

Course

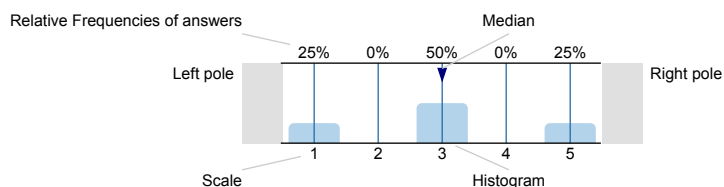
Film Analysis (FTV4004(17/18))
No. of responses = 18 of 29 (62.1%)



Survey Results

Legend

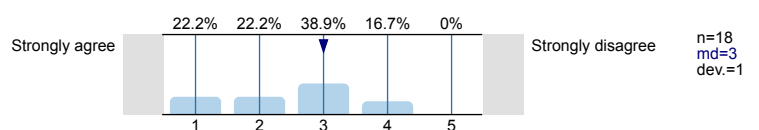
Question text



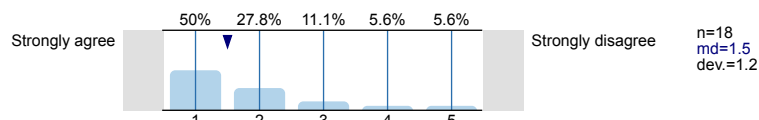
n=No. of responses
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Core Questions

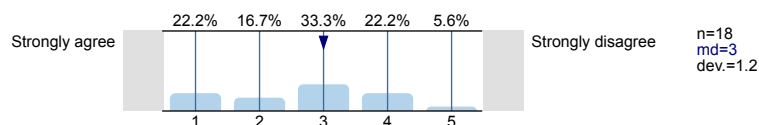
1.1) The lecturer explained things well



1.2) The course was intellectually stimulating



1.3) I am satisfied with the overall quality of the course



Comments Report

1. Core Questions

1.4) What was good about the course?

- Conor made every class very interesting and always left time for class discussion. This was always helpful in furthering our insights into the topic of each week by hearing what others had to say as well. Conor always encouraged us to ask if we needed help and got us very prepared for the final exam, with the mock test and useful feedback. Really enjoyed the course.
- Conor prompted a lot of really interesting discussions throughout the course. It was nice to be able to share these opinions with the class and hear other people's views. I have also enjoyed the presentations because it's helped me to better understand certain topics. I've also found the mock tests helpful.
- Covered a wide variety of content, and the presentations done by each group were usually quite interesting and intellectually stimulating.
- I enjoyed Conor as a lecturer. I could see his attempts to make the classes stimulating and up to date. He is very knowledgeable and we had good class discussions which were stimulating. I liked being thrown into assessment right at the beginning we did a 'mock mock' test which was helpful!
- I feel my analytical skills have improved in terms of the technical aspects of filming and editing. I liked the fact that there was a wide range of types of films screened. The quiz on different types of film shots and edits was very helpful as was Conors explanation on essay writing.
- Our lecturer tried his best even with the course being a ridiculous waste of time.
- The choice of topics, a lot of food for thoughts, challenging readings
- The content we covered was very in-depth and seminar discussions were very interesting allowing us to consider different and unusual ways of reading films. It covered a good breadth of knowledge in extreme detail.
- The course offered a great variety of films and topics to study.
Through the coursework I have gained a greater foundational understanding of textual analysis in film.
It allowed us to bring in our own opinions and interests in film to class and engage in interesting discussions with our classmates.
The presentations allowed for a different style of learning.
The topics we covered could be applied to studies across other courses.
- The course was extremely interesting and thought provoking. It covered a wide range of documentary styles and forms and was taught very well and in a fun manner. I would definitely recommend this course.
- The fact each week focused on a different aspect of film analysis, it was really useful to learn new and harder film terminology and study each bit in more depth
- The range of films shown
- The reading was interesting
- The screening, class discussions, and clear structure of the seminars. Fascinating readings, and open-minded, interesting conversations in class.
- The seminar discussions were great, especially when we were free to debate.
- This course is probably the most challenging one I have encountered. It really stretched my abilities to analyse films in detail and construct arguments. I also think that the skills gained from multiple presentations are valuable. I think this course will be useful in relation to my other film classes.
- i felt the course improved once it became more structured, and actual lectures were delivered in conjunction with screenings which they weren't in the earlier portion of the course.

1.5) How could this course be improved?

- - To expect us to do 4 group presentations throughout the semester is a lot, especially as everyone ended up putting a lot more work in than just speaking for 2 minutes. It would be much better to do 2 bigger presentations worth 10% each. Working in a group for these is good but to have to rely on other people to do their bit 4 times can cost us the grade if people don't pull their weight
- I think it's ridiculous that Connor capped the class test grade at an A4. Not that I expected to get an A1, but it would be nice to know these were being graded as exams and not as strictly as essays
- I know this was dealt with and it became much less of an issue but in some of the first lectures and seminars Connor seemed to expect us to know about very specific things (i.e psychology theories) that made it hard to follow what he was talking about. When the lectures became more broad and more about the topic of the week it became easier to understand.
- I found it difficult to find some readings as he wouldn't provide a source for them
- 70% seems too much for the class test grade to me. We spent a lot of work on presentations over the semester and I think it would be better if this was graded higher than 20% of our mark. Perhaps also it might be better to do 2 more detailed presentations instead of 4. My group tried to stick to the 10 minute mark as much as possible and therefore felt we couldn't fit in as much detail as we wanted or

as other groups who spent longer talking.

- A short focus each week on how each particular topic could be used in the final class test may have been helpful.
- Firstly, the main aims of the course and how the end of semester assessment would function was not explained at all. After weeks of being told the class test would be 1 question it later transpired we'd actually be answering 2 questions. So often misinformation was given surrounding the class test, so to have the layout of the assessment be made clear from the outset would be very helpful. I also felt 'class test' is a very ineffectual description of the assessment, particularly given in how it differs greatly from class tests we had undertaken in 1st and 2nd year.
I would not say that the content of the course was too difficult, but that the confused structure of the course and the lack of information about the class test made the course needlessly stressful.
I think the presentations work fine, though they were allowed run on far beyond the approximate 10 minute length outlined in the course document which meant that they often became rambling and unfocused as there was never any directive given to stick to time. Equally, it was always unclear to me as to whether or not the presentations were assessed individually or collectively.
I think the main issue with this course is not so much the content, but the constant and complete confusion surrounding it. If the objectives and assessments were made clear from the outset then the course would run much more smoothly and successfully.
- Having 4 presentations worth 5 percent was very unmotivational and time consuming. These presentations would take up the entire 2 hours that should of been used for seminar discussion for 4 weeks and thus it felt like i was missing out on valuable seminar discussion time which would have aided my understanding of each weeks content, as simply receiving a lecture and watching a film is often very disengaging.
Furthermore, it should of been outlined from the outset what the structure of the class test would entail and how each week was related to the content we could cover in this test. Instead it felt very disjointed.
Finally some of the screening choices were questionable and very disengaging. As the screenings are such a large part of the course it would of been nice to have been able to enjoy these more.
Overall i did enjoy the course, however these are just a few points i think would significantly improve the course.
- I think far more care needs to be taken regarding what screenings and readings are set, and the connections need to be properly explained between these and the topic of the week (Why 'The Accident' over any other film?) Furthermore, the group presentation system is an absolute mess; spending two hours every second week listening to presentations simply takes away from valuable seminar time, and having 4 group presentations is far too much work and organisation for a group of 5 people who all have other classes, deadlines, and responsibilities. The standard of presentation fell considerably as the course progressed, and unsurprisingly; after 2 or 3 presentations, each graded at 5% each, it's hard to motivate yourself to meet your group twice a week, do extra readings, prepare a structured argument etc, especially when there is no feedback given after each presentation to tell you where to improve, and often questions are only released a week in advance.
- My main concern is that the course syllabus is very narrow and undiverse. All of the films we watched (as well as those recommended for secondary viewing) were made by male directors. The vast majority of them were white.
As a result of this the depiction of women in these films was often dreadful, and I found myself feeling slightly resentful by about Week 3, especially given that the students on this course are predominantly female. As aspiring filmmakers, there is only so many times we can watch films where female character's sole purpose is to be harassed, oppressed and raped before beginning to lose heart. The lack of PoC and LGBTQ characters is even more jarring.
I acknowledge that perhaps this reflects a wider diversity problem within the industry; however, I think that makes it even more important that the course include films made by women, PoC and LGBTQ directors.
Perhaps this has occurred because no one has yet brought it to the course convenors' attention, or the syllabus has simply not been recently updated; if so, I hope my comments are helpful when the time comes to change it, and that diversity of content is a high priority.
- The 70% for one class test seems pretty scary. I think there should be more tasks with less weight.
- The aims of the course and the class test were not properly explained until about half way through the course. A number of students felt that it lacked cohesion and it was not always clear what exactly we were to take from the session (although this improved in the latter half of the course after some feedback had been given).

Although I think that presentations are a good way to develop communication, research skills etc it might be a good idea to mix up the groups each time to give students a chance to work and communicate with the whole class rather than just fixed groups.

In addition, much teaching and discussion time was lost with the presentations. The most interesting and enjoyable parts of the course were the lectures and the class discussions that followed the screenings however, because the presentations took so long (especially in the last week where they ran on well after 5pm) there was little time for discussion over the 11 weeks. Perhaps a clear time limit should be set for the presentations and the tutor could time manage this if the group go over that time?

Again, because of such little time for discussion, the screening selection was not always made clear for the topic that week (The film 'Accident' was never really discussed in relation to acting).

The screenings could have been more diverse. While they were selected in relation to what we were studying that week, it would have been nice to watch something not so overtly misogynistic on occasion.

While Conor is an excellent tutor always willing to help and prompt intellectual discussion, he was often late to the class (I only bring this up because by 5pm in week 10 there were still two groups to deliver their presentations and this could have been avoided).
- The films we watched were most if not all directed by men with poor representations of women. This was an unfortunate decision
- The main problem with this course is how assessment is structured. Four '10min' talks is far too many. And to properly cover the questions each group usually talked for around 20 mins. This eats into a lot of discussions and lecture time. I felt like 4 weeks of discussion were missed out on because talks were so frequent. Its nice to work in a group, however it might be more ideal to switch up the groups so you get the chance to work with new people week after week. It can seem tedious doing a talk 4 times with the same group. I feel there could have been a better choice of screened films for some of the weeks, however, I did enjoy Rope, only angels have wings, wild things.

- The organisation and timetable of the course was not well explained and therefore lead to points of confusion and made it difficult to balance with work from other classes. A timetable of when presentations would be happening would have helped this. Whilst presentations were a good way to learn and engage in discussions as a class, doing four throughout the semester with all groups presenting on the same day meant that there was no time for fuller seminar discussion of that weeks topic in the seminar on those days.
The class test was not explained well until about half way through the course, and even leading up to it there was confusion over the details of the organisation.
The percentage of the grading of the course is too high towards the final class test, another mode of assessment midway through the course would help for demonstrating the knowledge learned from the course.
The lecturer was late to class, which on one occasion caused the class itself to run late for some members of the class in order for all groups to finish presentations.
- The representation of women in the films screened across the course was terrible, not to mention not a single woman of colour was in any of the films. All the women characters were 2D aesthetically pleasing props. Its not a good sign when the only interesting female character seen is KW in where the wild things are who is a huge puppet/hammock. I actually find it shocking that in 2017 there can be a film class that literally shows films with no diversity and no developed female characters. I have essentially no notes from this course because there were no lectures, the short ramble we received at the start of the screenings seemed more like an opportunity to reference (but never develop or explain) 'hipster' 60s french theory. Too many presentations that were worth so little marks, they are so time consuming to prepare but don't feel very productive. and then spending two hours of each seminar listening to other groups talk about things they don't even seem interested in is a huge waste of time, everyone in the class zoned out when others did their presentations. More discussion would have been productive. Also the activity at the start where he read out one of his essays and said how good it was and then read out everyone elses essays and tore them apart in all the ways they were so much worse than his essay was savage and self-esteem destroying.
- The structure and general organisation of the course could be improved, how we were being graded in the class test and the presentations wasn't made very clear until the late stages of the course, so more clarity in regards to the criteria would be useful.
- The whole structure of the course should be changed, really. The amount of presentations was excessive, the class test is a somewhat unnecessary way to examine people (an essay would have been fine!) as well as it being such a large percentage of the final grade, the films screened week after week included more problematic depictions of women and assault, I think every single film was directed by a white man except for one (Rashomon) and we didn't really get proper "lectures" until halfway through the course.
- There's very little that could be improved on in this course as it was very enjoyable but there could maybe have been some more time dedicated to working through an exam question as a class or in groups.
- Too many presentations and not enough time for the level of detail needed. Perhaps having 2x20 minute presentations instead with groups presenting on alternative weeks would allow more time for class discussion as well as allowing groups to give more detailed presentations