

Memo Fall 2014 Graduate Theory

TO: Students in 8106 Fall 2014 Graduate Theory
FROM: RBT
DATE: 11 October 2014
RE: Evaluation of the videoconference with Professor Wikström

On Monday October 6th we had a roughly 90 minute videoconference with Professor Per-Olof Wikström at the University of Cambridge. The week before you had read several chapters from his and colleagues' 2012 book *Breaking Rules*. On Wednesday October 8th you completed anonymous feedback forms on the value of this activity, its format, and its value relative to other class activities. Results are described below and appear in the following table.

Utility now and in future

Valuable use of class time (q1). You thought the videoconference was a worthwhile use of class time (mean=5.8). Everyone agreed or agreed strongly with this item.

Do NOT do in future class versions (q7). Since you thought it was valuable, it is not surprising that you all **disagreed** or **disagreed strongly** with **not** doing a videoconference with a criminologist in future class iterations (mean = 1.3).

Helped with understanding (q6). Everyone agreed to some extent that the videoconference helped you understand the theory better (mean=5).

Videoconference time breakdown

More question time (q2). About 2/3 of you (9/13) wanted more time to ask questions (mean = 4.1).

Presenter time (q3). You were split on whether to have more time to hear from the presenter (4 disagreeing to some extent, 9 agreeing to some extent) (mean=3.9)

Shoulda been shorter (q4). Everyone disagreed to some extent with having a shorter videoconference (mean=2).

This activity vs. more coverage

Videoconference vs. another book (q5). All of you save one disagreed to some extent that another book would have been preferable to the videoconference (mean=1.9).

Videoconference better for engagement than online video

Videoconference vs. online video (q8). Twelve out of 13 agreed to some extent that the live videoconference helped you engage better with a theory than seeing an online video of a scholar presenting his work would (mean=5.2).

Takeaway

In future iterations of this course, I will try and arrange at least one videoconference with a current scholar whose work we have read. Further, I will try and allow more time for your questions.

406 Fall 2014 Videoconference Evaluation - ANONYMOUS

	Item	Disagree strongly	Disagree	Disagree somewhat	Agree somewhat	Agree	Agree strongly	Median	Mean	SD
1	Videoconferencing with a scholar whose work we have read was a worthwhile use of class time	1	2	3	4	5	6	6	5.85	0.38
2	I would have preferred to have had more time in the videoconference for us to ask questions	1	2	3	4	5	6	5	4.08	1.19
3	I would have preferred to have had more time in the videoconference to hear from the presenting scholar	1	2	3	4	5	6	4	3.92	0.95
4	I would have preferred a shorter videoconference	1	2	3	4	5	6	2	2	0.71
5	I think it would be more helpful to me to read an additional book rather than videoconference with a scholar whose work we already have read	1	2	3	4	5	6	2	1.88	0.96
6	The videoconference helped me understand the theory better	1	2	3	4	5	6	5	5	0.58
7	I do NOT recommend you include a videoconference with a criminologist we have read in future versions of this course	1	2	3	4	5	6	1	1.31	0.48
8	A live videoconference with a scholar we have read helps me engage more fully with the theory than seeing an online video of a scholar presenting his/her work	1	2	3	4	5	6	5	5.23	1.09