University of Nebraska, Lincoln
Other University Programs Fall 2022 Course Evaluations

Course: RAIK-341H-001.1228: HONORS: MARKETING RAIK341H SEC 001 Fall 2022
Instructor: Robert Mackalski *
Response Rate: 9/36 (25.00 %)

Question		1	Mean	Std	Median
I understand that my response will be anonymous and will not include any identifying information.	n	9	1.00	0.00	1.00
	%	100.00%			

Scale: 1 = Yes

Question		5	4	3	2	1	Mean	Std	Median
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I feel welcome and respected.	n	4	3	0	2	0	4.00	1.22	4.00
	%	44.44%	33.33%	0.00%	22.22%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I understand course expectations and how my performance is evaluated.	n	3	1	1	3	1	3.22	1.56	3.00
	%	33.33%	11.11%	11.11%	33.33%	11.11%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I feel challenged to learn a lot in this course.	n	2	2	1	4	0	3.22	1.30	3.00
	%	22.22%	22.22%	11.11%	44.44%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: Course activities effectively promote my learning and interest in the subject.	n	2	4	0	1	2	3.33	1.58	4.00
	%	22.22%	44.44%	0.00%	11.11%	22.22%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: The learning tools (e.g. course texts, notes, slides, videos, exams, projects, etc.) support my learning.	n	3	3	0	2	1	3.56	1.51	4.00
	%	33.33%	33.33%	0.00%	22.22%	11.11%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I am invited to be an active participant in my learning (either face to face or online).	n	5	3	1	0	0	4.44	0.73	5.00
	%	55.56%	33.33%	11.11%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I have opportunities to learn with and from other students in this course.	n	5	4	0	0	0	4.56	0.53	5.00
	%	55.56%	44.44%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: The feedback I receive on my work is useful to me for making changes and improvements.	n	0	3	2	4	0	2.89	0.93	3.00
	%	0.00%	33.33%	22.22%	44.44%	0.00%			

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Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I know where to go for help in this course if, and when, I need it.	**n**	3	3	2	1	0	3.89	1.05	4.00
	%	33.33%	33.33%	22.22%	11.11%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I find communication with the instructor (e.g. office hours, email, Canvas, etc.) effectively supports my learning.	**n**	3	4	2	0	0	4.11	0.78	4.00
	%	33.33%	44.44%	22.22%	0.00%	0.00%			

Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

Question	What has been beneficial to your learning? From the following list of teaching elements, what is the one thing that has been the most beneficial for your learning in this course so far? After your selection, please provide written comments about the element.	n	%
1	Inclusiveness	1	11.11%
2	Course Performance Expectations	0	0.00%
3	Course Challenge	0	0.00%
4	Engagement in Assignments or Projects	1	11.11%
5	Course Learning Materials and Tools	2	22.22%
6	Active Learning Opportunities	0	0.00%
7	Quality Interactions with Students	4	44.44%
8	Timely and Useful Feedback for Improvement	0	0.00%
9	Support	0	0.00%
10	Instructor Communication	0	0.00%
11	Other	0	0.00%
0	Not Applicable	1	11.11%

You selected 'Inclusiveness'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Course Performance Expectations'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Course Challenge'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Engagement in Assignments or Projects'. Please provide written comments on your choice.: Robert Mackalski

- I think all of the in class activities and lectures were very engaging.

You selected 'Course Learning Materials and Tools'. Please provide written comments on your choice.: Robert Mackalski

- The best thing I've gotten out of this class is the occasional summation lectures, where we talk about everything we've learned up to that point and how it fits together.
- Bob constantly provided examples and in-class interaction that did not just support learning, but built upon learning and took the course to the next level.

You selected 'Active Learning Opportunities'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Quality Interactions with Students'. Please provide written comments on your choice.: Robert Mackalski

• The discussions we did in class I feel were what most effectively supported my learning.

• The only positive thing about this course is the fact that I do not have to suffer through it alone. Being surrounded by very intelligent and motivated peers is very fulfilling and it has kept me motivated throughout the often unbelievable assignments that we have received.

• Although I largely disagreed with the way that most of this course was taught, I did appreciate that we were given the opportunity to learn from and work with other students on projects.

• Interacting with other students through the marketing plan was the best thing I could've done to reinforce my learning. I also greatly appreciated the privilege of being able to choose our own groups, as it made the rest of the semester a lot smoother. I appreciated the 3 different submissions and feedback along the way of them. Overall the marketing plan and group interactions were what I learned most from this semster.

You selected 'Timely and Useful Feedback for Improvement'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Support'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Instructor Communication'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Other'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Not Applicable'. Please provide written comments on why you selected your choice.: Robert Mackalski

Question	What could use some improvement? From the following list of teaching elements, what is the one thing that could most use some improvement to increase your learning? After your selection, please provide written comments about the element.	n	%
1	Inclusiveness	1	11.11%
2	Course Performance Expectations	2	22.22%
3	Course Challenge	2	22.22%
4	Engagement in Assignments or Projects	1	11.11%
5	Course Learning Materials and Tools	0	0.00%
6	Active Learning Opportunities	0	0.00%
7	Quality Interactions with Students	1	11.11%
8	Timely and Useful Feedback for Improvement	1	11.11%
9	Support	0	0.00%
10	Instructor Communication	0	0.00%
11	Other	1	11.11%
0	Not Applicable	0	0.00%

You selected 'Inclusiveness'. Please provide written comments on your choice.: Robert Mackalski

• Overall I never felt comfortable in this class. Since we were required to participate I participated, but often in fear of being struck down as wrong. It is good and valuable to challenge people who may have never been challenged before, but I believe students can be challenged in a more tactful and respectful way than what was done in this class. Even going to office hours was tense at times, and I would've really loved to chat through questions in a more comfortable environment.

You selected 'Course Performance Expectations'. Please provide written comments on your choice.: Robert Mackalski

• Mainly with participation, I'm not sure how to figure out what the expectation is and if I've been meeting it

• The structure of this class is not that of a traditional college class, and nearly every student I have talked to has a bad opinion of this layout. The fact that the participation grade is such a large percentage of our final grade is not the problem. I do not mind being graded on how well and often I engage with the course. I have problems when it comes to the grading. Expectations surrounding participation were set at the beginning of the semester, but we are unable to see that grade, or have any sort of clue how it might impact our final grade. Having done solid A and A- work this semester, I will be very upset if the participation grade comes back to lower my final score, especially considering I have only missed one class period, answer questions regularly every class, and even respond to the online discussion boards that are available. Many aspects of this class felt distasteful, including when the professor asked a student to describe how childbirth occurs, and had us target a market of poor rural mothers that were afraid their children would die as a 'segmentation exercise'. It also felt rather distasteful and out of touch to assign readings over Thanksgiving break. Normally I would not be upset by this, but the readings were assigned after we had already left for break, were expected to be done by the time we got back, and some of the readings were over 200 pages. College students are not going to spend their hard earned break and time home reading a 200 page article about marketing. To think that they would is outrageously out of touch and ignorant.

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You selected 'Course Challenge'. Please provide written comments on your choice.: Robert Mackalski

• I largely disliked this course for many reasons that are beyond the topic of "Course Challenge". First, I really disagree with the grading of this course. The midterm and final project for this course is graded on a very subjective scale. We were given very little opportunity to show that we actually understand the main topics of the course, and were evaluated more on how to apply those main topics. This is a great way to teach a course usually, but the lack of useful rubrics combined with small critiques of work taking off large amounts of points was very irritating. Next, having a participation grade that determines a large portion of your grade while not giving students any idea of how they are doing in that grade just creates a feeling of stress in the classroom. I'm all for having participation grades, but when the participation is worth 10% of your grade and you have no clue how you are really being evaluated for that participation until the end of the semester, it feels unfair to students. Next, it is difficult to get much meaningful material gleaned from lectures - I am a big note-taker, but I struggled to barely write anything down during lectures. There were lecture slides, but they were very loosely followed by the instructor. The lectures also seemed to just repeat the same material that could have been covered in about 3 weeks for the entire semester. Next, some of the lecture material seemed to be very inappropriate, even for the college classroom. In one class, the instructor told a student to graphically describe the process of childbirth. This was very uncomfortable for the entire class, especially because this lecture was part of an exercise to create a product to take advantage of the needs of poor, rural, desperate pregnant mothers in India. Although this is a difficult topic to be covered in a college setting, there is a correct way to approach it - but this was not it. It came across as cold and heartless. Finally, assigning reading to be done over Thanksgiving Break is extremely disrespectful to student's time. We have worked hard throughout the semester and have looked forward to this break, so assigning reading that for some was over 200 pages is bad enough, and it was made worse by the fact that this assignment was released to students while they were already at home for break, and it was expected that it would be done the first day back from break. This is disrespectful and showed that the instructor is completely disconnected from the reality of the lives of college students.

• In my opinion I did not feel challenged in the course, yet I will end up with a poor grade because it is made almost entirely of participation. The content is fine and there is nothing wrong with it, but I wish there were more opportunities to get points in this class. I can't count the number of times I did not get called on for participation in class, which makes me upset that my grade will tank because of this, even though I only missed one class the whole semester, and I am confident that people with better participation grades went to class maybe half as often as I did.

You selected 'Engagement in Assignments or Projects'. Please provide written comments on your choice.: Robert Mackalski

• Projects involved students choosing groups which created exclusionary behavior and presented challenges.

You selected 'Course Learning Materials and Tools'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Active Learning Opportunities'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Quality Interactions with Students'. Please provide written comments on your choice.: Robert Mackalski

• Even though participation is a huge part of the class, I felt as though the instructor did not create a super welcoming place for comments. It seemed like he was not super open to hearing out new ideas and people were often cut off in the middle of their sentences or presentations.

You selected 'Timely and Useful Feedback for Improvement'. Please provide written comments on your choice.: Robert Mackalski

• The timely portion of this section is perfectly fine, if not excellent. The feedback written on paper I feel doesn't provide the same level of insight as if you ask for feedback during office hours. If the feedback on paper was consistent with the in-person feedback, this would be great.

You selected 'Support'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Instructor Communication'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Other'. Please provide written comments on your choice.: Robert Mackalski

• 1. Grading 1.1 Participation Grade I am strongly opposed to the implementation of the participation grade in this course. I do not think that students should be measured by how often they speak in class, nor do I think that participation in class is required to succeed, nor do I think the grade is necessary to prompt discussion. In fact, I find it to be an authoritarian teaching style that does not sit right with me and several other members of the cohort. Beyond that, why are students not allowed to see how they stand in participation unless they come ask directly? In what other scenario would keeping a student from knowing how they stand in a class be useful or fair? It is unnecessary stress caused by an unnecessary grade which leaves it very difficult to give this course the benefit of the doubt anywhere else. Having TAs in class for the sole purpose of recording which students speak and what they say is not a good reason to have the TAs there - it's dystopian. Let the exams, projects, and presentations speak for themselves - isn't that the entire point of having them? 1.2 Feedback and Grade Received I don't like complaining about grades, truly. If I get a bad grade, I'm at peace with the fact that I didn't do a good job. However, the grade my group received on the case study presentation this semester is one of the most confusing and frustrating grades I've ever been given. I don't think my group was the best presentation, but I am very confident that we were not the worst. However, we received the lowest score of the class. I guess we must not have done as well as I thought, right? So the feedback should reflect what we didn't do well, right? Every point of feedback on the paper we received we not only had done, we had done multiple times during our presentation. There was feedback concerning topics we had not covered and points you wished we had covered - topics and points that were not only discussed, but talked about by at least two of our group members throughout the presentation. Topics and points that were expressly covered and listed in the slides because we felt they were important. How, when you are watching the presentations, do you miss half of the points we covered and then dock points for them? I was genuinely shocked receiving the feedback for this project, and frankly annoyed that there was no feedback that actually applied to the presentation we gave. When we only have so many grades through the year, having such a poor experience with this one gives the entire course a sour taste. 2. Lecture Content I'm not sure if you know, but repeating the 'purpose of the course', 'thinking like a marketer', 'marketing plan', and the syllabus on the lectures slides of every single lecture does not in fact make anyone appreciate marketing more. It makes me resent having to come to class - it got old the first time it happened during Leadership last year. If you really believe it's important, do it once a month, max. At this point, it's wasting time. I don't think that the whole 'how do you market to women with dying babies' idea is necessarily good, I actually found it to be very distasteful. The concept - great, these people need help and they are getting that. But making it a for-profit company? Asking us to describe dying babies and their mothers in intense detail? Incredibly uncomfortable, please use literally any other case study in the future. 3. Assignments Shocked at the metaverse articles assignment over Thanksgiving break. Assigning it once break has already started, and then having the pdfs be 70, 100, 250 pages long? Respectfully, not happening. Not as the marketing plan and presentation are still happening, not over a break! If you think this is an important assignment, don't do it now, and don't give out a 250 page pdf to skim.

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You selected 'Not Applicable'. Please provide written comments on why you selected your choice.: Robert Mackalski

Question		1	2	3	4
This course is:	n	5	4	0	0
	%	55.56%	44.44%	0.00%	0.00%

Scale: 1 = Required by my major/degree, 2 = Required by my college, 3 = A chosen elective, 4 = Don't know/choose not to answer

Question		1	2	3	4	5
I spend the following average number of hours studying and/or preparing for this course per week:	n	1	4	4	0	0
	%	11.11%	44.44%	44.44%	0.00%	0.00%

Scale: 1 = Less than 1 hour, 2 = Between 1-4 hours, 3 = Between 4-7 hours, 4 = Between 7-10 hours, 5 = More than 10 hours

Question		1	2	3	4	5
My attendance in this class so far:	n	5	4	0	0	0
	%	55.56%	44.44%	0.00%	0.00%	0.00%

Scale: 1 = I missed 0% of classes, 2 = I missed 1-10% of classes, 3 = I missed 11-25% of classes, 4 = I missed 26-50% of classes, 5 = I missed 51% or more of my classes

Question		4	3	2	1	0
My anticipated grade for this class is:	n	8	1	0	0	0
	%	88.89%	11.11%	0.00%	0.00%	0.00%

Scale: 4 = A, 3 = B, 2 = C, 1 = D, 0 = F