PhDigital
Bootcamp

2019 Evaluation Assessment

Cindy Royal, Professor and Director, Media Innovation Lab
July 24, 2019

The 2nd PhDigital Bootcamp was held at Texas State University in the Media Innovation Lab in the School of Journalism and Mass Communication on May 15-21. The program was established to provide digital training to mass communication doctoral students to better prepare them for open faculty positions, drive curriculum innovation and influence university strategic planning.

Objectives:

- Provide a digital certification for doctoral students to demonstrate digital proficiency and the ability to craft courses and curriculum and participate in strategic planning for their academic unit
- Instruct students in the strategic direction of the digital media environment and to encourage innovative scholarship
- Provide digital skills training that can be introduced in curriculum

For ten weeks leading up to the Bootcamp, participants completed online modules in preparation for the in-person portion. The Knight Foundation provided initial funding for this program of $75,000 and extended the funding for two additional years with a $150,000 grant.

The following report provides analyses of overall and individual session evaluations of the 2019 PhDigital Bootcamp.

Logistics and Planning

Leading up to the in-person segment, participants were recruited and selected, a website was created to host online modules, a Slack team was established for module discussions and introductory Skypes were initiated for participants to meet and get to know faculty and each other.

Logistics included assisting with travel arrangements, setting up hotel accommodations, planning meals, arranging for field trip to Texas Tribune, organizing guest speakers and planning for the opening reception.

Participants were awarded with a certificate at a graduation ceremony during the final session of the program.

PhDigital Bootcamp attendees from 2018 and 2019 will participate on a panel at AEJMC in August 2019 in Washington, D.C. to discuss the program.

Faculty and Staff
Several members of the Digital Media Innovation sequence taught modules in the Bootcamp:

Cindy Royal, Director, Product Management, Front-End Development, Working With Data and led emerging media and research and pedagogy discussions
Dale Blasingame, Social Media & Analytics, Drone Journalism
Jon Zmikly, Social Media & Analytics, 360 Video/VR/AR
Daniel Carter, Data Infrastructures (Online)
David Nolan, User Experience Design (Online)
Kelly Kaufhold, Data Journalism
Lisa Westerbeck, pre- and post-award assistance, C3 Center
Sean Smith, Graduate assistant

Many thanks to the numerous professionals who spoke to the group in person or on Skype:

    Anna Tauzin, Texas Restaurant Association
    Ben Kreimer, drone and VR expert
    Aron Pilhofer, Temple University
    Trei Brundrett, Vox Media
    Becca Aaronson, Chalkbeat
    Amy Schmitz Weiss, San Diego State University
    Shannon McGregor, University of Utah
    Christopher Anderson, University of Leeds
    Matt Waite, University of Nebraska

Texas Tribune Personnel

    Evan Smith
    Rodney Gibbs
    Ashley Hebler and other Texas Tribune
    personnel

TXST Alumni

    Andrew Waldrup, Spredfast
    Thomas Hodge, McGarrah Jessee
    Jordan Viator Slabaugh, Edelman
    Alexandra White, Texas Restaurant Assoc.

Website: phdigitalbootcamp.com; website and logo creation by Cindy Royal
Slack: phdigitalbootcamp.slack.com (private discussion for participants and faculty)
Hashtag Instagram and Twitter: #phdigitalbootcamp
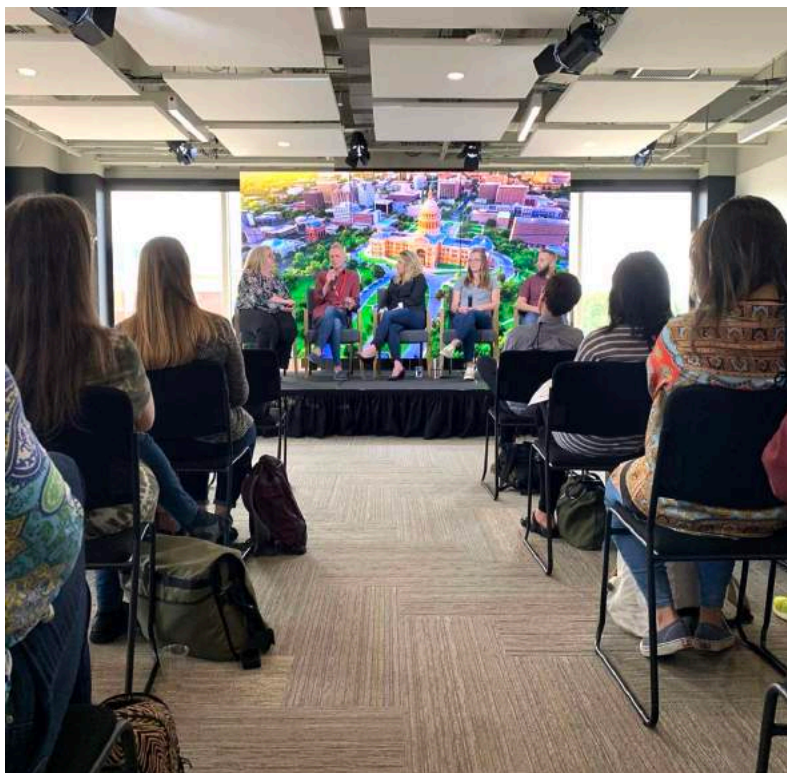
Participants

In recruiting applicants, the program received **71 applications for 20 seats**. This reflects a continued demand for a program of this nature. Research in the form of surveys of doctoral students and analyses of tenure-track position descriptions in advance of applying for the Knight funding supported this demand.

The PhDigital Bootcamp attendees represent doctoral programs from top universities across the U.S.

Brooke Auxier, doctoral student University of Maryland
Irene Awino, doctoral student University of Oregon
Paisley M. Benaza, doctoral student Arizona State University
Prashanth Bhat, doctoral student University of Maryland
Michael Buozis, doctoral student Temple University
Ayleen Cabas-Mijares, doctoral student University of Missouri
Elvira Carrizal-Dukes, doctoral student University of Texas at El Paso
Gabriel Dominguez Partida, doctoral student Texas Tech University
Jason Guthrie, assistant professor Samford University; doctoral student University of Georgia
Ceri Hughes, doctoral student University of Wisconsin
Tatsiana Karaliova, assistant professor Butler University; doctoral degree University of Missouri
Sonali Kudva, doctoral student Kent State University
Jeslyn Lemke, assistant professor Rhode Island College; doctoral degree University of Oregon
Jo Ann Livingston, doctoral student University of North Texas
Wunpini Fatimata Mohammed, doctoral student Pennsylvania State University
Emmanuel Nwachukwu, assistant professor Winthrop University; doctoral student University of Southern Mississippi
Kirstin Pellizzaro, instructor University of South Carolina; doctoral student Arizona State University
Ingrid Sturgis, associate professor and doctoral student Howard University
Lewen Wei, doctoral student Pennsylvania State University
Chi Zhang, doctoral student University of Southern California

CORE
- Foundations of Digital Media
- Writing / editing
- Law
- Intro to Coding for Journalism
- Digital Ethics
- Social / Digital Media Branding
- Multimedia content / reporting
- Entrepreneurship / "Business of News"
- INTERNSHIP
- Capstone

Electives
- Gaming / game design
- Data analysis / Stats
- Media economics
- Product design - UI, UX
- Research methods
- Independent studies

SKI...

SOCIAL MEDIA
- Social content creation
- Social / digital distribution strategies

VISUAL
- Photo journalism
- Mobile video editing
- graphic design / data viz

CODING
+ Coding
- Data journalism
- Advanced coding
- Mobile app / web

Final Assessment

Participants were given a final assessment at the end of the Bootcamp. This was completed after returning home, with time to reflect upon learning and outcomes. The results of the final assessment are as follows, compared with the 2018 evaluations.

	2018	2019
Overall, the Bootcamp instructors were knowledgeable and prepared for their sessions	5.0	4.9
The content of the Bootcamp was relevant to my needs	5.0	4.5
Overall, the online modules helped prepare me for the in-person sessions of the Bootcamp	4.6	4.7
The facilities and accommodations for the Bootcamp were	5.0	4.6
Overall, the experience of the Bootcamp was	5.0	4.6

The amount of material covered was:	2018	2019
Too Little	0%	0%
Just Right	94%	71%,
Too Much	6%	29%

These ratings continue to indicate a high quality, well run event that delivered significant value to participants. In addition to the general ratings, participants were asked to assess their experience/knowledge on several dimensions. These dimensions were also provided as a pre-assessment, before the online modules began.

All topics showed significant improvement from pre-assessment to post-assessment, with several dimensions experiencing 40% or more. The overall average of these changes was 41.9%.

2019 Comparison of Skills Self-Assessment from Pre-Assessment to Post-Assessment
Scale of 1 to 5 – Percent rated 4/5.

	pre	post	point change	p-value
Frontend Web Development -- HTML or CSS	6.25%	52.94%	46.69	0.000
Interactive Web Development -- JavaScript	0.00%	52.94%	52.94	0.000
Data Analysis Languages	18.75%	29.41%	10.66	0.103
Responsive Design	0.00%	29.41%	29.41	0.000
Mobile App Development	0.00%	11.76%	11.76	0.000
Multimedia Storytelling - photos and video	50.00%	82.35%	32.35	0.077
Social Media Engagement	43.75%	76.47%	32.72	0.021
Social Media Certifications	12.50%	62.50%	50.00	0.000
Data Visualization and Storytelling	26.67%	82.35%	55.69	0.004
Digital Product Management Concepts	12.50%	70.59%	58.09	0.000
Design Thinking	12.50%	70.59%	58.09	0.000
Virtual Reality/360 Video	0.00%	58.82%	58.82	0.000
Augmented Reality	0.00%	29.41%	29.41	0.000
Drone Journalism	6.25%	64.71%	58.46	0.000
Bots/Artificial Intelligence/Machine Learning	0.00%	47.06%	47.06	0.001
Entrepreneurship and Innovation	18.75%	41.18%	22.43	0.016
Digital Curriculum Trends	31.25%	88.24%	56.99	0.000

Selected Comments From Final Assessment

Describe how you plan to use Bootcamp topics/resources in the future.

- I plan to **overhaul our curriculum** and add modules for **web design, metrics/analytics and product management concepts** to more classes. I hope to be able to find more people who can teach these concepts either as adjunct or faculty.

- Many of the topics covered are directly applicable to me. I will have a **meeting with my supervisors** in the next few weeks to discuss integrating multimedia storytelling and coding topics into our curriculum.

- I will definitely be using **more digital language.** I will be adding a 360-video and social media analytics report to my mobile journalism course.

- I plan to incorporate more of these skills into any of the reporting skills courses I teach in the future. I think the bootcamp is a **great nudge** for those of us who need it, to think a little more broadly about the storytelling and communication skills we can impart to our students.

- I will revamp my current classes and include some aspect of social media analysis in what I teach and also **learn more about R and Python** for my research with data.

- I'll be designing/adding several journalism courses which use **social media analytics, data journalism, visual storytelling, and perhaps 360-video and drone journalism** at my university.

- I will use them in two ways: both practically with my work and educationally in the classroom. In particular, I want to get more proficient with data curation and analysis, including coding. The **visual opportunities** I experienced with the drone and 360-video also are intriguing and will expand my multimedia capabilities.

- I plan to integrate some of the topics I learned into curriculum in the future. For example, things like **bot development, design thinking, data visualization** and storytelling. I also plan to use some things for my own research needs -- things like **data scraping, APIs, data visualization** and storytelling.

- After the Bootcamp, **I registered for the drone certification exam**. The bootcamp gave me the knowledge and motivation to take the exam. I **was afraid of coding**, HTML, CSS, Javascript, Python, and R, but now I feel more comfortable with these terms and what they are and what is possible with it.

- Speaking with tenured and tenure-track faculty teaching these topics in our field was very helpful. Them sharing their experience is greatly appreciated. I hope to use what I learned to **become a creative digital media innovator professor.**

Do you think that the PhDigital Bootcamp should continue? Why or why not? How might the format be adjusted to meet the needs of different audiences?

- Yes. Overall, the Bootcamp was a great and quick introduction to new digital media topics, especially to get us thinking about the future of digital media innovation. I felt fortunate and privileged to be with such a **brilliant cohort of fellow colleagues i**n the early stages of their PhD and careers. Getting to know each of them was especially rewarding. The faculty leading the sessions were **always ready to help and answer questions.** They were very knowledgeable and kind.

- I think it should continue. I would love to see **a format adjusted for HBCUs or minority-serving institutions**, which always have to implement innovation within an environment of limited resources.
- Absolutely the PhDigital Bootcamp should continue. This material is absolutely vital not just to the future of journalism education but, by extension, to the future of journalism. For myself I finished my PhD program a year ago so I enjoyed every minute.

- I believe the Bootcamp should continue. It can be improved **by working on the diversity of the team** to better address the diversity needs of trainees.
- Absolutely it should continue! **This is one of the only ways, other than doing it on your own, for new PhDs to get technical skills or be exposed to tech they should be teaching in class.** Allowing for discussions while learning is much more fruitful and inspiring.
- I absolutely think the bootcamp should continue. While none of us leave as experts in any of these skills by the end of the week, you have provided us the **basis to start developing pedagogical strategies** to incorporate these skills in our teaching. I'd recommend it to anyone who wants to incorporate more digital skills in their teaching.
- Yes! Definitely! As long as the people in the bootcamp continue to tie the industry's necessities with the emerging technologies as a research field, the **boot camp will be indispensable for new generations of professors and students.**
- I strongly believe it should continue not just for core journalism students but also for those studying **Advertising, PR and IMC**.
- The bootcamp should absolutely continue because it is diffusing a crucial curriculum update to journalism programs around the U.S. It also gives all of us a **competitive edge** in the job market! Yay!
- Yes definitely! I wish it could be done over more time though!
- Yes, the PhDigital Bootcamp should continue because it **convenes a very diverse cohort of digital media doctoral students and early career faculty** across the U.S. to meet in-person to envision a dynamic curriculum and ideas representing the future of journalism and mass communication. The format should be adjusted with an intersectional approach so that the experts, instructors, panelists, and people leading the **program reflect a similar diversity** as the cohort in terms of race, gender, age, nationality, and more.

- Absolutely, the bootcamp should continue. It's such a great immersion experience into a multitude of topics that **one can't get anywhere else at one time and in such a great setting.** You walk away with so much information and possibilities combined with an exponentially expanded network of like-minded people.
- The bootcamp should continue. It is an **invaluable asset to emerging scholars** like me who would otherwise be struggling to harness digital capabilities for a competitive job market. Plus, **we owe it to**

our students to prepare them for the job market. We live in a digital era, there's no looking back...that train already left the station.

- Most definitely! It would be **great if together with younger faculty, mid-career faculty could also participate.** I know many of them would love to!
- Yes, it's definitely a worthwhile endeavor. If possible maybe add some more level differentiation.

Please provide any thoughts on how these topics can/should be integrated into doctoral education in our discipline.

- More doctoral education should incorporate **Python or R** as a stand-alone course that can be integrated with quantitative research and learning SPSS. It's just a different kind of thinking that quantitative research doesn't touch -- at least at my institution.
- I think our discipline should be a **leader in integrating creative work and non-text based work as part of the dissertation.** For example, a documentary, mobile app, or digital humanities project should be considered at least in tandem with, if not on par with, a traditional text-based dissertation. Resistance to this kind of innovation in our discipline is killing journalism education and may eventually kill journalism.
- I think programs should allow PhD students to take a **digital skills course or two,** even if it's listed as lower level. Or we should work in a digital skills bootcamp so they get some hands-on experience. Talking about new emerging technology in a conceptual way is one thing, but your mind shifts when you actually understand how to do it yourself. **Knowing the process of creation is important to research and teaching.**

- I would say that doctoral programs ought to f**ocus a bit more on pedagogy** and this bootcamp helps fill some of those gaps. I don't necessarily think we all need to be focused on these things in our research to incorporate them in our teaching. Plenty of PhDs are studying digital media, but few of them are thinking about how they might teach digital media skills. I'd suggest that doctoral programs should include a digital media pedagogy component based on what you've developed with the bootcamp.
- We need to start thinking that **research does not only mean publication in journals.** We need to start creating products that could transmit our findings to broader audiences. Knowledge must be accessible to everybody, not just to some privileged; that's why doctoral programs, and academy overall, must turn to see the reality of the surrounding environment. Hence, we need to start analyzing and using these digital tools to spread the word.
- I think a strong case can be made for **adding the social media journalism modules** to doctoral education, as this is the new wave of today's mass media. Continuing the bootcamp and advocating for a PhD in these topics are good ideas for integration. Further, I think multiple strong panels or research presentations at AEJMC, NCA or IAMCR could also go a long way in promoting this for doctoral curriculum. Teaching other academics about this could popularize the idea in more powerful circles and convince more reticent faculty that this is IMPORTANT.

- I believe the **coding, data cultivation and analytics, and website work (html and css) should all be required classes** if they weren't taken at the master's level. For entry into my Ph.D. program, I had to take a bridging course in information organization and basic database design. I found that the practicality of that class really helped me understand the theoretical classes so much better. Theory and praxis really do go hand in hand.

- **These tools, skills, critical thinking exercises should be integrated throughout doctoral education.** Even if students aren't planning to be professors, having a knowledge and understanding of these skills, concepts, tools, etc is ESSENTIAL in the journalism, media, digital fields -- for research and for many jobs they are likely to get.

Please provide any final comments, elements you particularly enjoyed, suggestions for improvement and/or overall impressions.

- As valuable as the information, technical skills, and concepts covered were – and they were all very valuable – I believe that 10, 15, 20 years from now **the MOST valuable outcome from this bootcamp will be the relationships created among the fellows.** As we all progress toward leadership positions at our institutions and in organizations like AEJMC, ICA, etc., the battles that Cindy has had to fight in defense of innovation will become a thing of the past. The friendships I made this week will last for the rest of my career, and the power of those relationship and that community cannot be overstated. The Knight Foundation has invested directly into those relationships through the PhDigital Bootcamp, and I believe it offers one of the most efficient returns on investment that Knight could invest in.

- Loved it! Learning and being exposed to all these different topics was great, but I think my favorite part was **meeting and getting to know several people at a similar point in their life**. Not only were we learning digital skills but also how to survive academia from others' experiences.
- I enjoyed the program. Also, I suggest giving more time to some modules, like programming, to cover all the goals, like Twitter coding.
- Cindy bent over backwards to put the catering and lessons and field trip to TT together, and it was all very, very impressive. I felt honored to be a part of this; I've never won a grant before and this was a really special project to participate in. Thank you Cindy for being such an activist and hard worker. It is people like Cindy who change the world.
- Texas Tribune site visit and format of guest speakers was ideal. Very unique experience when visiting Texas State. Improvement can be made to connect the cohort better by assigning group projects that require working throughout the night at least for one night. This is the best bonding experience for adults especially to accomplish a major assignment.

- This was such a great experience and one for which I will be eternally grateful to have had the opportunity. I feel much **more comfortable in 'pitching' a class now** – and what's involved in getting one to fruition. I will continue to plug away at learning more coding because there are several areas where I could certainly use that skill. Kudos to you all for the friendliness and patience and making us all feel at home.
- Really enjoyed **positive atmosphere, energy, and dedication** of the faculty who taught at the bootcamp. Also, **perfect organization and logistics**.
- Dale and Jon are insanely knowledgeable about so many things, and they presented content in a fun, relatable way. Everyone was **so generous with their time, knowledge, syllabi,** etc. Overall, it was a great experience, and I have been recommending it to fellow PhD students at my school
- Perhaps there could be some **conversation regarding diversity in this field** (which was mentioned also has a STEM designation). The module topic on User Experience may also be a good time to explore this topic further as it relates to "Understanding the diversity of users." Overall, it's important to have a diversity of perspectives.

Rodney Gibbs, Chief Product Officer of Texas Tribune, provides a tour of their newsroom

2019 Overall Ratings for Individual Sessions

Evaluations were provided at the end of each in-person module. The results with comments are provided on the next several pages.

Topic	Instructor	Content	Online Modules	I Plan to Use	Overall Rating	Avg. Rating
360 Video/VR	4.92	4.83	4.91	4.67	4.75	4.82
Data Journalism	4.63	4.58	4.56	4.74	4.72	4.65
Digital Product Management	4.90	4.65	4.60	4.55	4.75	4.69
Drone Journalism	5.00	4.58	4.79	4.05	4.74	4.63
Emerging Research Trends Discussion	5.00	4.89	5.00	5.00	5.00	4.98
Pedagogy and Scholarship	4.73	4.87	4.53	5.00	4.67	4.76
Social Media & Analytics	4.95	4.71	4.71	4.57	4.90	4.77
Texas Tribune Field Trip	4.52	3.96	3.86	3.91	3.91	4.03
Web Development and JavaScript	4.89	4.67	4.61	4.33	4.75	4.65
Working with Data	4.88	4.94	4.63	4.63	4.75	4.76
Grand Total	**4.83**	**4.62**	**4.57**	**4.49**	**4.66**	**4.63**

Product Management, Platforms and Design Thinking – Cindy Royal

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.90
The content was relevant to my interests and needs in attending this workshop	4.65
The online module helped prepare me for the in-person session	4.60
I plan to use this information in my career in the future	4.55
Overall rating for this session	4.75
Average for session	**4.69**

Selected Comments:
- The idea of "product" has meanings beyond my previous understanding - it really got me thinking a lot.
- Good responses to my questions. Applying the knowledge to industry.
- The discussions and guest speakers were very resourceful.
- This was a very interesting module due to this 'newer' way of looking at journalism as a product. To me, it encompasses that journalists should view their work from a broader viewpoint and one that includes taking into consideration interaction and engagement with their community. We're no longer a "hypodermic needle."
- This module opened my mind to seeing journalism and news stories in a different way. The curriculum development part was truly useful. I'll definitely take this exercise with me to do with my colleagues.
- It provided a good overview of product management and how it is relevant to the field of journalism. It was great to be able to listen to industry-experts who Skyped us in and answered our questions.
- Before this workshop, I did not realize what product management was. I'm now more aware of the products multimedia journalists may be capable of creating.
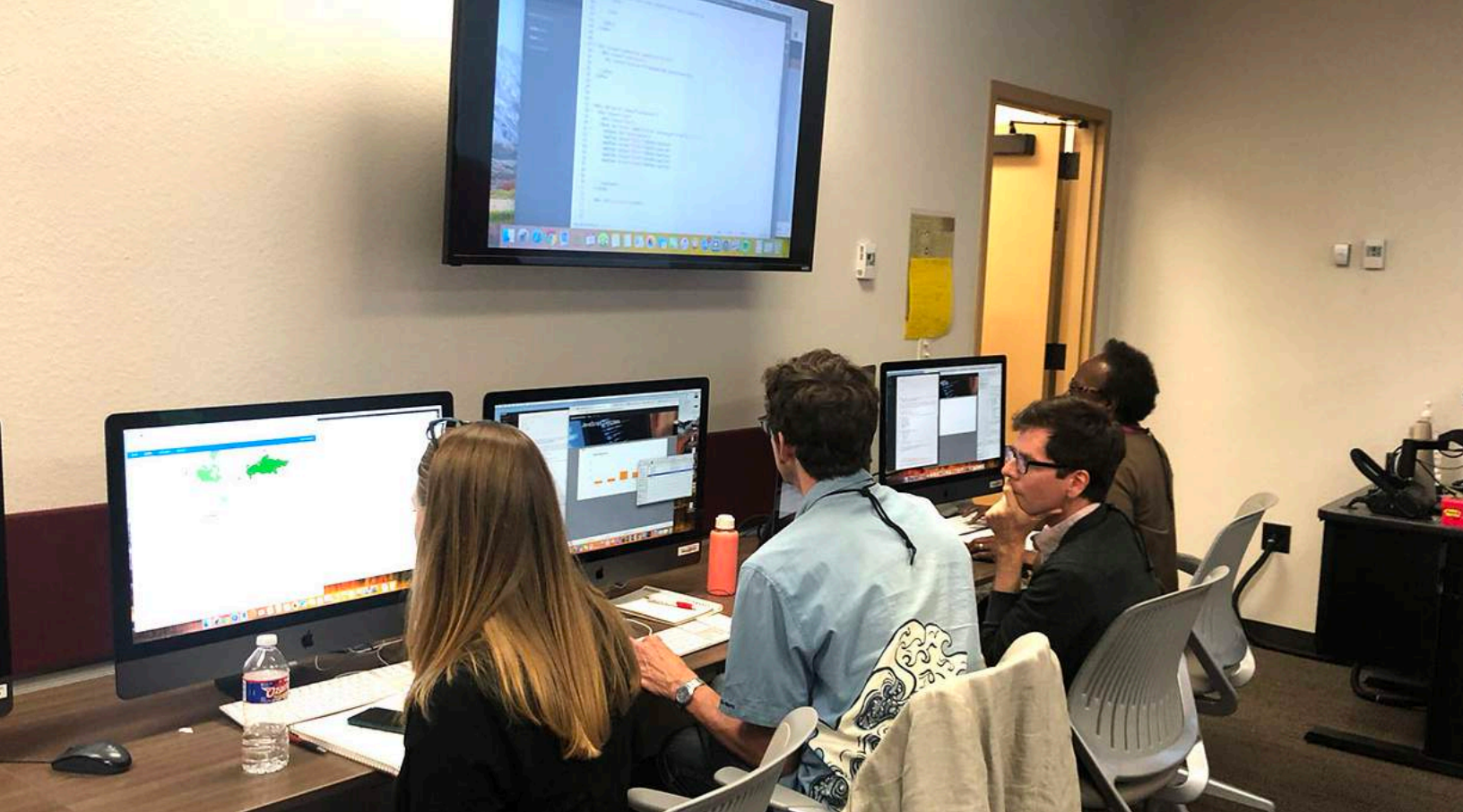
Social Media and Analytics – Dale Blasingame and Jon Zmikly

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.95
The content was relevant to my interests and needs in attending this workshop	4.71
The online module helped prepare me for the in-person session	4.71
I plan to use this information in my career in the future	4.57
Overall rating for this session	4.90
Average for session	**4.77**

Selected Comments:
- Instructors were amazing. So knowledgeable and smart.
- Developing a social media class is the biggest reason I came to this bootcamp, and the instructors met my needs and had useful hints to help me build my class.
- I found the handouts really instructive. Dale gave an excellent presentation and simplified social media analytics for us. He is even willing to share his syllabus, which will be extremely useful to us.
- Great demonstrations of platform analytics and editing software.
- It was really nice to have my questions answered about different social media platforms. And it is so welcome to have the insights from people who are teaching these classes and how freely they share what they're doing.
- I liked learning about social video. I've wanted to gain more experience in order to create and teach social video to my students.
- This is the bomb and this should be spread to other universities.

Web Development – Cindy Royal

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.89
The content was relevant to my interests and needs in attending this workshop	4.67
The online module helped prepare me for the in-person session	4.61
I plan to use this information in my career in the future	4.33
Overall rating for this session	4.75
Average for session	**4.65**

Selected Comments:
- The exposure to something I'm keenly interested in and plan to pursue more of in the future.
- I liked getting into some coding in a safe space
- I liked that we got to create a few products/projects.
- It was rewarding to discover I'm able to code, and this is a language I can adopt and adapt. It's important to demystify this tasks.
- All the hands on exercises. Love the bot demo.
- Understand how the logic behind programming is similar to the one used to solve real-life problems.
- The way this module was taught really helped me understand the logic and structure of different coding languages. Great stuff!
- I was afraid of coding earlier. This session helped me overcome that code-phobia. It was good to work with codes that were ready.
- I liked the small exercises built in to make it super hands-on and fun
- I like the enthusiasm and in-depth knowledge of Cindy on this topic.

Working with Data - Cindy Royal

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.88
The content was relevant to my interests and needs in attending this workshop	4.94
The online module helped prepare me for the in-person session	4.63
I plan to use this information in my career in the future	4.63
Overall rating for this session	4.75
Average for session	**4.76**

Selected Comments:

- I liked being able to learn more about something I'm keenly interested in and haven't had the opportunity to do anything with before. There are so many applications for this - I look forward to learning more and doing something with it.
- I liked the new resources for developing coding skills.
- The scraping was a good lesson and refresher. Also liked the review of APIs. I wish we had gotten more time to work with R and APIs where we wrote our own code.
- I like that I understand the language and how things work more. I can't do it on my own by any means but I understand the process better.
- The different applications we can use to improve our coding, and how programming is just a matter to look for different functionalities, and to understand the logic behind them.
- Really happy to learn python. I think this offers both journalists and researchers a great tool for scraping data.
- Great teaching crew. All the instructors are nice and helpful. Friendly and welcoming.
- Lots of great preparation by the instructor so that the hands-on part of the session was both understandable and fun.

Data Journalism – Kelly Kaufhold

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.63
The content was relevant to my interests and needs in attending this workshop	4.58
The online module helped prepare me for the in-person session	4.56
I plan to use this information in my career in the future	4.74
Overall rating for this session	4.72
Average for session	**4.65**

Selected Comments:
- I liked all the cool online tools!
- The professor was thorough, passionate and provided many resources
- This is my favorite module so far... and that's kind of unexpected. It is encouraging to see that data collection analysis and visualization is much simpler and teachable than it looks. I'm looking forward to passing some of this knowledge down to my students this summer and in the future.
- I liked earning about pivot tables and Flourish.
- I liked earning other platforms to illustrate data in an interactive manner.
- I liked the hands-on experience with data visualization program.
- Instructor was super excited about the content and data. I also enjoyed a refresher on Pivot Tables. I also loved learning about Flourish, a tool I haven't learned before.
- I liked making maps and graphs.
- I really liked the introduction to how much data we are swimming in and the need to curate data, along with the fascinating examples. I think I could use them in my own teaching.

Emerging Research Trends– Cindy with guests Amy Schmitz Weiss, Shannon McGregor and Christopher Anderson

	2019
The instructors(s)/speaker(s) in this session were knowledgeable on the topic	5.00
The content was relevant to my interests and needs in attending this workshop	4.89
The online module helped prepare me for the in-person session	5.00
I plan to use this information in my career in the future	5.00
Overall rating for this session	5.00
Average for session	**4.98**

Selected Comments:

- I liked hearing the perspectives of faculty teaching and doing research in digital media
- Hearing the real life struggles and aspects of working in academia alongside the tips on how to make it work or how to move forward. In particular, for me, I appreciated how the speakers all exhibited passion and interest for what they're doing as well as showed they're supportive of others.
- Speaking with the digital media researcher really tied the whole innovative teaching together for me.
- Listening to the advice of professionals who go through circumstances similar to those of many of us. Above all, I value their strategies for keeping our research current and addressing issues that at first glance may not be taken seriously.
- Hearing from scholars, all at different stages in their careers.
- Especially liked Chris and Shannon's perspectives regarding research and the need to keep the public good in mind.

Texas Tribune and TXST Alumni Session

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.52
The content was relevant to my interests and needs in attending this workshop	3.96
The online module helped prepare me for the in-person session *	3.86
I plan to use this information in my career in the future	3.91
Overall rating for this session	3.91
Average for session	**4.03**

*This session did not have a dedicated online module associated with it, although all the modules helped prepare students for this session.

Selected Comments:
- I enjoyed hearing from the Trib staff
- Getting that behind the scenes look at a nonprofit news organization.
- Being in a newsroom, seeing Austin, and BBQ.
- Hearing about professionals' perspectives on using pedagogy in industry.
- I greatly enjoyed learning about the Texas Tribune model for journalism.
- I liked visiting Texas Tribune office and interacting with the staff. It was useful to see all the new roles (data visualizer, art director, video manager) in a news room. It was different from the roles I saw in a traditional news room
- I loved seeing a real newsroom in action and hearing first-hand accounts about a whole gamut of job roles - and not just any newsroom, one that is leading the development of nonprofit civic news.
- It was good to see how journalism is transforming from within and how new career paths contribute to the improvement of journalism.

360 Video and VR – Jon Zmikly

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.92
The content was relevant to my interests and needs in attending this workshop	4.83
The online module helped prepare me for the in-person session	4.91
I plan to use this information in my career in the future	4.67
Overall rating for this session	4.75
Average for session	**4.82**

Selected Comments:
- I liked the hands-on experience of 360 video
- For me and my team member, it definitely proved to be a problem-solving exercise more so than the exercise itself. I do believe you sometimes learn more from what goes wrong than doing it perfectly the first time. I look at it as preparation for those times students' work will go awry, and I should be the one with either the know-how of how to fix the problem or have the presence of mind to say we can figure this out and let's do it.
- I liked Jon's knowledge and character.
- Jon is a great professor. It is fascinating how he easily explains complex concepts; besides he encourages us to experiment and lose fear about the equipment. The module not only helped me to understand how to teach this type of course but to practice in the same way as my future students.
- I liked going out and creating a quick project.
- Really great lecture and opportunity to get out and record some 360 video.
- You made a topic I never would have thought I'd be interested in to be something I'm interested in and already trying to figure out how to incorporate it into what I'm doing.

Drone Journalism – Dale Blasingame

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	5.00
The content was relevant to my interests and needs in attending this workshop	4.58
The online module helped prepare me for the in-person session	4.79
I plan to use this information in my career in the future	4.05
Overall rating for this session	4.74
Average for session	**4.63**

Selected Comments:

- Nice change from sitting at the computers.
- Actually operating the drone was super fun!
- Before attending the workshop, I had little to no interest in drones. I'm definitely interested in them now. I know my boss is very much interested in them so he's eagerly awaiting the information I bring back. It's nice to have the background on drones and how their use has developed over the past few years as well as the creative ways in which journalists can use them.
- The guest speakers and Dale were very knowledgeable about the topic. I especially appreciated the fact that they provided a clear path for others who may want to implement drones in their work, from FAA certification to navigating university policy. And the flying itself was ultra fun, which goes without saying.
- Very cool lesson. Dale is super knowledgeable!
- Hands-on activities are always fun. It was also interesting to see how expansive the use of drone technology is and how it can shape storytelling.
- Flying the drone was fun. Learning how journalists use them for coverage was helpful.
- Listen to the experience from different specialists about the field and the possibility of flight one.
- I really liked the Skype discussions with Matt and Ben. Great stuff. I wish we got to see more of their work.

Research and Pedagogy – Cindy with Amanda Bright

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.73
The content was relevant to my interests and needs in attending this workshop	4.87
The online module helped prepare me for the in-person session	4.53
I plan to use this information in my career in the future	5.00
Overall rating for this session	4.67
Average for session	**4.76**

Selected Comments:
- It's nice to have that firsthand report about how the bootcamp benefited someone as well as insights from someone starting out in a new position/teaching at the university level.
- I liked hearing about the guest speaker's trajectory after last year's bootcamp, which provided both concrete ideas and inspiration for how I could build on the work done in the bootcamp.
- The guest speaker was very enthusiastic while giving valuable insights.
- It was great to talk to Amanda - she was very helpful, energetic and knowledgeable! Great to hear how she's using the lessons here in a real way at UGA.
- This module was the one that translated the best to the next step of my career. It was good to see how former attendees of the bootcamp have applied this knowledge to improve their programs and journalism education overall. It is satisfying to see professors invested in the growth of our students and the profession.
- Amanda had some strong ideas for what to quickly add to digital curriculum. She gave good suggestions for a core set of skills students might need. I took several good notes on what I could add to my curriculum.
- I believe this was an enrichment and self-reflective process that allowed me to understand how the boot camp's contents fit in my daily work as a professor.

2019 Themes and Trends in Comments
- It was good to hear many express that the topics were enjoyable and fun. This is encouraging to hear about technology-based topics. And, many indicated a new-found enthusiasm for this content. Several indicated that the lessons demystified tough technical processes and increased their confidence in using these tools.
- It was also good to hear many articulate the importance of understanding the role of product management and the use of digital language to the future of media and media education.
- Several mentioned how they would share these topics with faculty and use in their courses.
- Many commented on the quality of the instructors from the Texas State program, as well as the organization of the program.
- Most indicated the value of a connection between scholarship and pedagogy around these topics.
- Many liked having the permanent resource of the website and materials for future review.
- A strong appreciation for the range of guest speakers, both in person and on Skype was articulated, and an appreciation for the time at Texas Tribune.

Improvements Made Based on 2018 Evaluation Suggestions
- Adjusted order of topics to separate outside and indoor activities more appropriately.
- More hands-on projects and workshop time.
- Coding and web development time increased to a full day.
- More public relations and advertising content introduced through guest speakers and projects, while maintaining emphasis on journalism.

2019 Suggestions for Improvement from Evaluations

While the program received very high ratings from participants, there were a few valuable suggestions to consider in offering this program in the future:

- As in 2018, requests for more time with each of the segments was requested. While this is difficult to achieve with the format, we will continue to work on how to best use the online and in-person portions. We will also emphasize the need for follow up and access to resources with the group.
- While the program was appreciated for the diversity of the participants, several participants requested more diversity in faculty. As a program, we are working on diversity, both gender and ethnicity. We had a good gender mix of presenters, but will make stronger efforts to include guest speakers of different backgrounds in future iterations of this program.
- Better explain the purpose of the Texas State alumni panel as being indicative of the types of jobs they will be preparing students in the future. Some commented that they didn't see the relevance for PhD students in hearing from recent professional graduates, but this is more of a long-term applicability to their future roles as educators.
- More group activities to further support the development of each cohort and planned activities at conferences like AEJMC to combine cohorts. We have a panel and get-together planned at AEJMC Toronto.

We are looking forward to beginning recruiting for the 2020 PhDigital Bootcamp this fall!