IUB Fall 2018 Online Course Questionnaire Individual Report for CLLC L120 (SEM) 33189 FACTS, HOAXES, AND FAKE NEWS L 4188 CLLC (Jordan Taylor)

Project Title: **IUB Fall 2018 Course Questionnaire**

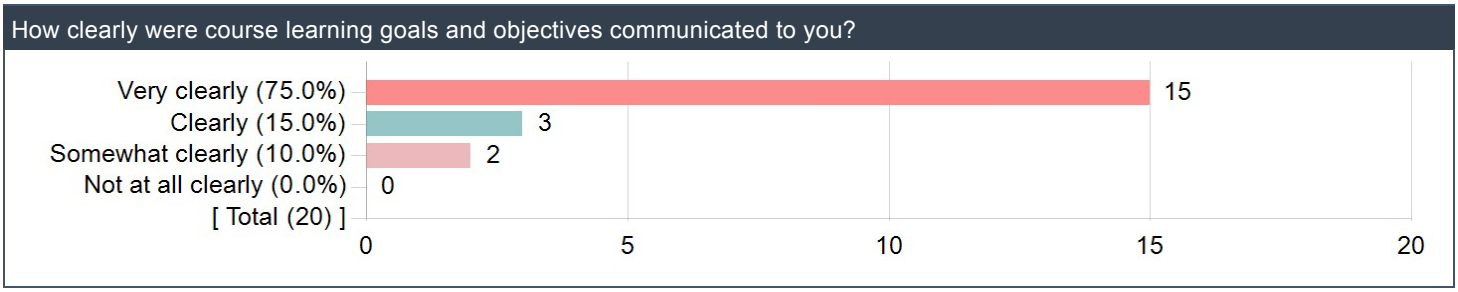
Courses Audience: **21**
Responses Received: **20**
Response Ratio: **95.2%**

Creation Date: **Wednesday, October 2, 2019**

Powered by blue®

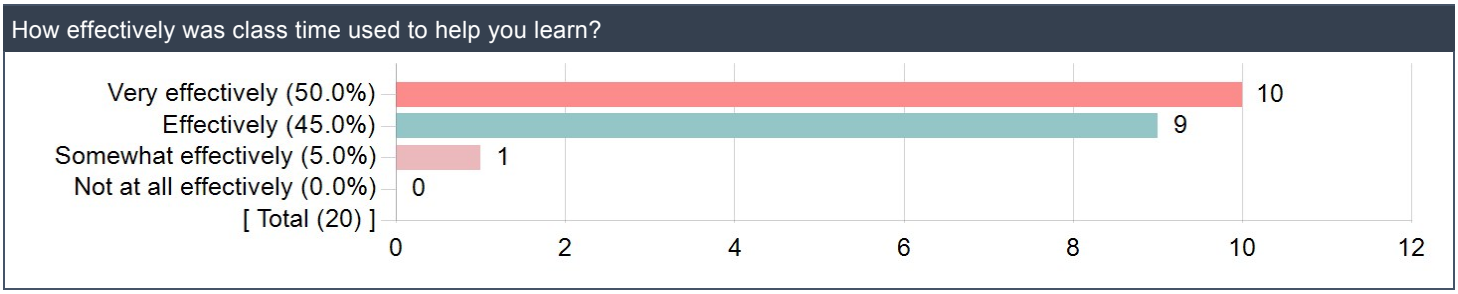
University Questions

How clearly were course learning goals and objectives communicated to you?



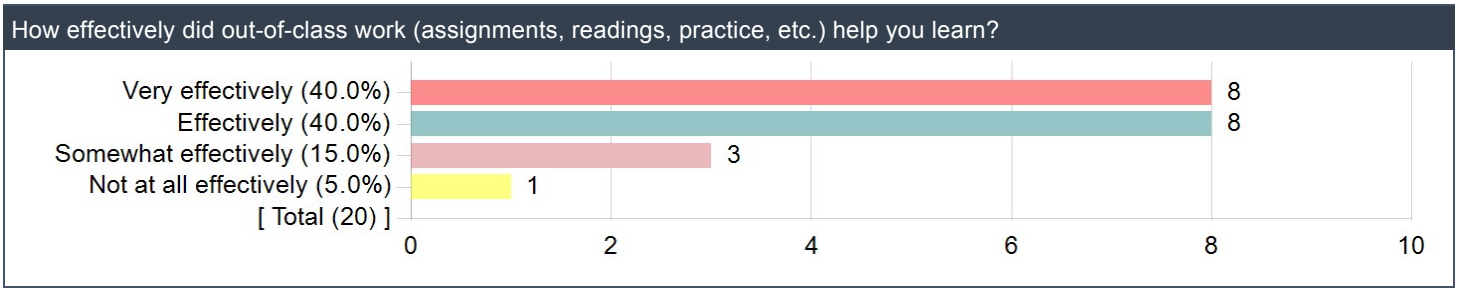
Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How clearly were course learning goals and objectives communicated to you?	20	3.7	0.7	162	3.5	0.7	99988	3.4	0.8

How effectively was class time used to help you learn?



Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively was class time used to help you learn?	20	3.5	0.6	162	3.4	0.7	98860	3.2	0.9

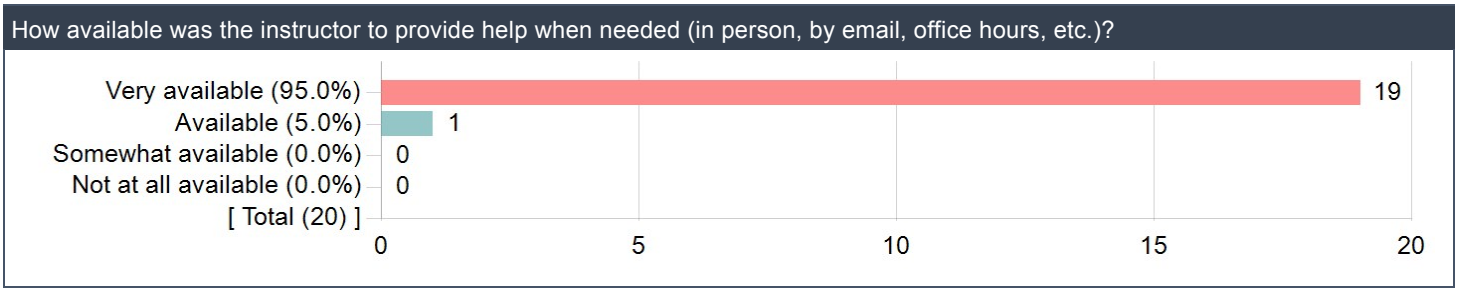
How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?



Copyright Indiana University Bloomington

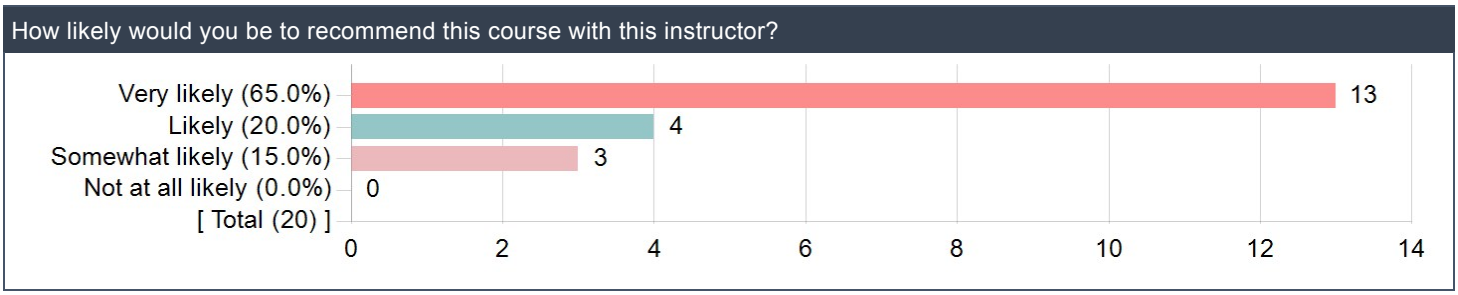
Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?	20	3.2	0.9	160	3.2	0.9	97697	3.1	0.9

How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?



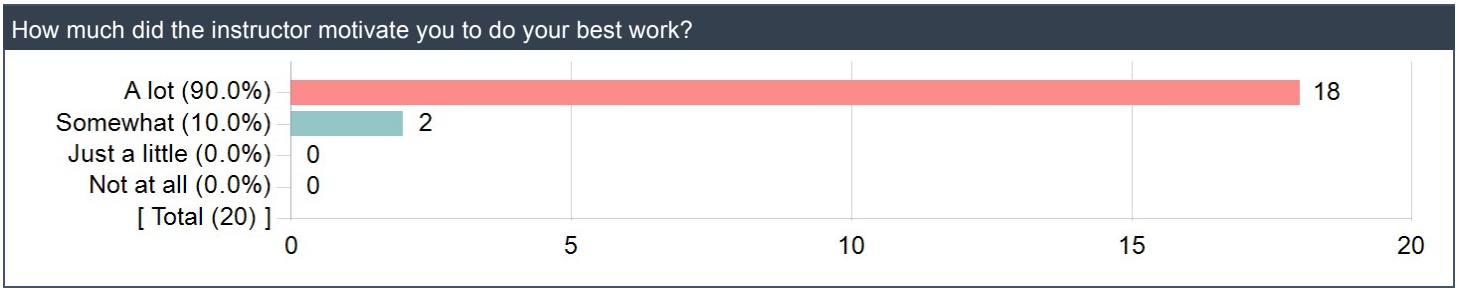
Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?	20	4.0	0.2	162	3.8	0.4	110803	3.5	0.7

How likely would you be to recommend this course with this instructor?



Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How likely would you be to recommend this course with this instructor?	20	3.5	0.8	162	3.6	0.7	111127	3.3	0.9

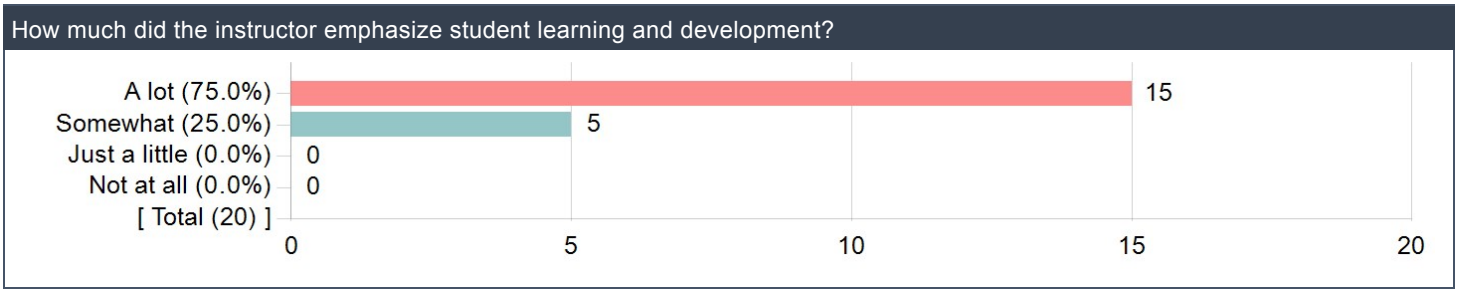
How much did the instructor motivate you to do your best work?



Copyright Indiana University Bloomington

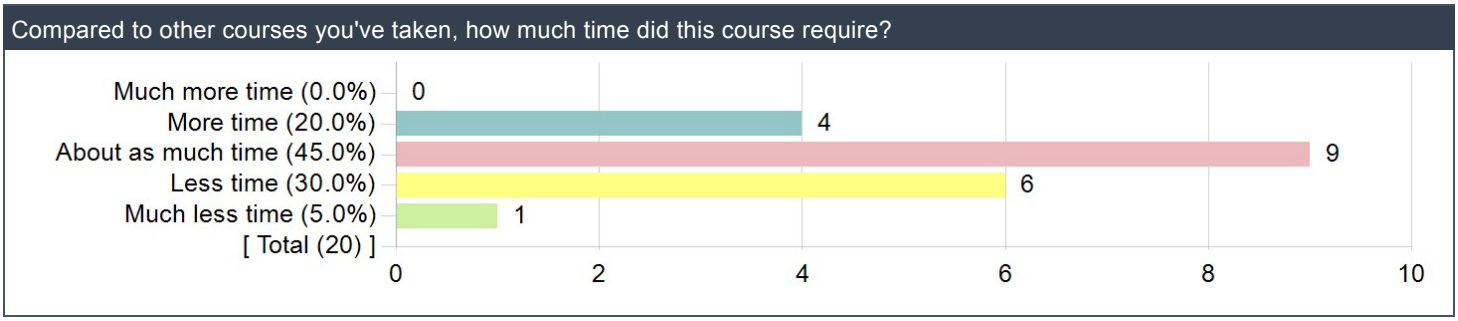
Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor motivate you to do your best work?	20	3.9	0.3	161	3.7	0.5	110695	3.5	0.8

How much did the instructor emphasize student learning and development?



Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor emphasize student learning and development?	20	3.8	0.4	158	3.8	0.4	109622	3.6	0.7

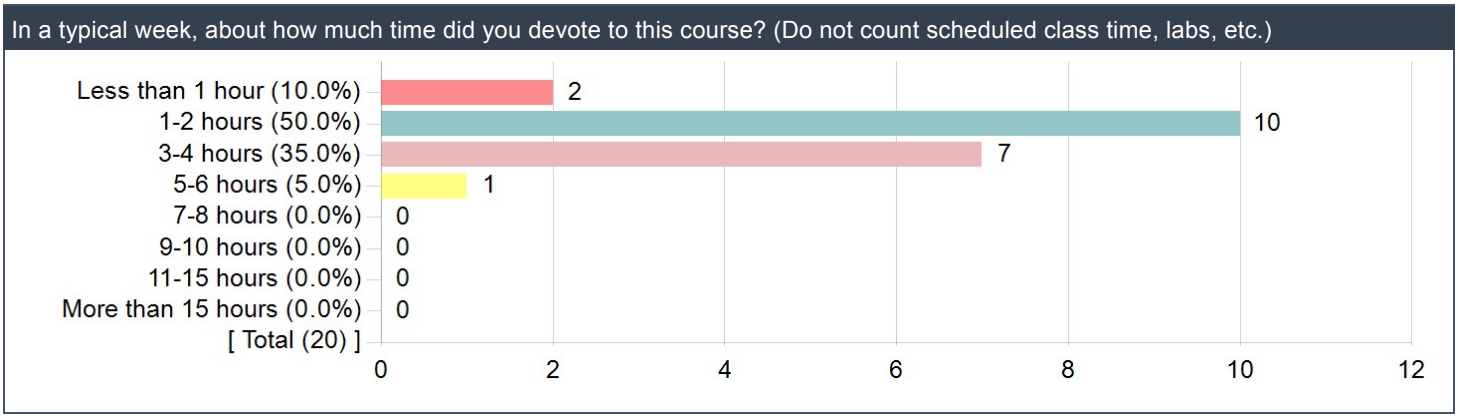
Compared to other courses you've taken, how much time did this course require?



Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Compared to other courses you've taken, how much time did this course require?	20	2.8	0.8	162	2.8	1.0	99630	3.3	1.1

Copyright Indiana University Bloomington

In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)



Question	Course			Department. (CLLC)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)	20	2.4	0.7	162	2.4	0.9	100033	2.9	1.4

Copyright Indiana University Bloomington

CLLC Open Ended Questions

Please describe 2 or 3 activities, assignments, readings, etc. from which you learned the most:

Comments
The Unessay was a very enjoyable and easy assignment. I liked that we were able to do whatever we wanted with it and be as creative as possible. All of our readings, although some very lengthy, I enjoyed because of the different topics they covered.
the last podcast we listened to, the unessay, and merchants of doubt
In–Class workshops were great hands on but relevant activities which allowed the application of skills as learned in class. The workshops, such as the day spent in the Lilly Library, were fun, engaging, and educational. Another activity which was beneficial to me as a student was the Unessay. Unlike a traditional final exam or project, this assignment allowed for student to relay what we learned throughout the semester and interpret and present it in our own way. Rather than regurgitating information, the instructor pushed for the understanding of the topics discussed in class through creative means which I and other students greatly appreciated.
Readings before every class diversify your knowledge of the topic, usually from an opinion on which you could disagree with, so that discussion can occur in class, with topics ranging from fake science to conspiracy theorists. The Piece of BS assignment allowed us to replicate (but NOT disseminate) a piece of media which contributes to a problem of political influence and misinformation with media consumption.
Conspiracy theories and our guest speaker on the paranormal was able to open my eyes up and learn more I hadn't known in the past.
Searching for fake news and the art of how to search for untruthfulness.
The week on Objectivity was something that was very interesting to me. The way that news sources try and be as middle ground as possible without bringing any personal opinions into the matter. The paranormal and photography was an amazing week. I loved the guest speaker that he had brought in to speak to us. It was a very enjoyable week of class. It was interesting going in depth on fake news towards the beginning of the semester. I enjoyed when we spent time in class going through a explaining why these were fake news, it was awesome.
learned the most from going to the Lilly Library and looking at old newspapers and also from in class workshops
I believe that reading a wide variety of authors and mediums gave us a wholistic scope of issues we discuss. The bullshit inventory assignment was especially useful, for it truly made me more aware of the information around me.
I really learned from the documentaries we watched, as well as the lectures/talking time we had during class. Everything we did made me think in one way or another, and I feel that I've gotten way more out of this class than I thought I would (not only did I establish my own worldviews about things, but I also feel like I'm more adequately prepared for facing real life/having the confidence I am actively working on.)
I believe that the bullshit inventory was a good assignment to motivate introspection on the course topic. I also found the in–class workshops to be very conducive to learning especially because I could get instant feedback on the assignment and have a free discussion.
I enjoy the workshops that we do in class as well as group discussions over that specific topic for the week/day.
I learned from going to see the old newspapers. I also learned a lot from the climate change deniers documentary and the guest speaker that was brought in.
I think I learned the most from the Bullshit pieces we had to do because they required you to inform yourself about the topic and become involved with it. It makes you see the reason behind why people like to create bullshit articles. Am I allowed to swear on this? I hope so.
Piece of bullshit and the unessay
I feel as though I have learned a lot through the readings that we were asked to read outside of class, as they helped open my mind to new perspectives and made it easier to follow along with the topics in class. I also feel that I learned a lot from our bullshit inventory assignment because it applied our course topics to the real world.
The Bullshit Inventory and all of the workshops really helped me to understand the course material.
N/A
Visit to Library, Looking at Old Campaign ads, and the Meeting with Instructor
1) I learned quite a bit from our readings overall. Even if I already knew about a subject, the readings would further my education at the very least. I also got to see the different opinions people hold and the arguments they make through the discussions that followed the readings. 2) The 'Piece of Bullshit' assignment let me see how easy it is to create something false and it appears to be real. It took a minimal amount of skill to make what I thought was a convincing falsehood.

Copyright Indiana University Bloomington

What changes would strengthen this seminar?

Comments
I think some shorter readings would make it a little more enjoyable. I am on the slower side when it comes to reading, so when I have 3 very long articles to read I spend a ton of time on them and still have other homework to complete as well.
lighter readings
The seminar is pretty solid, however the incorporation of more guest speakers may strengthen and contribute to the class. Through this way different topics can be discussed at different angles and adding diversity to the class structure.
Perhaps a more interesting discussion, as sometimes the topics can require a lecture beforehand, which kind of drains excitement towards the topic a little.
More daily discussions in class
More examples of actual fake news.
Maybe do some more in class activities! I loved the small discussions we did, and the in class workshops! I think the activities would make the class even more awesome!
some of the readings were lengthy and didn't keep my interest
not sure how, but possibly more structure?
Sometimes the readings were hard for me to digest, so I would say that the time in class really helped me to formulate thoughts and help with that. I would even venture to say I learned more in discussion, which is not usually like me, because I'm a reserved person. I found class time very effective and helpful.
More examples, especially from before the 20th century. I think this was covered particularly well in the final third of the course, but it might be nice to cover these earlier in the semester as a frame of reference from which to work when delving into the philosophy and study of the phenomenon of bullshit. Perhaps it could be a set of bookends to the course: an introduction to the world of bullshit at the beginning and a deeper inspection at the end through lenses gained through coursework.
Not as much busy and reading work, more discussion and evaluation of course materials.
For this seminar I wish we had more time so we could have tackled more of the common types of fake news because that is applicable to our lives.
If everyone got to know each other and it became more friendlier. I feel like this course really struggled at the beginning because nobody talked and its a prerequisite for this class to do well.
More assignments where you have to go out and find articles yourself
I think if there was more incentive and motivation to discuss in class then the discussions in class would be a lot more effective.
Things are a little dry, but I suppose that comes with the nature of what we read and were instructed with.
To explain more and not be all historical
Less Readings and more in–class activities
I would have asked for less group discussion in class with our partner at the table. It didn't really help me much, it was more awkward than anything else. I also think presenting the Unessay would have been fun and interesting to see.

Copyright Indiana University Bloomington

Please describe 2 or 3 activities, assignments, readings, etc. from which you learned the least:

Comments
All of our activities were very educational. I can't recall a time that I really struggled to understand and learn from something we did in class.
piece of bullshit assignment and many of the days where we would have two or more readings i felt like things were being restated
I'd say some of the responses to the readings, but that's kind of by default. The workload isn't ridiculous and follows a pattern. If you don't like a topic being covered that week you probably won't be as invested.
I enjoyed everything and learned a lot, however cognitive error was the topic I learned the least mainly because it was in the beginning of the semester and was still getting my bearings
I would say during the week when we watched the film Network, and our readings were from Postman. I enjoyed the film, but the readings kind of lost me. I did understand them, but they weren't the most enjoyable to read for me.
some days the instructor would lecture for a while and I would lose interest
none
I learned lots and much more frequently than I did not, but I think my struggles with some of the longer readings just have to do with the fact I couldn't engage with them as well.
Although it was a fun assignment, the piece of bullshit did not particularly feel overall like an application of things I had learned in this course. It might be more effective as an in–class workshop since it is still an interesting assignment that I would hate for anyone taking the course in the future to miss out on.
The out of class readings were somewhat informative but it did not help me make a huge connection with the course material, as well as partner work.
I think the group activity where we created our own online advertisement, while fun, wasn't very effective.
I like the two movies we watched because they were very entertaining and had a good message. However i enjoyed the second movie more because it was easier to understand how it related to the class because it was so direct, which i feel is better.
Lengthy reading homework assignments, cause I would only glance over all of it instead of reading
I feel as though I learned the least from the piece of bullshit because I was more focused on the assignment itself rather than how it applied to the class. Another assignment was the workshops because they often were hard to fit into the allotted class time that we had and since it was very hands on and the fact that we were being graded for it made the objectives and standards for our work hard to understand.
I would say that I learned the least from the discussions. The readings, while a little dry, were still interesting to read from a students perspective. However, writing about what we believe and how we feel in relation to the course topics didn't exactly help me learn anything. It just re–enforced what opinions I already had. And that is true for all of the discussions except for the one about Objectivity. This class has really changed my view point on that.
N/A
A few of the long readings. Otherwise very good
1) Workshops, I always just felt like I was rushing to finish and had to try to work with others on this mini project. If a disagreement came up arguing would loose time so we'd have to make a compromise that could bring down the over all quality. It would also suck if your partners decided they didn't want to participate. Then it was all on you, but they had to like it. I could live with the work load if it was just my responsibility and my grade.

Copyright Indiana University Bloomington

Do you have other suggestions or comments for the instructor of this course or for Collins' Board of Educational Programming (BOEP), which selects Collins courses?

Comments
This course is very fun and has a great teacher. The environment is very welcoming and allows us to say whatever opinion we have without having scary feedback and mean replies.
Professor Taylor encourages his students to be conscious and well–informed citizens. As a university who values wholistic education across a wide spectrum of areas, this course offers a lot for the students who decide to pursue it. Skills learned in the class allow student to navigate and better understand the world and its social constructs. Further it pushes for development not only as students but as individuals as well.
No
I think more classes like this are important! Jordan is an amazing teacher who is teaching a topic that is quite difficult to talk about! I loved the class and it was definitely the highlight of my first semester as a Freshmen.
spend more time on the importance of information and research in a democracy. I think it would be better to discuss this topic I. the beginning of the course.
I think this instructor is one of my favorite ones I've had at IU so far, and probably will continue to be one of my favorites for the rest of my time here. I felt supported from the get go, and I would think all my classmates would say the same. That support made the hard topics and conversations much easier, especially for a more reserved person like myself. I will miss this class and this time we had together; I feel like I learned from the first day to the very last second. Jordan is always very kind and effective, willing to meet anyone's needs, and that is obvious even in the syllabus. I think if I ever had a bad day/situation due to poor mental health he would be one of the few professors or faculty I could have approached and talked to in confidence, because he'd understand. This is very important to me.
This was a very informative class that explores topics highly pertinent to our modern political current. If resubmitted to be taught again, it should be selected by the board.
I liked his passion for the subject and his to desire to hear everyone's opinion while keeping the conversation civil. This class was on a very current subject but I think it was done in a professional and level–headed way.
Make it less hot in the basement please.
He is a really good professor. One of my favorites of this semester
I really do appreciate the fact that Jordan recognizes that his students are people and is understanding when life gets in the way of school. I respect him for that immensely. It makes me feel more comfortable in the classroom and outside of the classroom if I were to need help. I wish Jordan luck in where were his life takes him.
No I think I had a good instructor
This was a fun course to take.
Classes like this are engaging and fun while still allowing you to learn. This topic is especially important in today's political climate.

Copyright Indiana University Bloomington

Instructor Added Quantitative Questions

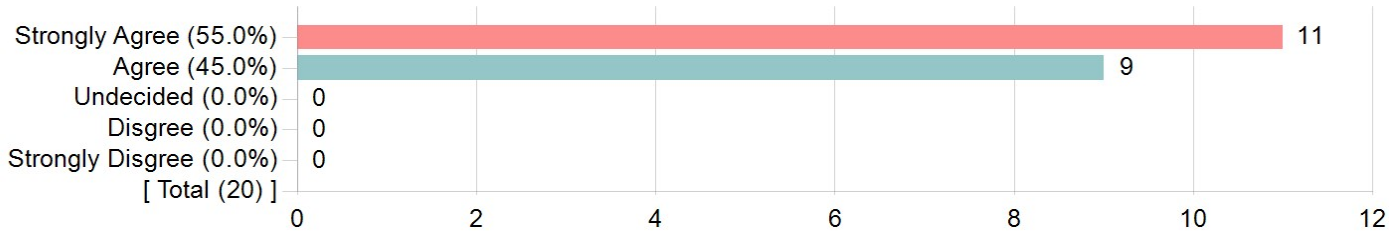
The instructor created an environment that was conducive to learning.

The instructor created an environment that was conducive to learning.

Question	Course		
	Response Count	Mean	Standard Deviation
The instructor created an environment that was conducive to learning.	20	4.8	0.4

I learned a great deal from this class.

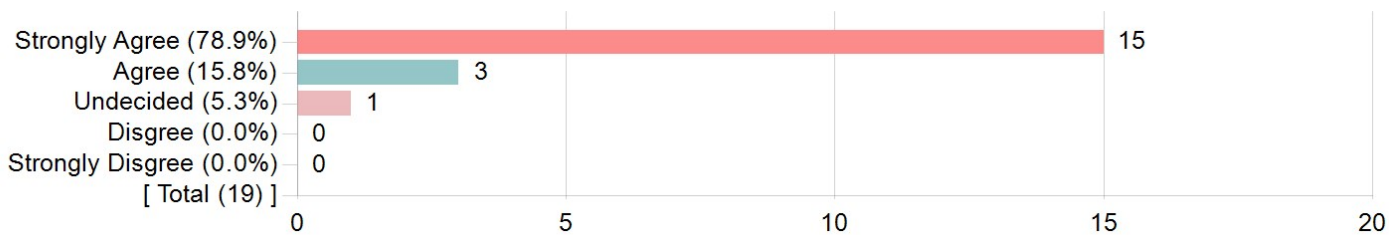
I learned a great deal from this class.



Question	Course		
	Response Count	Mean	Standard Deviation
I learned a great deal from this class.	20	4.6	0.5

This course improved my information and media literacy skills.

This course improved my information and media literacy skills.



Question	Course		
	Response Count	Mean	Standard Deviation
This course improved my information and media literacy skills.	19	4.7	0.6

Copyright Indiana University Bloomington

Instructor Added Open Ended Questions

Describe the instructor's strengths. Additionally, how could the instructor improve?

Comments
Jordan is a very funny and laid back guy which helps with the environment we are learning in. He allows us to say our opinions and accepts what everybody has to say without judgement.
clearly very passionate about the subject and made the classes lively and engaging
The instructor seems to be very invested and enthusiastic about the material which he presents. Professor Taylor encourages students to break out of their shell and contribute to meaningful and stimulating class discussions to ensure students are learning the most from the course. The instructor handles sensitive topics well and is respectful of the opinions expressed by all students.
Very well thought out class, no doubt was left as to what we were doing or how we were doing it. As the semester went on the class got more comfortable, so maybe trying to make the class more welcoming from the start, in terms of instructor>student relationship, would be a way to make it better.
I loved Jordan and the way that he taught the class, the only thing I would change is having him talk a little less and have more conversations and discussions in large groups in class
Engaging and humorous
He is a great speaker, and is able to ask questions and engage in fun conversations. I would say even on days where he says that it is mostly a lecture day, that he should try and add some fun with lecture. Other than Jordan exceeded everything that I could've asked a professor.
The instructor was easy to reach out to. One thing I would change is that it was a very discussion oriented class which just isn't my favorite.
The instructor was extremely knowledgeable on the subjects, often times bringing an interesting perspective through history. I would have liked for more quest speakers, possibly from the media school or local news services, to give us an inside scoop on the industry.
This instructor is genuine, very honest, and very available to all students. I think if anyone had any issues they could make a plan to fix them with this instructor and not face the obstacles they might with any other professor. The banter and mood we set for the class from the start made the hard days flow more smoothly, made everyone comfortable.
Jordan is a very personable and relatable instructor who was able to channel that energy into an interesting and informative educational experience.
He is a very good teacher that is good at making connections with students but he could improve on his certain way of addressing controversial issues.
Jordan was good at providing a professional view in the discussions. He was also good at giving historical background to the events. This was just partly the students' fault, but he could learn how to encourage all students to contribute to the conversation more.
He is not like a normal instructor so the course always feels new and refreshing when stepping into it.
He understands it seems how students feel towards certain topics and such. He responds to our homework assignments which shows he's engaged in what we are doing as well. He can improve by making us talk, maybe picking someone to say what they think when no one else speaks
I think the instructor was very open to students' ideas and perspectives while also providing feedback and helpful ways to improve our way of thinking. The instructor could improve by making the lectures more entertaining.
I generally liked the way Jordan taught this class, but I also just love classes where speaking freely is welcome and debates are encouraged. All of the workshops, movies, and in–class discussions were fantastic, but the material itself is a little dry and I had a hard time relating it back to me when some of these findings are from 30+ years ago.
He could improve by not making it long as in keep it sweet and simple
Very passionate and devoted to what he teaches. The instructor could emphasize more in–class activites to help further the learning.
He did a very good job with keeping a logical flow through the course material and he did a good job of keeping the class engaged in the topic. I think he relies to heavily on the students to discuss amongst themselves. It usually was just awkward and felt out of place at times.

Copyright Indiana University Bloomington

Describe the course's strengths. What topics or units were most meaningful and useful for you? Which were less useful?

Comments
I enjoyed every topic we learned about because we learned them all in a different way. So if I had previously known about a topic, learning about it in this class showed me a different view to is. I really enjoyed the conspiracy theory unit, mainly because it is the most fun and enjoyable in my opinion.
the lilly library trip was useful and fun, but some of the readings were not useful
Topics such as the breakdown of a fact check and the definition of misinformation were most meaningful and resonated the most for me. A less useful topic may be that of Paranormal activity. The topic was entertaining and fun and there were things to be learned from it, but its takeaways were minimal compared to other units discussed in class.
The range of topic covering all aspects of fake news was enriching and allowed perspectives I hadn't thought of before. Some readings were long, and I definitely didn't spend much time on them though.
The courses strengths were meaningful because they were able to keep me engaged and interested to actually read the articles sent to me by Jordan.
coming up with more conclusions about fake media was big.
The course was engaging and very enjoyable. I felt as if this entire semester, I was learning new topics, and rehashing some things that I knew, but didn't have a great concept on. The most useful topic for me was the fact checking week. I have always wanted to properly fact check so I know how to trust political journalism. The week on the paranormal would probably be the least useful, just because the practicality of it in every day life isn't that high. But that week was still very enjoyable and fun to learn.
the course helped me to become a better fact checker and to see through the bullshit. the paranormal unit was interesting but not sure how useful on a day to day basis compared to topics like politics
I did not really enjoy the conspiracy theory topics and believe we spent too much time on it. But I also understand that many other students were interested. The course provided us with multiple perspectives on topics, which helped broaden our knowledge.
I think the topics about polarization/blind spots were very enlightening to me, and made me check myself. I definitely discovered how to tap into my empathy a little more because of this course, but to also stop allowing "bullshit" to go past me. I became far less passive, which was not even a fault I realized I had before.
Every unit in this class was meaningful to me in that it all grabbed my interest and provoked interesting questions about the treatment of truth in multiple situations. I thought the spirit photography talk was out of place, but that is forgivable since it was given by a guest lecturer.
The course itself helped me to understand the difference between real and fake news as well as why people believe what they do. This will help with my everyday decision making in the future.
The units on stuff like climate change and how to address fake news when we see it was helpful. The larger philosophical discussions, like how science is created by society, sometimes wasn't given enough time so it went over my head.
I think the climate change and the conspiracy theories units were the most useful because they were very interesting to learn about. The ones that were not as useful were the ones at the beginning of the semester, because i barely remember what they were.
Paranormal was the least useful. The ways that fake news is spread was the most useful
The topics that were useful to me were the ones that gave real world applications such as the unit on fact checking and bullshit. The less useful ones were the more history oriented ones such as media history.
The class as a whole has redefined what I would like to do with my major, so I believe all of it is useful. I went into this class with a general idea and I believe I am coming out of this with a more focused goal.
N/A
The most interesting subjects were the bullshit throughout history, campaign ads, and the spirtualism Halloween event.
They were all useful and interesting to me personally. I would change a thing about the course material.

Copyright Indiana University Bloomington

What did you learn from this class?

Comments
I learned that people spread fake news and that it is everywhere and it is crucial for us to teach ourselves to not always believe what we see/hear.
how to spot fake news, how to prevent spreading it, and the general history of it
This class taught me that "Bullshit" is everywhere and that although it would be easy to give up or ignore the misinformation around us, it is most responsible and worth while to use the tools we have acquired to combat its spread.
I learned that although the complexities and stubbornness that often plague misinformation and fake news are strong, the tools we used to fight the epidemic are stronger.
Keeping an open mind and recognizing when issues and what people are saying can be heard but taken as bullshit and how it negatively impacts society.
How to search for untruthfulness in the media.
I learned that the world is very full of people who want to deceive you. This whole class was amazing. I now can hold my own better in a political debate because I have learned how to check my sources properly and not just spew out random stuff. This class helped me become a better person in ways that I didn't expect.
better media literacy
I learned to be more aware of selective exposure and motivated reasoning in the information that is infant of me.
I learned to stand on my own two feet, develop my own thinking, and to think more critically/differently about hard things that used to only scare me/make me sad about the world. I learned it is okay to be undecided, to trust experts and to stand up for things I know are important. I came into this class wanting to find my own voice, and I left with so much more than just that.
I learned a great deal about fact checking and the art of picking your battles. The course also allowed me to question a lot of preconceptions we have of the concept of truth.
The history of fake news, conspiracy theories, fake ideologies and more about politicians and political standings.
I learned a lot about how I can prevent the creation of more fake news. I learned why it is created and how to detect it.
A lot of Bullshit
I learned ways to detect fake news and how to confront it once I come across it
I learned how to improve my daily internet habits and how to fact check information on the web.
I learned how to be a better electorate, for the most part. I learned how to see through lies and how to find the truth in some lies. I learned that nothing is what it seems and to always be skeptical of anything you see and hear until you can prove it or dismiss it yourself.
N/A
I believe that my ability to identify fake news has increased and I believe I am less likely to be fooled while on the internet. I learned a lot about the problem the world is facing with technology that allows the spread of bullshit.
I learned how to understand and approach people that differ from me. I also learned how to better articulate my arguments and suppress the desire to get worked up on certain topics.

Copyright Indiana University Bloomington