.	I do not like how the TA came and taught I also wish the professor gave feedback to projects I wish the professor was more understanding on how hard it is to gather a group of 9 students with all different majors and extra curricular activities to work outside of class on a project that is 30% of our grade.		I learned a lot and enjoyed hearing different peoples experiences
I liked the non lecture more free-form project-based lesson plan	make the project rubrics more clear	more clear expectations	This class was an ok gen ed. I think some of the projects were more annoying than hard, and although they were thoughtful assignments and I understood the meaning of them, they were needlessly convoluted with unclear expectations which caused stress when there was no need for stress and annoyance.
She was very passionate about what she was teaching and loved working with students.	Maybe more open to other viewpoints. Had lots of liberal viewpoints only.	maybe a few more performances. was fun and interesting to do those	no
Megan is always enthusiastic about the subject matter and highly interested in her students as individuals even when there are like 60 of us.			
getting everyone involved	Not watching outside documentaries	Nothing	
I like how the course is active	The TA was not so great	Less little assignments and more projects	

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
The subject matter was interesting. It is always good to further one's knowledge in current events in politics and in the world.	The course itself is falsely advertised. The description describes a course that focuses on the performance of everyday life and media, but the actual class spent maybe two days on that kind of performance. It focused more on how media is a performance, and performances that focus on world events. It seems like the opposite of what was communicated in the first place. Prof. Lewis could do for a change of attitude. She, while perhaps not meaning to, patronizes students and obviously believes that she is that "all-knowlegeable one" whose word we must take as scripture, but in a class as political as this one, she should be more open to learning from her students too, not just teaching them. Additionally, she should be more wary of the things she says to students. It is not at all appropriate to joke about lining us up and shooting us with her rifle if we didn't have scripts memorized, or suggesting that poverty be shown through "squawking chickens and sirens." As a student who lives very close to the poverty line, I take offense to that. And I did not appreciate when she made a comment about how she hates when people carry around shattered phones and asked me if I ran over it with my car or something. I hope she can see how incredibly classist that is.	A different professor.	Megan Lewis needs to be talked to about appropriate behavior in class.
I liked that it was a team-based learning class and that we got to do three projects. I really liked the worldly aspect of the class, in that we learned about more than just theater. This class was very conducive to learning and appreciating others. I liked that we were mashed into groups, even though it was uncomfortable at first.	I really didn't think the way that the quizzes were structured helped at all. It didn't help me reinforce it. I guess I would've liked a multiple choice quiz that was longer, rather than a shorter quiz with writing responses. The movies were kind of long to watch, so I was annoyed doing them, but I think that they were necessary for the long run.	I just think the outside work for this class seemed a lot like busy work. But, I liked the overall class!	
How nice she was and how much energy she had at 8:30 am.	grades.....this also isn't an acting class so it threw me off guard it should be in the description	team based learning	
Team based learning helped me a lot	More clear about the grading	Team based learning and team project	
Team based learning	nothing	nothing	no
The most thing I like is the free teaching style of the professor.	None.		

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I like how passionate you are about the topic and how you talk about your life experiences.	I think that the grading of some of the projects were very hard. None of the people in my group had any theater background and there were some groups that had almost all people that had done theater before. That seemed unfair to me especially when you were praising there work even though it should have been better because they all have done this before. It did not seem like an even playing field for all of the groups.		
I loved the professors positive attitude and way of teaching. Coming to class at 8:30 in the morning was surprisingly fun and interesting because of Megan Lewis	More time to work on projects in class	nothing I loved my group and I enjoyed this class very much	thank you!
I like how welcoming the professor is and how she openly expresses her opinion. Additionally, she is interested in hearing and learning everyone's story.	This class is perfect the way it is.	This class is fine the way it is.	Again, I just want to say how much I appreciate the professor for being there for her students and how open and accepting she is.
The Professor was so enthusiastic and genuinely loved the topic she was teaching so it made it so much more interesting to listen and engage.	If you were stuck in a group that you did not necessarily mesh with, there was no way to get out of it.	I feel like maybe changing groups every project would help.	
I really like how passionate Megan is about topics we discuss in class. It shows how important it is to her and gets me listening	I would really like to have rubrics for assignments in class because I got okay grades on certain assignments and I'm worried about my overall grade	N/a	N/a
Great enthusiasm in class!	none, I had a great time and learned a lot!	if it was offered later in the day	none
I liked the team based learning and group work aspect	give a little more direction in the projects		
	The way class time was spent was not really effective. We would have these huge group projects and have rarely anytime to work on them in class. I think there should be more in class work time because a lot of the time the professor would just lecture straight for an hour and a half about topics not directly related to the projects. It was hard during these lecture periods because the professor would not always reach out to the students. The feedback on our projects and the reasons for our grades was little to none.	More time in class to do projects and if all members of the group did their part. Most of the time one person would do all the work.	
I like how Professor Lewis is always excited about what she is teaching. It makes the class more fun.	The online quizzes seemed to be designed to trick me sometimes.	Maybe a little more team small projects, like another class activity.	Keep up the good work!



**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis really cares about her students and how well they do in class. More importantly, she wants us to become better people outside of this classroom.	Maybe more time in class to work on certain projects.	Nothing, I absolutely loved it!	None.
Professor Lewis is very enthusiastic about the subject. She knows the material and she loves to teach it.	We could've had more class time to work on projects.	It was great!	
I thought she really cared about the material of the class, and was super nice and definitely approachable. The groups were made great, and I definitely preferred working in a group over working alone, because I'm not very creative. Although acting isn't my thing, I thought she was very encouraging and open to all different levels.	I think possibly having rubrics or some guidelines for the grading of assignments. In terms of actual teaching I think she was good!	Nothing.	
I liked how interactive she is	-	-	-
How engaging Professor Lewis was.	Nothing at all.	Nothing at all.	Amazing class!
team base learning	more clarity on projects		
I thought it was cool to work with a group weekly and share ideas with them.	I believe she is doing a great job teaching the course.	Maybe learning about the opinions of the other side of the political spectrum rather than the left.	
-The group projects her enthusiasm for the course	Less quizzes	More projects like the last documentary one	
I thought prof. Lewis did a very good job teaching this course, but when she had to leave for a week the TA didn't do as good of a job explaining everything.	I think the use of examples from previous assignments that received good grades. Also a more in depth rubric for grades could have been more effective.	Nothing really everything went well.	
How positive the professor was and how much she cared about what she was teaching.	There was kind of a lot of work for a gen ed and the professor would shame us when we wouldn't do it.	Less work.	
I liked working with my group because I was lucky and got a good group that I became close friends with.	Syllabus needs to be changed ASAP. The course description of this class is misleading. I did NOT learn much about theater in modern day, instead we focused on heavy politics.		
The slideshow presentations and the differences in media that were shown.	Be more clear about the focus of the class and make sure people know the class is about a specific area or group of countries.	More clarity	
She is very lively and enthusiastic	The weekly quizzes		
Professor was nice, learned a lot	Class is too early	Later class time	

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

What do you like most about this course or the instructor's teaching of it?	What about this course or the teaching of it needs change or improvement?	What suggestions can you offer that would have made this course a better learning experience for you?	Any additional comments?
The instructor was always ready to teach, even though it was an 8:30 am class. She inspired me to be excited and learn more about what she was saying. The way that groups were created in this class was very effective and I think it led to great results in each group.			
			An extraordinary professor, instructor, and human being. She is well rounded and open minded. Intelligent, respectful, and well respected.
This course covered so much more than I expected and I really enjoyed Prof. Lewis' energy and openness. The course was dynamic and current and always kept the class engaged. The projects were creative and interesting.	Having some intervention or help when it comes to the beginning of creating the groups in order to help things run a bit better but I guess that was apart of the process and it was pretty clear throughout the course who would give it their all and who was coasting.		
I really enjoyed the actual material we covered in this class. I think that we learned material that is really applicable to people simply as humans and also important to our future careers. The teacher was engaging and allowed us to take in the information and participate in the way she held the class. I also enjoyed the way she chose the groups, it was effective and gave valuable experience in teamwork especially on difficult projects and topics.	I think that some of the readings were pretty difficult and lengthy in the beginning of the course. I also think that there needs to be a clearer way of determining your grade in this class. I have no idea what I have right now which is concerning. The grading on the projects needs to be more clear. I also was confused by the grading of the CATME evaluation because our grouped worked together very effectively and we received a lower grade than I would expect.	Quizzes being a little more straightforward	I really enjoyed this class - thank you!! Very important lessons I will carry with me
Students get to show their creativity.	Maybe switch up groups at the end of each project.	Switching up my group, most of my group members did hardly anything to contribute to projects.	
The professor's eccentric personality, and the groups went really well overall.	There were times when I read something in the homework and didn't understand it, and it wasn't explained as well as I would have liked it.	Less long readings. (I simply get stressed out very easily and take a really long time reading, so for me personally that was a big challenge in this class).	I enjoyed how open the professor was about her origins and beliefs :)
I like the setup of the class, working in groups and how the projects were very accurate and in time to what we were doing in class.	Make sure each group has someone with a little more experience in the theater department so we don't feel lost or behind.	If homework assignments were told to us in class instead of just the moodle page.	I really enjoyed this class and I feel like I learned very important and real world stuff that I will take with me in my life, so thank you!

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 105 Section: 01 (80407)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I liked Professor Lewis's enthusiasm and willingness to help. She also brought fun energy to the class and really cares for students. She really cares about what she teaches and feels strongly in seeing all sides of a story and it shows in how she teaches. She is very welcoming of all demographics and does not make anyone feel isolated.	If I could change one thing about the course or give criticism to one part, it would be her choice of TA. The TA would rarely respond to emails and did not provide feedback on some assignments.		
The teacher was clearly very passionate about what she was teaching. She did a good job of conveying her experiences to every class and tying her life experiences into lessons. She also could tell that people did not want to be at an 8:30 class and still made efforts to interest them and get them to enjoy being there.	The teacher left too much for us to do on projects. I felt as though the projects were not explained enough and there were multiple occasions when my entire team would not know what to do. We also did not get rubrics or feedback to understand the grade we got and why we got it.	I think rubrics and more opportunities to fix our grade would have benefited me. I am worried about my grade in this class because we would get grades on projects and wouldn't know why. I learned stuff from this course but I am worried about not getting the grade I deserve.	I did not like the CatMes, they were a way for us to be graded by our peers on our contribution to the project, however, I was also being graded on the CatMes by people that didn't participate in the project. I'm not sure of the solution to this problem but it exists.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: FREQUENCIES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan  
Responses: 13/14 (93%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	13	85%	15%	0%	0%	0%
2	Instructor explained course material clearly.	13	92%	8%	0%	0%	0%
3	Instructor cleared up points of confusion.	13	85%	15%	0%	0%	0%
4	Instructor used class time well.	13	69%	23%	8%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	13	85%	15%	0%	0%	0%
6	Instructor showed an interest in helping students learn.	13	100%	0%	0%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	13	38%	54%	8%	0%	0%
8	The methods of evaluating my work were fair.	13	77%	23%	0%	0%	0%
9	Instructor stimulated student participation.	13	69%	31%	0%	0%	0%

**GLOBAL ITEMS: \*\*\* Please Note: The order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	13	92%	8%	0%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	13	62%	31%	8%	0%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	13	77%	23%	0%	0%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	13	77%	8%	8%	8%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	0%
Low	0%	About one-quarter	0%	1-2 hours	0%
Medium	38%	About half	0%	2-4 hours	15%
High	46%	About three-quarters	0%	4-6 hours	38%
Very high	15%	All or almost all	100%	6-8 hours	31%
Missing	0%	Missing	0%	8-10 hours	0%
				More than 10 hours	15%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan  
Responses: 13/14 (93%)

COMPARISON GROUP: Graduate sections with fewer than 25 enrolled										
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS	
					# Sections: 1	# Sections: 62	# Sections: 559			
					Avg. Resp: 71%	Avg. Resp: 85%	Avg. Resp: 76%			
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD
1 Instructor was well prepared for class.	13	4.8	0.36	4.5 - 4.9			4.8	0.26	4.7	0.36
2 Instructor explained course material clearly.	13	4.9	0.27	4.6 - 5.0			4.6	0.51	4.5	0.56
3 Instructor cleared up points of confusion.	13	4.8	0.36	4.5 - 5.0			4.6	0.50	4.6	0.55
4 Instructor used class time well.	13	4.6	0.62	4.2 - 4.8			4.6	0.52	4.5	0.58
5 Instructor inspired interest in the subject matter of this course.	13	4.8	0.36	4.5 - 5.0			4.6	0.56	4.5	0.63
6 Instructor showed an interest in helping students learn.	13	5.0	0.00	4.7 - 5.0			4.8	0.38	4.7	0.44
7 Received useful feedback on performance on tests, papers, etc.	13	4.3	0.61	4.0 - 4.5			4.6	0.54	4.4	0.73
8 The methods of evaluating my work were fair.	13	4.8	0.42	4.4 - 4.9			4.7	0.39	4.7	0.51
9 Instructor stimulated student participation.	13	4.7	0.46	4.3 - 4.8			4.5	0.65	4.5	0.62
10 What is your overall rating of this instructor's teaching? (Former item 11)	13	4.9	0.27	4.6 - 5.0			4.6	0.53	4.5	0.61
11 Overall, how much do you feel you have learned in this course? (Former item 10)	13	4.5	0.63	4.1 - 4.8			4.2	0.77	4.0	0.83
12 What is your overall rating of this course?	13	4.8	0.42	4.4 - 4.9			4.3	0.67	4.1	0.76

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 92%	Freshmen 0%	A 38%
Gen Ed requirement 8%	Sophomore 0%	A- 38%
Other requirement 0%	Junior 0%	B+ 8%
Elective 0%	Senior 0%	B 15%
Missing 0%	Graduate 100%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval. We removed the bar chart that had provided a visual representation of the means in previous semesters because of concerns it was encouraging over-interpretation of small differences in means.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>- Megan's enthusiasm and deep knowledge of the material - A commitment to de-centering colonial viewpoints - Megan's incredible energy and frankness around challenges in the field</p>	<p>- I wish there was more class time spent on explaining the final project and some suggestions of division of labor across disciplines. - I wish the assignments were better timed around everyone's production assignments. I know this is a super hard ask, but it felt like our show commitments kept us from always having as much time to work on World Rep as we wished we had.</p>	<p>- More time for discussion each week</p>	<p>- I so appreciate Megan both as a professor and also as an advocate for all the grad students in this department. It means so much to us. The emotional support we all get from Megan is truly one of the things that got me through the semester.</p>
<p>participatory approach.</p>	<p>Its huge, need more time.</p>		
<p>It felt like a safe space to be wrong and to learn. I looked forward to this course each week because I knew I would learn new things and didn't feel as though I was expected to already be familiar with every element of the different practices because I already had a theatre degree. I also enjoyed that it wasn't Euro-centric. I'm still new to decolonizing my mind and appreciate every opportunity to challenge myself to keep a wide world view for making my art.</p>		<p>I understood the value of keeping the same groups throughout all of our projects, but wondered what it would have been like to work with other peers I haven't had the chance to work with yet.</p>	<p>I felt like I knew a fair amount of history and theater history before taking this class, but I learned so much more that makes me feel like a better theater artist and more well-rounded person. Thank you.</p>
<p>Megan's enthusiasm, acknowledgement of blind spots, respect for our individual strengths.</p>	<p>I would have liked more clarity surrounding expectations for projects. I think my group (and others) understood these projects as being more theoretical, and felt comfortable asking questions and leaving them open if we needed more time to wrestle with them, whereas during our presentations, it seemed like Megan was looking for rock-solid answers. I also would have liked to switch groups from project-to-project, as well as have had a conversation in class about how division of labor works in these types of projects. I frankly ended up doing the vast majority of the legwork with our presentations and papers, in large part because the rest of my group was constantly in tech and because the final project in particular was so writing-heavy. The final project was something of an impossible task given schedules, so finding a way to weave that work throughout the entirety of the semester, or at least being clearer about expectations much earlier, would have been appreciated.</p>	<p>I would love to have read plays more consistently throughout the process, rather than just for the first chunk of the semester.</p>	
<p>critical feedback. room with windows. instructors curiosity about subject and students in the room.</p>	<p>should be a two semester course. should have budget to bring in representatives from the cultures we discuss. (to de-colonize our class room / school)</p>	<p>more class time to dig into each topic.</p>	<p>Prof Lewis is a major reason I am remaining in the dept</p>

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
IT IS VERY USEFUL AND BENEFICIAL CLASS WHICH PROVIDES US WITH A GREAT INFORMATION ABOUT THEATER HISTORY.			
Having no prior theater history education, I appreciated the base sweep I got on important theatrical people, places, and types. I also strongly appreciated the amount of information we got to discuss about the department in general since there was no other outlet for that.	There was a large amount of reading that I did adjust to but was definitely a stresser to me more so in the beginning of the semester. When I had too much work to physically get done I shifted my thought process of the readings as something that is good and helpful for me to know in life but may not always get done for the class period. I didn't love doing that though. I would also say the placement and size of the last project felt overwhelming, though the shift in how we finished it was helpful. It was a project that, as a designer, I had a hard time finding my "in" to it and using my strengths. Getting further into the project I felt better about the project but it was a hard start.	I don't know, I really feel like it made a strong foundation for me moving forward.	Thank you for caring and for listening to us.
This course is so good because it maps out the whole theatrical world in different regions instead of just focusing on Shakespeare or the other specific region which gives me a general and a great amount of acknowledging of all types of fascinating theatric forms. I also love the reading materials Megan provides. They are great resources. This class also trained us about how to be a good season curator and put me into the other position and collaborate with the other students.			Like it a lot!!!
I like that Megan listens to us. Megan opened up a whole host of new theatrical possibilities to us over the course of this class but I appreciated her honesty that this was by all accounts only a taster and encouraged us to explore further and offered support in this exploration.	When we had group presentations, multiple times groups ran over their time allowance. I appreciate that part of the exercise was to teach us to be mindful of time restraints when presenting but setting a timer for each group would be good to ensure other groups aren't left with no time as a result.	The eternal problem of not having more time...	I found it an ongoing frustration this semester that I was excited about everything we covered in this class and would have loved to devote more time to working through the material more thoroughly but frankly this class was at the bottom of my list of priorities for school and self care and I wish that wasn't the case.
Megan is a rare blend of a person who is extremely knowledgeable on (as far as I can tell) everything but also incredibly interesting to listen to. We covered a ton of information very quickly (by necessity), but I was always engaged with what she was teaching us and wanted more time to dig deeper.	I honestly feel that World Rep should be a 6-semester curriculum instead of two. That still would not be enough time to cover all of it, but we could at least slow down and live with some of the big (and often new) pieces of the puzzle that we are talking about. Megan is a fantastic teacher and mentor and was moving through as much as she could with limited time. We need more time.	I struggled very much with the non-Western show pitch. I know that a big part of it was to struggle with issues of appropriation, but to me it felt like a no-win because we needed to present on a piece as part of our grade which by nature of who I am would be inappropriate. I also would have loved to scramble the groups at least once because my group had a disproportionate amount of the presentation work fall to the same one-two people every time.	Thanks for being such a strong advocate for and ally to your students, Megan. You are appreciated.

**UMass Amherst Student Response to Instruction (SRTI)  
FALL 2018 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 793B Section: 01 (80914)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>I especially appreciate the decolonializing of the curriculum. Focus on both a Western and non-Western theater history modeled the importance of holistic (as opposed to verbal only) inclusion and diversity.</p>	<p>With topics I was unfamiliar with, I had a very difficult time digesting the scholarly/academic material. Inevitably, this was about non-Western theater traditions, and so I feel like I still know less about these traditions than Western traditions. This seemed especially true for international students for whom English is not their first language.</p>	<p>The structure of the assignments could have been formatted to give more equitable time. Maybe if the first two play selections were assigned with the explicit understanding that they would be included in the final assignment. That way the work towards the final assignment could be ongoing throughout the entire semester, indicating that more time should be spent on it. Receiving more explicit feedback on the first two assignments would have also helped in structuring and writing the final assignment.</p>	<p>:)</p>
<p>The openness of Megan. I felt like this class was a safe place to ask any question regarding the course content or any general issue.</p>	<p>It is going so fast that it was sometimes hard for me, as an international student, to participate during class.</p>	<p>Having more tools to work on non-western material and understand all the issues about cultural appropriation, especially when coming from a different culture.</p>	<p>I feel like a non-western theatre could be an entire course. I don't know if there is a way to make that an introduction course to World Rep and then be able to talk about theater history involving non-western plays and theater work.</p>
<p>I love that every lesson was taught a little differently - sometimes we as the student drove the lessons, sometimes they were videos that we watched, sometimes we did practical exercises together - overall it kept what could easily become a boring and tedious class interesting and exciting!</p>	<p>I tend to always feel this way in literally every theater class I've taken, but I always feel underrepresented in the conversation of the history of theater as a designer, especially a lighting designer. I think that the materials we were given in this class and the lessons themselves absolutely did an impressive job of bringing the history of design into the conversation, but because of the designers in the class itself being a quiet minority of the people driving the discussion, we often didn't spend any discussion time talking about design. I often wanted to speak up, but it was hard to feel like the only one with that perspective in the room.</p>	<p>The group projects were difficult for me, but I'm not sure what exactly about it to put my finger on as the cause - part of it is being the only designer in the group, part of it is feeling like my opinion often differed from that of the rest of my group in a way that I wasn't able to bring up, and part of it is always the struggle of finding time for three fairly ambitious group projects to be developed on top of a full-time graduate schedule. I really appreciate the ideas behind the projects, and am glad to have done all three, though the season curation project was the most frustrating and in a lot of ways least helpful one for me personally.</p>	<p>Megan is an awesome professor and theater history is so cool! I'm always a 'what about designers' sort of naysayer, but I can say that as far as non-design courses I've taken go, I felt the most heard and represented in this one, and I attribute that very much to Megan's choices of reading and lesson material.</p>



**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: FREQUENCIES**

Course: THEATER 320      Section: 01 (21214)  
 Instructor: Lewis, Megan  
 Responses: 14/22 (64%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	14	93%	7%	0%	0%	0%
2	Instructor explained course material clearly.	14	64%	21%	0%	14%	0%
3	Instructor cleared up points of confusion.	14	57%	14%	21%	7%	0%
4	Instructor used class time well.	14	71%	21%	7%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	14	64%	7%	29%	0%	0%
6	Instructor showed an interest in helping students learn.	14	79%	7%	14%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	14	29%	21%	14%	29%	7%
8	The methods of evaluating my work were fair.	14	50%	29%	21%	0%	0%
9	Instructor stimulated student participation.	14	79%	14%	7%	0%	0%

**GLOBAL ITEMS:      \*\*\* Note: As of fall 2018, the order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	14	50%	43%	7%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	14	36%	21%	29%	14%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	14	21%	57%	14%	7%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	14	36%	36%	21%	7%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?	What proportion of class sessions did you attend?	Hours per week spent working on course outside of class
Very low      7%	Almost none      0%	Less than 1 hour      0%
Low      14%	About one-quarter      0%	1-2 hours      29%
Medium      43%	About half      0%	2-4 hours      36%
High      29%	About three-quarters      21%	4-6 hours      29%
Very high      7%	All or almost all      79%	6-8 hours      7%
Missing      0%	Missing      0%	8-10 hours      0%
		More than 10 hours      0%
		Missing      0%

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 320 Section: 01 (21214)  
 Instructor: Lewis, Megan  
 Responses: 14/22 (64%)

COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled											
					Program/Dept: THEATER		School/College: HFA		CAMPUS		
Instructor					# Sections: 36	Avg. Resp: 69%	# Sections: 566	Avg. Resp: 70%	# Sections: 1,674	Avg. Resp: 65%	
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD	
1 Instructor was well prepared for class.	14	4.9	0.26	4.6 - 5.0	4.7	0.40	4.7	0.39	4.7	0.40	
2 Instructor explained course material clearly.	14	4.4	1.04	3.8 - 4.7	4.6	0.47	4.5	0.59	4.5	0.61	
3 Instructor cleared up points of confusion.	14	4.2	1.01	3.7 - 4.6	4.6	0.49	4.5	0.60	4.5	0.61	
4 Instructor used class time well.	14	4.6	0.61	4.3 - 4.8	4.5	0.61	4.5	0.60	4.5	0.62	
5 Instructor inspired interest in the subject matter of this course.	14	4.4	0.89	3.9 - 4.7	4.7	0.47	4.5	0.65	4.5	0.67	
6 Instructor showed an interest in helping students learn.	14	4.6	0.72	4.2 - 4.9	4.8	0.36	4.7	0.48	4.7	0.49	
7 Received useful feedback on performance on tests, papers, etc.	14	3.4	1.34	2.8 - 3.9	4.6	0.61	4.5	0.67	4.4	0.72	
8 The methods of evaluating my work were fair.	14	4.3	0.80	3.9 - 4.6	4.7	0.46	4.6	0.52	4.6	0.55	
9 Instructor stimulated student participation.	14	4.7	0.59	4.3 - 4.9	4.8	0.38	4.6	0.57	4.5	0.60	
10 What is your overall rating of this instructor's teaching? (Former item 11)	14	4.4	0.62	4.1 - 4.7	4.6	0.53	4.4	0.64	4.4	0.65	
11 Overall, how much do you feel you have learned in this course? (Former item 10)	14	3.8	1.08	3.3 - 4.2	4.2	0.74	4.0	0.83	3.9	0.86	
12 What is your overall rating of this course?	14	3.9	0.80	3.5 - 4.2	4.3	0.67	4.1	0.78	4.0	0.80	

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 100%	Freshmen 0%	A 50%
Gen Ed requirement 0%	Sophomore 29%	A- 29%
Other requirement 0%	Junior 57%	B+ 7%
Elective 0%	Senior 14%	B 0%
Missing 0%	Graduate 0%	B- 14%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 0%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/Dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 320 Section: 01 (21214)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
Professor Lewis was obviously very enthusiastic about the topic and I really loved hearing about her sabbatical and seeing her pictures and videos!	Professor Lewis is a phenomenal teacher. I always looked forward to seeing her!	Switching up groups between projects!	I really liked the final project!
Dr Lewis's recent sabbatical coupled with the course materials created a type of learning that was not only "look at the concepts that we can dissect and call Classical Theater but also look at how it gets put into practice internationally every day".	Honestly the low number of assignments is a little concerning to me just because I had some difficulty with my group and the only 2 projects in the class were with the same group and I know my grades will suffer because of that. It's hard because there were only 2 major assignments and attendance and 3 components total is a little unnerving because if I don't do super amazing on one thing then it has a major impact on my grade. And also my group and I had a bit of a hard time collaborating and I know it's important in the grander scheme to know how to work well together, but it was bad to work on a project and know that our group struggled and then have to do it all again for the 2nd project.	Shuffle the groups between the play presentations and the play treatments!	I really really really really cannot stress enough how important this course was for me especially at this specific time in my life. Dr Lewis is really knowledgeable and shares that knowledge recklessly and shares so much about international theater at any chance she can and it really made me think about broadening my scope of what theater "is" and how I can make art in accordance or in opposition to so many various forms. I feel really inspired by the whole class.
I liked the wide variety of course material covered.	Very unclear about the first group project and the expectations of it. It took until the second group presented for her to offer a rubric for the remaining groups to use. I felt like this presented an unfair advantage to the groups that went after the rubric was released. I also got stuck in a group where I had to pull the majority of the weight, and I feel like this brought my grade down. Also, for a junior year writing class, there was very little emphasis on actually writing.	I would have rather have had one group project and one essay alone. I get the importance of working in a group, but I feel like I didn't learn anything about writing about theatre on my own.	Nope.
She was passionate about the subjects and taught them in a conductive way. She had real life examples and presentations from her own travel experiences. Giving more depth to the subject matter.	None	More explanation of the plays and how they connect to the others	Its a great course. I learned a lot about other cultures in the class.
She tried to give each form its due time and consideration.	There wasn't enough interaction with each form for any information to really stick in my mind except what we did projects on	an activity or assignment or test for each section and form	
Enthusiasm for subject	Did not assign writing	Anywhere but Herter	Best lectures ever

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 320 Section: 01 (21214)  
 Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>I enjoyed the focus on different areas of theatre and on including modern adaptations. I LOVED not having a ton of traditional research paper-type stuff to write, and the play treatment assignment was really fun.</p>	<p>The group work was scheduled a bit unfortunately - all three other people in my group were working on a mainstage the week and weekend before our historical presentation, so I was afraid it wouldn't get done, and then we had the play treatment due a week later, so our first draft was a bit rushed. A large part of our grades were attendance/participation, and at the beginning of the semester, Dr. Lewis said there would be opportunities to participate in discussions on moodle for people who prefer not to speak a lot in class, but that never happened. I'm concerned that this may have affected my grade despite me never missing a single class. I didn't like sitting in a circle - it makes me feel like I'm always being looked at.</p>		
<p>I loved the scope of this class. We covered so much material from an incredible variety of cultures; it truly opened my eyes to how diverse theatre is as an art form. Professor Lewis assigned excellent readings, both from plays and dramaturgical texts, that further sparked my interest in classical theatre and its adaptations.</p>	<p>The grading criteria for our group projects, which were a high percentage of our grade, weren't always clearly specified.</p>	<p>The exclusively group-driven model for the class was a bit difficult for me to navigate. Both of our assignments this semester were group projects, and as an individual who enjoys a balance between group work and working alone, found it stressful that so much of my grade for the course was dependent on other people's performance. In addition, we were placed with the same group of people for the duration of the semester, and I would have benefited from working with different classmates on different projects.</p>	<p>N/A</p>
<p>I love Professor Lewis' genuine interest in the material she's teaching. That itself made the class much more enjoyable than if she were just teaching out of obligation. I loved learning about non-western theater and the "Western belly button" really put into perspective how little some of us-including myself- know about places outside of our own.</p>	<p>I felt that sometimes there was too much material to really feel like I was unable to unpack all of it and learn as much as I could have. Potentially having less areas to focus on would make it easier to focus in and dig deeper into subjects and make students feel like they are taking more away from the class.</p>	<p>N/A</p>	<p>N/A</p>
	<p>60% of the final grade is based on two group projects. I understand that theater is a collaborative process but group members would do little to no work and our individual final grades suffer because of their lack of effort. If the final grade is based that much off of group projects, requiring a group member evaluation form from each person would be helpful.</p>		

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: FREQUENCIES**

Course: THEATER 620      Section: 01 (21226)  
 Instructor: Lewis, Megan  
 Responses: 10/11 (91%)

**DIAGNOSTIC ITEMS:**

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	10	60%	40%	0%	0%	0%
2	Instructor explained course material clearly.	10	80%	20%	0%	0%	0%
3	Instructor cleared up points of confusion.	10	70%	30%	0%	0%	0%
4	Instructor used class time well.	10	50%	50%	0%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	10	80%	20%	0%	0%	0%
6	Instructor showed an interest in helping students learn.	10	100%	0%	0%	0%	0%
7	Received useful feedback on performance on tests, papers, etc.	10	60%	20%	10%	10%	0%
8	The methods of evaluating my work were fair.	10	90%	10%	0%	0%	0%
9	Instructor stimulated student participation.	10	50%	30%	20%	0%	0%

**GLOBAL ITEMS:      \*\*\* Note: As of fall 2018, the order of items 10 and 11 has changed \*\*\***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	10	50%	40%	10%	0%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	10	10%	70%	20%	0%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	10	30%	50%	20%	0%	0%

**CLASSROOM SPACE:**

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	10	40%	20%	10%	30%

**STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:**

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	20%
Low	10%	About one-quarter	10%	1-2 hours	10%
Medium	70%	About half	0%	2-4 hours	30%
High	10%	About three-quarters	30%	4-6 hours	40%
Very high	10%	All or almost all	60%	6-8 hours	0%
Missing	0%	Missing	0%	8-10 hours	0%
				More than 10 hours	0%
				Missing	0%

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: MEAN COMPARISONS (WITHIN CLASS SIZE)**

Course: THEATER 620 Section: 01 (21226)  
 Instructor: Lewis, Megan  
 Responses: 10/11 (91%)

COMPARISON GROUP: Graduate sections with fewer than 25 enrolled											
Instructor					Program/Dept: THEATER		School/College: HFA		CAMPUS		
					# Sections: 1	# Sections: 62	# Sections: 559				
					Avg. Resp: 71%	Avg. Resp: 85%	Avg. Resp: 76%				
Label	(N)	Mean	SD	90% Credible Interval	Mean	Avg. SD	Mean	Avg. SD	Mean	Avg. SD	
1 Instructor was well prepared for class.	10	4.6	0.49	4.2 - 4.8			4.8	0.26	4.7	0.36	
2 Instructor explained course material clearly.	10	4.8	0.40	4.4 - 4.9			4.6	0.51	4.5	0.56	
3 Instructor cleared up points of confusion.	10	4.7	0.46	4.3 - 4.9			4.6	0.50	4.6	0.55	
4 Instructor used class time well.	10	4.5	0.50	4.1 - 4.7			4.6	0.52	4.5	0.58	
5 Instructor inspired interest in the subject matter of this course.	10	4.8	0.40	4.4 - 4.9			4.6	0.56	4.5	0.63	
6 Instructor showed an interest in helping students learn.	10	5.0	0.00	4.6 - 5.0			4.8	0.38	4.7	0.44	
7 Received useful feedback on performance on tests, papers, etc.	10	4.3	1.00	3.7 - 4.7			4.6	0.54	4.4	0.73	
8 The methods of evaluating my work were fair.	10	4.9	0.30	4.5 - 5.0			4.7	0.39	4.7	0.51	
9 Instructor stimulated student participation.	10	4.3	0.78	3.8 - 4.6			4.5	0.65	4.5	0.62	
10 What is your overall rating of this instructor's teaching? (Former item 11)	10	4.4	0.66	3.9 - 4.7			4.6	0.53	4.5	0.61	
11 Overall, how much do you feel you have learned in this course? (Former item 10)	10	3.9	0.54	3.5 - 4.1			4.2	0.77	4.0	0.83	
12 What is your overall rating of this course?	10	4.1	0.70	3.7 - 4.4			4.3	0.67	4.1	0.76	

**STUDENT CHARACTERISTICS:**

Which best describes this course for you?	What is your class level?	What grade do you expect to receive in this class?
Major requirement 0%	Freshmen 10%	A 70%
Gen Ed requirement 0%	Sophomore 0%	A- 10%
Other requirement 0%	Junior 20%	B+ 0%
Elective 100%	Senior 30%	B 10%
Missing 0%	Graduate 40%	B- 0%
	Other 0%	C+ 0%
	Missing 0%	C 0%
		C- 0%
		D+ 0%
		D 0%
		F 0%
		Other 10%
		Missing 0%

Notes: The 90% credible interval provides a range of values in which the "true" mean rating for a SRTI item is likely to lie. There is a 90% chance that the true mean rating for students in general is contained within the interval.

Comparison means calculated using combined fall 2017 and spring 2018 results and are reported only if there were at least 10 sections. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Prog/Dept=University courses from the same department or subject. School/College= University courses from all other departments in the school/college category.

**UMass Amherst Student Response to Instruction (SRTI)  
SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 620 Section: 01 (21226)  
Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
I loved learning about dissenting artists and how everyday that I wake up and the work that I continue to do is an act of dissent.	I think restructuring the syllabus could help. I think that the beginning of the class should focus on showing/explaining the different forms of dissent, and within the first few weeks having students talk to each other about possible dissent projects and giving them the tools (list of different dissent tactics) so that they could start planning a little earlier and also be thinking about the different ways that they could dissent.	I loved this course, but I think more class participation would have made this a greater learning experience.	I appreciate you and this class Megan Lewis! Thank you for all the hard work that you've put into this course! We need more course like this!
Professor Lewis is incredibly passionate about her work and about sparking a dissenting, activist spirit in her students -- which is the goal of the class. We covered a great range of topics and learned about a variety of tactics to fight for what we are passionate about. Professor Lewis gave great lectures, and provided compelling readings and films.	I oftentimes felt like students could have led/participated in discussions more. Professor Lewis is so passionate about her work that sometimes discussion time ended up being mostly her talking and analyzing, rather than giving students the space to analyze/unpack the material in conversation/dialogue with one another. I would be compelled to see this course have rotating discussion leaders.	The classroom space (Bartlett 03) was not conducive to the course.	Professor Lewis is fabulous!!
Impactful, purposeful material Flexible and supportive teaching style Effective lectures Necessary material - this class is unlike any other	It is a worthwhile course, with useful and important information. However, more student participation and group work would make the course more graspable	More student participation/conversation during lectures More student group work - for team building Reframe the syllabus - for a simpler perhaps more chronological presentation of topics More hand outs or slides uploaded to moodle More brainstorming sessions for projects and finals work	Megan is an amazing professor, and her work is invaluable to her department. Classes like this need FULL support from our university, and the teachers, given raises for their disciplined work and scholarship.
I really don't know how Megan does it but I feel like she teaches in a way that just lets information wash over me like soap in a shower. Like, she gets it all up in my pores and the smell lingers with me for the day and then that day becomes my memory and I absorb the information that way. Like, I feel like I have a new very different and more whole perspective on a lot of forms of Dissent and can see it in my memory and everyday life and I think that's something exponentially more valuable than reciting the motifs in King Lear.	Sort of hard to keep up with the syllabus. It was nice when we had current event check-ins but as people got busier in the semester it got harder for everyone to keep up and I kind of hoped this class would end up being my way of keeping up but it just kind of slipped away. Which makes sense because I wasn't pulling my weight but that support would have been cool. And then the days when we did talk about current events we didn't really get to the thing we were supposed to talk about but that was my preference anyway but then trying to keep up was a bit tricky.	Hmm.... I like that Megan left the syllabus kind of open although it seems like I didn't from my above comment haha. I just think that even like weekly check-ins to say "we were supposed to talk about this and here is where we really are" would be cool for longer-term clarification.	Megan is really really awesome to learn from and I really appreciated being able to hear other people's perspectives in the class. I think if there is a way in the future to let the class have more time openly discussing that could be really rad and further my scope of perspectives I was getting from the class.
I enjoyed the model of teaching where the students guided what we learned and talked about. I also really enjoyed the enthusiasm Megan brought to every class.			

**UMass Amherst Student Response to Instruction (SRTI)  
 SPRING 2019 SECTION REPORT: OPEN-ENDED RESPONSES**

Course: THEATER 620 Section: 01 (21226)  
 Instructor: Lewis, Megan

<b>What do you like most about this course or the instructor's teaching of it?</b>	<b>What about this course or the teaching of it needs change or improvement?</b>	<b>What suggestions can you offer that would have made this course a better learning experience for you?</b>	<b>Any additional comments?</b>
<p>What I enjoyed most about this course was the level of input we as students had in helping shape the syllabus and contribute to classroom discourse beyond participating in discussions. Engaging with each other on FB, through videos and images and music, it all allowed me to really understand the ways dissent can work in the "real world" and not just in theories or case studies. I could directly engage with it and recognize these things I encountered in everyday situations as acts of dissent.</p>	<p>I would have liked to have gotten the handout with dissent tactics earlier in the semester. I had a pretty clear idea of what I wanted to dissent against, but the tactics would have helped the quiet-revolutionary me along the planning stages.</p>	<p>I don't know how this can be addressed, but I wish more of my classmates engaged with the discussion. As a grad student I didn't want to monopolize the conversation and hear what others had to say, but they were often quiet. But, when we did have a lively conversation it was always great!</p>	<p>Thank you for creating this course.</p>
<p>I loved the content itself and the sheer amount of materials we got to interact with. I appreciated how Megan asked for our input in creating the syllabus to make space for topics we wanted to explore.</p>	<p>I wanted more time in class to work on our projects and collaborate. I enjoyed the final project but am disappointed in my final product; I think I could have come up with a smarter way to implement my ideas had there been more opportunities to explore them with my peers and professor. I also wonder how else we might be able to make the class a collaborative learning experience beyond Facebook/Pinterest/Spotify. I know that I'm not super comfortable with the latter two platforms, and other students are generally not on social media too often.</p>	<p>I would have liked the class to be more challenging for the graduate students, perhaps by letting each of us do a lecture or lead a class discussion? I felt conflicted between wanting to contribute to conversations while also not wanting to co-opt that space from the undergrads for whom the material was largely new. I really loved the classes where we had to do outside research and teach the class ourselves. I felt that they sparked more room for conversation -- I'd love more of that teaching model.</p>	
<p>The learning was mostly self-directed.</p>	<p>While the instructor provides critical historical context for the content learned in class, they could leave more room for discussion and idea sharing among the students.</p>	<p>The physical room the class was in was not conducive to learning. Having the class elsewhere would have been beneficial. I also would have appreciated more critical engagement with the materials provided by the instructor.</p>	