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Professor Postal

English 182 K

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<p style="text-align:center">Feedback to People</p>

To Jaden Wang:

Really interesting topic! You both took great advantage of the podcast format by having a conversation as music students.

For me personally, your podcast is engaging and avoids using music jargon that a non-musician wouldn't understand. I just have a super small point. It might help to have a sentence or two generalizing the types of technology used for music near the intro of your podcast. You explained the apps and sites mentioned and their purposes, so readers by the end of the podcast gather what kind of technological tools are out there for music, but it could possibly lessen confusion if you establish right away what kinds of technologies are used in music education (ex. tools for recording, transcribing/composing, tuning, etc.).

Another small thing is in your "Grievances of Virtual Music Education." You discuss the lack of accessibility in music due to large expenses, then mention how the current music technology isn't helping the problem. I think it'd help to expand a little more on this. An example of how you could expand on it is include how just trying to download a proficient metronome resorts to having to pay, thus adding expenses on top of needing Internet, etc. I believe this might help tie the information about accessibility to music technology a bit more. Additionally, you could provide an example of how Youtube and Pro Tools don't meet the needs of various students due to being too simplistic.

For your suggested solutions to the current situation in music education, you could also discuss having apps or forums where several musicians contribute to explaining a theory topic or how to approach learning a piece, thus bringing in a more collaborative spirit and providing more perspectives. This was just a little idea.

Your podcast already looks super professional, so I can't imagine how pristine your final version will be. I can't wait to listen to it!

To Daanya Siddiqui:

The intro to your podcast is really compelling and I think you make great use of statistics to support your point. You also included a bit about yourself, which suits the podcast genre so well.

From the notes you've taken down here, I'm guessing your next steps is suggesting actions people should take? This will be a very good direction to head because most people like knowing what potential actions to take after being made aware of an issue. Are there organizations to donate to that provide technology to low income students? Are there bills/petitions to support? These suggestions could be a bit too specific, so maybe? Since your audience is young people "inspired to make change," this section will be very important. Since you're a young person too, you could also add your own ideas or (if you've done any) talk about your initiatives.

The audience for this podcast will be more clear if you also make it clear that you'll be discussing potential solutions in the intro paragraph in your thesis.

Like I mentioned a few times before, I think the important part of the essay is the change and action part. So if you are feeling like your podcast will be too long, I believe shortening up the intro and including mostly parts of the interview where the teacher talks about potential solutions or ideas would work.

I'm interested in learning a bit more about what kind of counterarguments you hope to address. Will they be claiming that technology in education closes the gap between Have and Have-nots more than it divides it (due to so much free info online, people being able to meet anyone across the world and share news and info, etc)? Or will they be claiming a contrasting solution to the solution you propose is better? So you propose solution A for closing the digital divide, but you find an article that supports solution B and denounces solution A.

Really nice script so far! Can't wait to see this podcast put together.

To Lillian Zhu:

Wow!! Your website and article are great! You made awesome use of links, different font sizes, quotes, and more. I felt like I was reading an actual post on a blogging site.

I believe that your primary audience includes teachers new to including AI in the classroom, which explains the background information on what AI is and suggestions with how to use it to supplement teaching, and tech people interested in the applications of AI, which explains the information on ITS. A possible secondary audience would be students looking into the intersections between AI and education. Though your article isn't directly for such students, it still has many characteristics that'd attract them, such as straightforward explanations.

In my opinion, your flow and evidence are very strong. You integrated the evidence into your article smoothly, and it didn't feel choppy. I recommend maybe looking into adding to "Yet, an often overlooked branch of artificial intelligence is the one growing within education." or near the beginning of your article something a bit more arguable. Perhaps, after stating the increasing prevalence of AI in education, argue something like AI is here to stay because the pros outweigh the cons.

Apologies for this super tiny nitpicky thing, but I noticed when you were discussing potential concerns, you wrote "However, I would like to explore how adopting a more hybrid approach to using AI in the classroom can be advantageous." The sudden use of "I" was a little bit jarring. But then again, this was just a super small thing.

I really enjoyed reading through your article and didn't feel like the length was too long.

To Syed Irtiza Raza:

The video title idea gave me a good laugh because taking AP exams online did suck, so thank you for that. I like your consideration of what kind of music and effects you plan you use because it shows your understanding of the genre that you picked.

Because there isn't an exact script you plan to follow, it's a bit tricky for me to figure out if you're going to adlib something in a section or not. So please excuse anything I say that you already planned to say.

In the introduction, you could briefly explain that these pictures are of high-stakes standardized tests that help determine people's futures.

I think the flow in the section talking about technology in the classroom could be smoothed out a bit. You could start the transition into the section by mentioning how standardized tests have traditionally been on paper, but schools have increasingly integrated more technology into classrooms, and standardized tests are next. Then, launch into how online standardized tests were already being implemented for MAPs and SBAs. You could emphasize your poor experience with these online tests by giving a general comparison between those tests and the paper ones you took later. This might help establish a more clear connection between the topics in this section.

Since you want your final product to feel open and natural, I think this video would benefit with including some of your own stories. When presenting your points, you could include your personal experiences with online AP, MAP, SBA exams. From your diction and small jokes (ex. "everything changed when the coronavirus attacked"), your key audience seems to be people around high school or college age who also have an issue with online testing. So, including some relatable stories from your life could help reinforce this.

When talking about how the cons outweigh the pros of online standardized tests, it'd be effective to emphasize the importance of security and prevention of greater divides in education. Also, if you have time, you could look into the possibilities of take-home tests during a pandemic. If you find resources saying that they're achievable, that could serve as a great defense against counterarguments.

It seems you already have your music picked out and how the video will go, so I'm excited to see the final product!

To Abby Burtner:

I learned so much from your article! I can easily see it being published on Medium. As someone who isn't an expert in Open Science, I followed along, so great work on making the target audience clear. One small thing I was confused with was the labels attached to the different ways of opening publishing: "entirely OA publishing (gold) or charging a fee to make an article OA (hybrid) or placing the article in an OA repository (green)." Are these just the names to call what method of publishing a firm is doing?

It might help also to clarify that OA means Open Access in the introduction for people newer to the topic.

I can clearly think of groups of people (like people who want to keep research "prestigious") who would counter your claim, so I believe it's arguable. To connect a bit of your intro to your claim, you could mention how these barriers to OA are tied to or limited by or influence the economy and politics. Focusing on this and how "entrenched these issues are in the current academic publishing industry and in academic culture itself" will be a good direction to follow when creating topic sentences and transitions. So, the societal implications to consider would include misinformation, which you mentioned in your outline, and global health/pandemic.

Also, having subheadings for your different points will help elevate your already-great-looking mockup.

I'm looking forward to reading the final version on Medium!

To Alain Garcia:

I am addicted to the colorfulness of the website! And adding a summary to what your podcast is about shows that you have a good understanding of your genre.

I believe that adding a section for just discussing the potential solutions to teaching K-2 in a virtual environment would help the structure of your podcast. This is because in your thesis, you're focused on spreading solutions to the problem you introduced, so it'd make more sense to

have more information on "the flipped classroom setting, blended learning and more friendly/fun ways to help engage students at this age." The conclusion paragraph could then summarize everything you talked about and why it matters. So the conclusion would become the 5th section of your podcast.

Since there are two people working on this podcast, including you, I'm curious about the setup and tone of the podcast. With multiple people, you can include a conversational aspect, which can create a more casual environment for the podcast. I believe that parents and teachers are your primary audience, though, so considering to stick a little bit more a formal tone would help target your podcast to them.

All of the information that you have so far seem intriguing and related to your thesis. Since COVID started, I've been curious about the effects of virtual school on younger children, so I'm especially eager to see what the end result will be like!

Reflection

The personal feedback that I received aligned closely to the problems I figured that I had in my letter, but didn't know to tackle them. Fortunately, my peers had brilliant ideas for how I could improve the weaker areas. Abby brought up the use of more formal language, which hadn't crossed my mind before, but makes sense to target my letter to members of school boards and instructors, most of whom are about the 30 to 40 age range. Jaden brought up how my letter seems to be aimed at two diverse audiences, thus blurring who my actual audience is. I realized that for my draft, I was too focused on including my primary and secondary audiences equally, so my primary audience was lost. When reexamining the genre that I picked, I believe it'd be beneficial to format the letter in a more formal way to draw out my primary audience, but post the letter to the public, so my secondary audience could easily access it. I no longer want to be stuck in a Google Doc. This requires me to look into simulating a site after a blog-posting site, or find an already existing site that would be relevant to my topic.

Lillian, Alain, and Abby provided great tips on how I could better incorporate my evidence and hyperlinks. This was a big struggle for me when writing up the draft because I was used to quoting evidence, then providing analysis like how I did for previous formal essays. Reading my peers' works also helped me understand the format of including evidence and hyperlinks better. I need to remember that not everyone has the time to read all of the articles that I linked, so providing a short summary of them before my analysis would help my readers understand my argument better. I plan to consider my evidence again, seeing where I might need more numbers and statistics to back up my points, redoing the length of my hyperlinks, and adding more specific examples to my analysis.

Another formatting change I plan to execute is introducing my counterarguments "in real time." I think with how controversial my topic is, many people will have several counterarguments even before reading my letter, so addressing counterarguments as early as possible will be an effective way to format my letter.