## 2020 Evaluation Assessment

Cindy Royal, Professor and Director, Media Innovation Lab
October 1, 2020

The PhDigital Bootcamp was established to provide digital training to mass communication doctoral students and early career faculty to better prepare them for open faculty positions, drive curriculum innovation and influence university strategic planning. The 3rd PhDigital Bootcamp was held virtually from March – August 2020. Due to the Covid-19 pandemic, the program pivoted to offer a more flexible, fully online program. Adjustments were made to expand weekly modules to bi-weekly modules. Weekly live Zoom sessions from July – August replaced the in-person week that was originally planned for May 2020. The following report provides an assessment of the 2020 program.

The PhDigital Report looks a bit different this year. Instead of photos of participants exploring our campus using social media, flying drones, huddling at whiteboards or trying 360 video, we have images of Zooms, online exercises, Slack discussions and presentations. We hope that this report has provided you with a sense of how we adapted to the challenges of virtual learning environment for the PhDigital 2020 cohort.

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
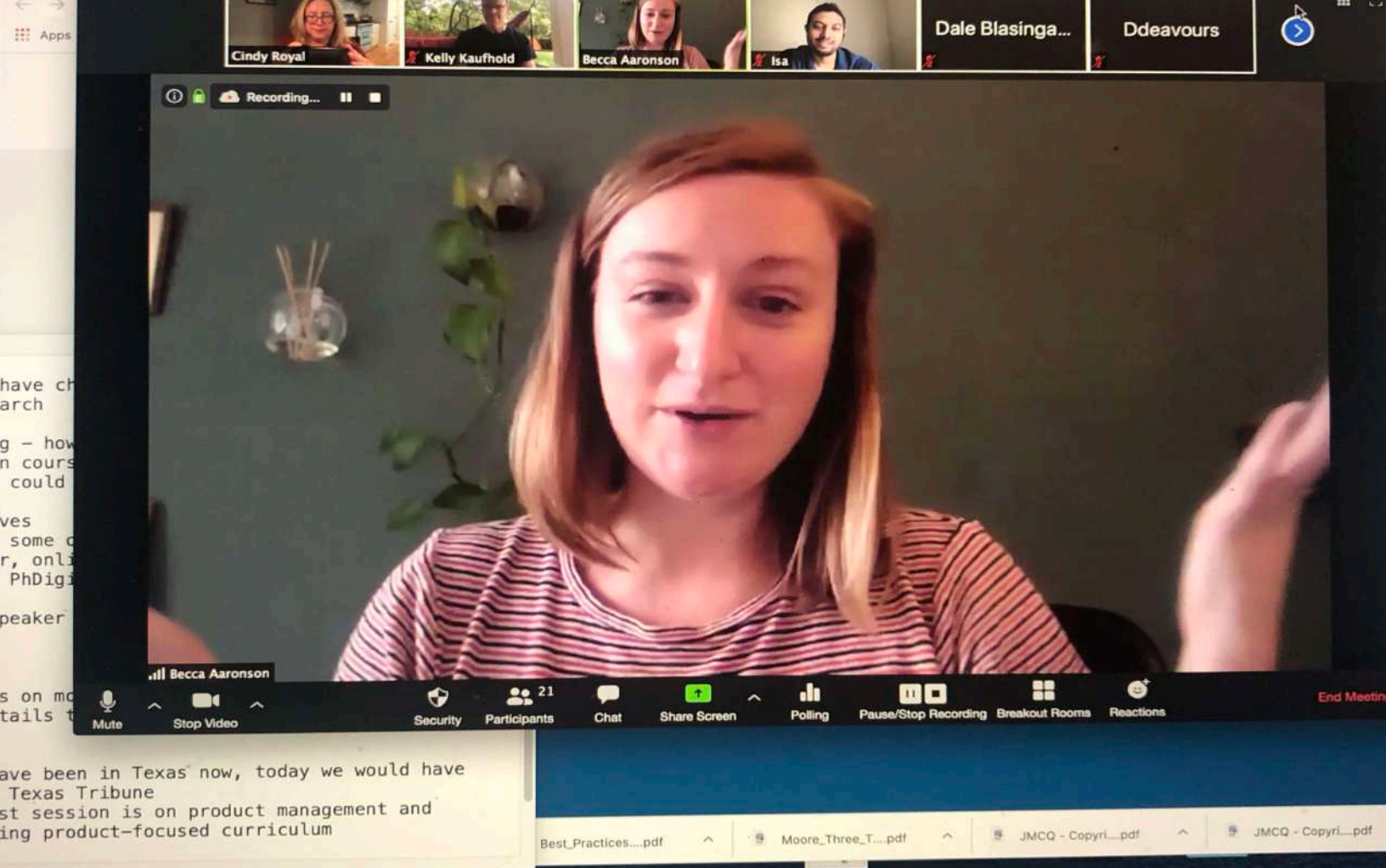
Becca Aaronson, director of product at Chalkbeat and interim lead on the new News Product Alliance, spoke to the group on May 15.

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 2020 PhDigital Bootcamp.

Logistics and Planning

Twenty participants were recruited and selected, a website was created to host online modules, a Slack team was established for module discussions and live Zooms were initiated for participants to meet and get to know faculty and each other, as well as to replace the in-person sessions. Although we were not able to meet in person with this cohort, faculty explored the creative use of distance learning to provide the best experience possible for the participants.

Participants were awarded with a certificate that was mailed to them at the completion of 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

David Nolan, User Experience Design (Online)

Kelly Kaufhold, Data Journalism

Participants

In recruiting applicants, the program received **70 applications for 20 seats**. This reflects a continued demand for a program of this nature. Twenty fellows were selected, but two requested to drop out of the program before the live Zoom session due to increased responsibilities associated with the pandemic. Eighteen fellows completed the program.

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

Iuliia Alieva, doctoral student University of Missouri

Noah Buntain, doctoral student Syracuse University

Lourdes Cueva Chacon, doctoral student University of Texas at Austin

Danielle Deavours, doctoral student University of Alabama

Imran Hasnat, doctoral student University of Oklahoma

Kuo-Ting (Tim) Huang, assistant professor at Ball State University; doctoral degree Michigan State University

Ika Idris, lecturer at Universitas Paramadina, Jakarta, Indonesia; doctoral degree Ohio University;

Daud Isa, lecturer at Boise State University; doctoral degree University of Georgia

Justin Kavlie, doctoral student University of North Carolina at Chapel Hill

Devin Knighton, assistant professor at Brigham Young University; doctoral degree Purdue University

Madeleine Liseblad, assistant professor at Middle Tennessee State University; doctoral degree Arizona State

Bingjie Liu, doctoral student Penn State University

Juan Mundel, assistant professor at DePaul University, doctoral degree Michigan State University

Beth Potter, doctoral student University of Colorado Boulder

Martina Santia, doctoral student Louisiana State University

Denetra Walker, doctoral student University of South Carolina

Amanda Weed, assistant professor at Kennesaw State University; doctoral degree Ohio University

Yu-Lun Wu, doctoral student The Ohio State University

#general ☆
Company-wide announcements and work-based matters

joined #general along with 6 others.

Tip: Try ⌘ F to search this channel ✕

Lourdes M. Cueva Chacón 1:20 PM
Hello! I am very excited about participating in the program and getting to meet you all. I have worked as a journalist and taught in El Paso, Texas, for more than seven years. I am originally from Perú, but my husband and I arrived there so he could work on his MFA. I fell in love with the border and have focused my reporting on border and immigration issues. (BTW, I am also a graduate from UNC-Chapel Hill. MS in Information Science) Now, I am in my last semester at UT Austin and through the PhDigital program, I would like to catch up with technological progress that is impacting our profession so I can pass those skills to my students, while at the same time learn more about how to do research about it. Looking forward to many interesting conversations 😊
(edited)
👍 2

2 replies   Last reply 7 months ago

Yu-Lun Wu 1:22 PM
joined #general.

Martina Santia 1:34 PM
Hi Everyone!

I'm very excited to be a part of this awesome group of scholars and I can't wait to get started!

I am Martina and I am a third-year doctoral student in the Media & Public Affairs program in the Manship School of Mass Communication at Louisiana State University in Baton Rouge, Louisiana. My research mostly focuses on issues in political communication and emerging media. I'm originally from Italy, but I've been living in the U.S. since January 2012. I came to the U.S. to play collegiate volleyball at the University of Bridgeport, a small liberal arts institution in Connecticut. There I got my BA in Mass Communication in 2014 and my MA in Global Development and Peace in 2017.

I love sports and (since I retired from volleyball 😢) I enjoy taking classes at OrangeTheory Fitness. Starbucks is my second home because that's where I get most of my work done!

Welcome and I hope to learn a lot from all of you!
👍 3

Maddie Liseblad 2:17 PM
Hello everyone! I'm thrilled to be a part of this program. I think the skills we'll learn are skills I will be able to immediately incorporate into my classes. I teach journalism and PR at Middle Tennessee State and received my PhD at Arizona State.

Final Assessment

Participants were given a final assessment at the end of the Bootcamp. This was completed after the completion of the program, with time to reflect upon learning and outcomes. The results of the final assessment are as follows, compared with the 2018 and 2019 evaluations.

	2018	2019	2020
Overall, the Bootcamp instructors were knowledgeable and prepared for their sessions	5.0	4.9	5.0
The content of the Bootcamp was relevant to my needs	5.0	4.5	4.9
Overall, the online modules helped prepare me for Zoom sessions of Bootcamp*	4.6	4.7	4.7
Zoom sessions were effectively deployed to cover the topics under circumstances**	5.0	4.6	4.6
Overall, the experience of the Bootcamp was (rated poor(1) – excellent(5))	5.0	4.6	4.8

*In 2018 and 2019, the question was "Overall, the online modules helped prepare me in-person sessions of the Bootcamp.
**In 2018 and 2019, the question was "The facilities and accommodations for the Bootcamp were" with poor (1) – excellent (5) ratings.

The amount of material covered was:	2018	2019	2020
Too Little	0%	0%	0%
Just Right	94%	71%	94%
Too Much	6%	29%	6%

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.

2020 Comparison of Skills Self-Assessment from Pre-Assessment to Post-Assessment
Scale of 1 to 5 – Percent rated 4/5.

	Pre	Post	Point Chg
Frontend Web Development -- HTML or CSS	16.7%	93.8%	77.1
Interactive Web Development -- JavaScript	0.0%	62.5%	62.5
Responsive Design	0.0%	75.0%	75.0
Mobile App Development	0.0%	31.3%	31.3
Multimedia Storytelling - photos and video	58.3%	93.8%	35.5
Social Media Engagment	25.0%	93.8%	68.8
Social Media Certifications	16.7%	68.8%	52.1
Data Visualization and Storytelling	33.0%	100.0%	67.0
Digital Product Management Concepts]	0.0%	81.3%	81.3
Design Thinking	16.7%	81.3%	64.6
Virtual Reality/360 Video	0.0%	87.5%	87.5
Augmented Reality	0.0%	93.8%	93.8
Drone Journalism	0.0%	68.8%	68.8
Bots/Artificial Intelligence/Machine Learning	8.3%	68.8%	60.5
Entrepreneurship and Innovation	8.3%	68.8%	60.5
Digital Curriculum Trends	16.7%	100.0%	83.3

Selected Comments From Final Assessment
Describe how you plan to use Bootcamp topics/resources in the future.
- Because of my involvement in the Bootcamp, I **have been asked to design a new digital class and to conduct trainings for our faculty**. I also feel more confident discussing the ways in which digital concepts can be embedded into our curriculum.
- I am **incorporating several sections** into my courses.
- All of the modules provided **additional resources to use for teaching in the future**. Additionally, I'd like to **explore web programming more and JavaScript** as a way to further my research in storytelling.
- The Bootcamp has prepared me to teach courses on emerging media topics, but it has also given me **tools to advocate for emerging media in the curriculum in a comprehensive and cohesive manner**.
- Emerging media often feels fractured. The Bootcamp provides **a logical through line** with the digital products mindset. This crystallizes the purpose of emerging media, and thus helps me create the learning outcomes, course sequences, and proposals necessary to implement these next-generation skills in the curriculum.
- I will **continue to access the learning modules** as a reference for course design.
- I want to implement different aspects of bootcamp in my teaching by introducing new concept and taking a **product thinking approach to journalism classes**.
- I hope to use **information I learned in PhDigital Bootcamp in my dissertation.** I also have **passed various readings to others in my department already**, and hope to propose a class in the future, based on our final project in the PhDigital Bootcamp.
- I plan to use the video on **data journalism** for my teaching. I am planning to **adopt the bootcamp to my country.**
- I'd like to **develop a new course in digital trends in communication** touching upon some of the topics covered in the bootcamp, including social media engagement, web development, and storytelling.

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?

- Absolutely. It should continue.
- Yes it should continue because **as media changes, more people need to be trained to keep up.**
- Yes. I think the Bootcamp should continue because it **helps those with a Ph.D. to think more openly about how to make the curriculum relevant to students today.**
- Yes, no question about it. This type of training is **sorely needed as PhD programs do not prepare students for working in the "new" journalism environment.** It was great to get exposure to so many different things.
- The PhDigital Bootcamp must continue. I **have not had previous exposure to a majority of the topics covered in the Bootcamp**. The resources and knowledge provided by the instructors was priceless and should be offered to all junior faculty with interests in these areas. Providing material through quick, end-of-week live sessions might be a good thing to keep in future iterations of the program. This would help reach more people if in-person gatherings aren't safe or economically feasible.
- Yes. I think the PhDigital Bootcamp is immensely valuable to communication scholars who will be **responsible for guiding students through whatever digital technologies** come down the pike in the next five to ten years. I don't see that need lessening over the same time period. I could see individual modules developed for the individual units to cater to professors who need to get up to speed on specific content quickly. The Design Thinking, Curriculum Design, Digital Pedagogy, Web & Mobile, Data Viz/Journalism, Chatbot/AI, and Social Media modules could definitely be offered online effectively. These could be useful for academics at any stage of their career. I know **several full professors who have asked me whether the program is available for them**; they recognize the need to learn these emerging skills in order to continue serving their students. The online format could be a way to provide professional development.
- The introduction to the full set of skills gives a wide perspective that puts each of the domains in context. I think that's valuable for ensuring that **teams of academics work together in developing next-generation programs**.
- I am so impressed with the PhDigital Bootcamp - I would **recommend it to all doctoral students and folks who are early in their teaching careers.** The information is immediately applicable to the classroom!
- Definitely YES. So important to **seed the digital insights for junior scholars** who will later bring these insights to programs across the country.
- It definitely should continue. Many of the **PhD programs do not include a consistent training on changes in technology and its impact in communication**. In my specific case, my school had great projects but only a few doctoral students were involved. Whatever I could catch up with was in my own time and because I looked for opportunities. The bootcamp fills a great need.
- Yes. It really helped PhD students and early career faculty member to adapt with current technologies and trends in media and communication. I think **maybe to have "an advanced" level** after this bootcamp, for instance a specific bootcamp on each topic.
- The bootcamp should definitely continue in future years. It is a unique **opportunity for junior scholars and Ph.D. students** and the **only way to learn about all these digital topics** in a relatively short amount of time. It doesn't cost anything to participants, and I highly recommend it for scholars like me who are not confident enough with teaching digital topics. Hopefully the face-to-face component will be possible in future iterations of the bootcamp.
- I think this year is extremely difficult for both the teachers and students in the bootcamp. However, I still learned a lot and can tell the **teachers did their best to meet our needs**. I think this bootcamp should definitely continue.

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

- All of these should be taught for media PhD students as a way to **extend classes and research.**
- These topics should be **integrated both within the sequences (journalism, PR, advertising, media studies, etc.) and as standalone courses and degrees**.
- Students should be **exposed to all of the modules provided** here. It could be as easy as a 1-unit course to just expose students to these tools.
- The topics covered in the PhDigital Bootcamp should be covered as small/skinny courses in doctoral education. In any case, doctoral students would **greatly benefit from the mere exposure to these topics** because they cover real skills that new students need in the current media landscape.
- Theories of emerging media should be included in **core theory courses**. **Data visualization** should be included with methods requirements. **Ethics of digital technology** needs to be integrated throughout the curriculum. Visual communication professors ought to be able to teach students how to apply **visual and interactive storytelling to social media formats**. An **introduction to programming** should be required, as should be a basic HTML/CSS course. Essentially, **PhD programs should look at the requirements of the undergraduate programs and recognize that they need similar coursework if they are to prepare faculty to teach those students**, else risk creating professors deemed, at best, out of touch, and at worst, irrelevant, by their students. PhD programs need to recognize emerging technology as core fields of study, **not fringe electives** and update their curriculum to include these courses at the 600-800 level.
- Maybe there is a way to create a 3-credit required class about media innovations in teaching that would cover all the basics of those topics we covered and add more 1-credit elective classes that would dig deeper into each particular topic so people could choose which one they are interested in?
- I think that the **same way Ph.D. students are required to take pedagogy classes, they should be offered digital technology and product management courses**. We are all warned about being hired by what we can teach but promoted by what we produced in terms of research. Nevertheless, we are not given consistent training to be hired. Very important things, such as the perspective of journalism as product, although controversial in some aspects, is very relevant to media operation nowadays. By ignoring it altogether, we are doing a disservice to our students. Same with social media, web development, artificial intelligence, and virtual reality among others.
- New courses with a digital focus would be developed at all mass communication schools around the country. It is simply **impossible to envision the future of the discipline without the integration of most recent trends** in mass comm research.
- I think all doctoral programs should include courses/credit hours of **"Translating Research into Practice"** as part of required course work, which will help students better prepare for a changing job market in our discipline.

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

- Thank you for a great experience!
- Great sessions. So thankful for everything
- The one suggestion for improvement that I have is more time to discuss as scholars the implications, affordances, limitations, and ethics. I loved learning how to make things, but I also wanted to engage in a robust discussion with colleagues about what these technologies mean. But overall, I loved this experience and would recommend it to any new faculty member who wants to get up to speed on digital.
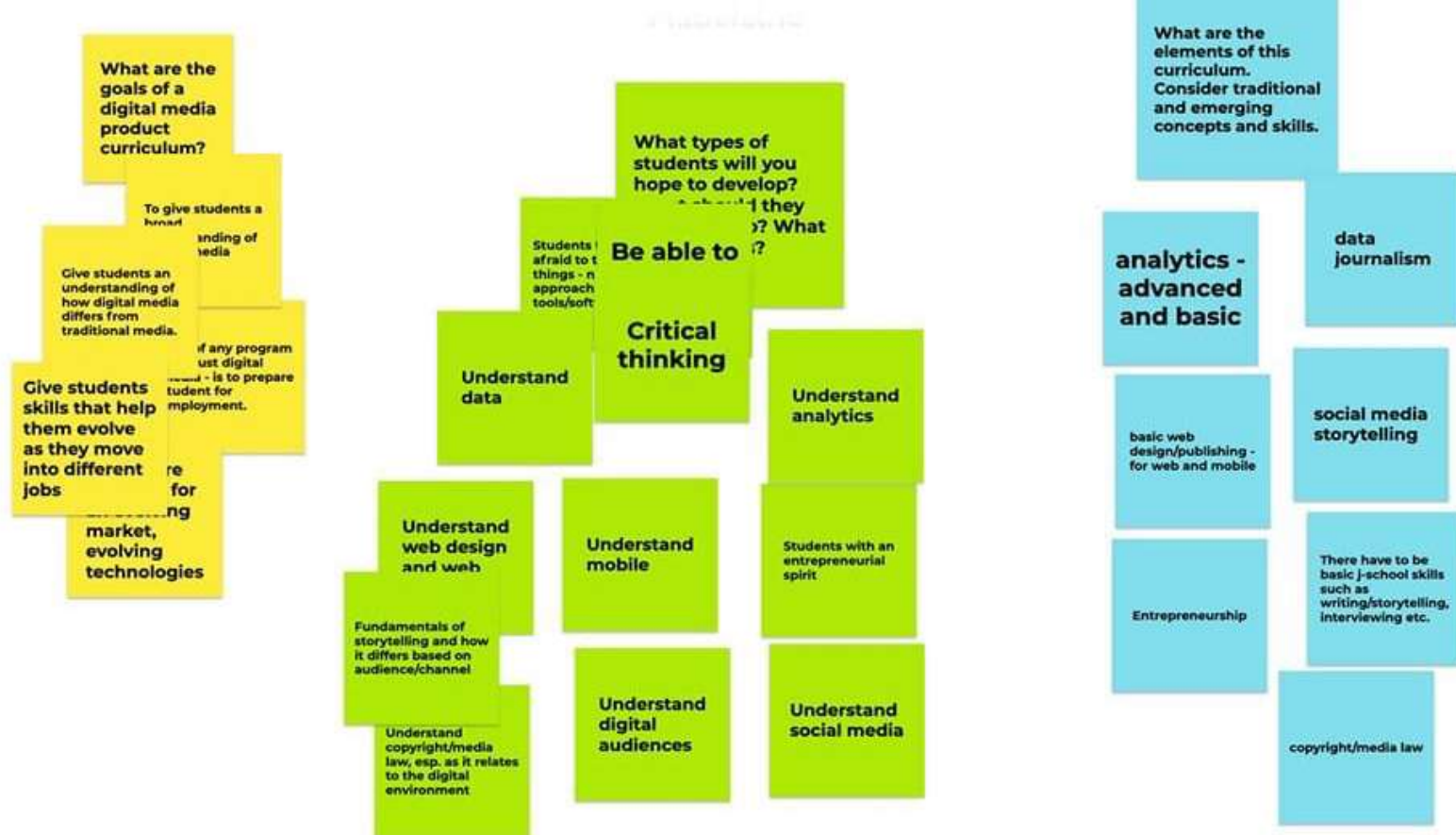
- Loved it! Well worth the time. So glad I was accepted into the program. Have a much better understanding for digital media now, and best of all, I'm confident that I can do this stuff too.
- The Bootcamp would have been best in-person, but Cindy and the other instructors did a fantastic job with adapting the content to an online-only format. The material we covered provided a fantastic starting point for further exploration. Everything we learned gave us a great foundation to build off in our future careers
- I am so thankful to the PhDigital Bootcamp for not only introducing to me emerging technology that I did not have much familiarity with, but also for **reminding me why I love these platforms and find them exciting.** It's lovely to find a tribe of people who are just as passionate and excited about what these skills offer both practitioners and scholars. The program teaches the skills, yes, but perhaps more important is the perspective, engagement, connections, and boost in confidence it gives the fellows.
- I enjoyed the Zoom sessions, and I think it would be beneficial to move to that format for 10-week learning curriculum that leads up to the in-person session.
- Thank you very much for everything! It would definitely work better if we didn't have the COVID-19 pandemic, but even in our current circumstances I think it worked well.
- The Bootcamp gave me **confidence to learn more about technology areas** where I have been intimidated in the past. It was great to have the group to turn to during the pandemic, and I'm sorry we don't get to all meet in person at the moment.
- Beyond the content, knowledge, and know-how provided through the modules and zoom sessions, my cohort got a **great lesson from the instructors on how to adapt, quickly and elegantly, to an unprecedented situation**. I still would like to meet my cohort in-person and have a drone lesson but besides that, I don't feel we were short changed in terms of the quality of the program. Thank you!
- I particularly **loved the subject on social media, emerging platform, and data journalism**. I like that this camp provided opportunity to build networks with other scholars in media and communication.
- This year was difficult for everyone, and I can't imagine the amount of work you did for this 5.5 month long program. I learned a lot despite not having time in the last month of the program. Thank you all again, and **I hope this program will continue**!
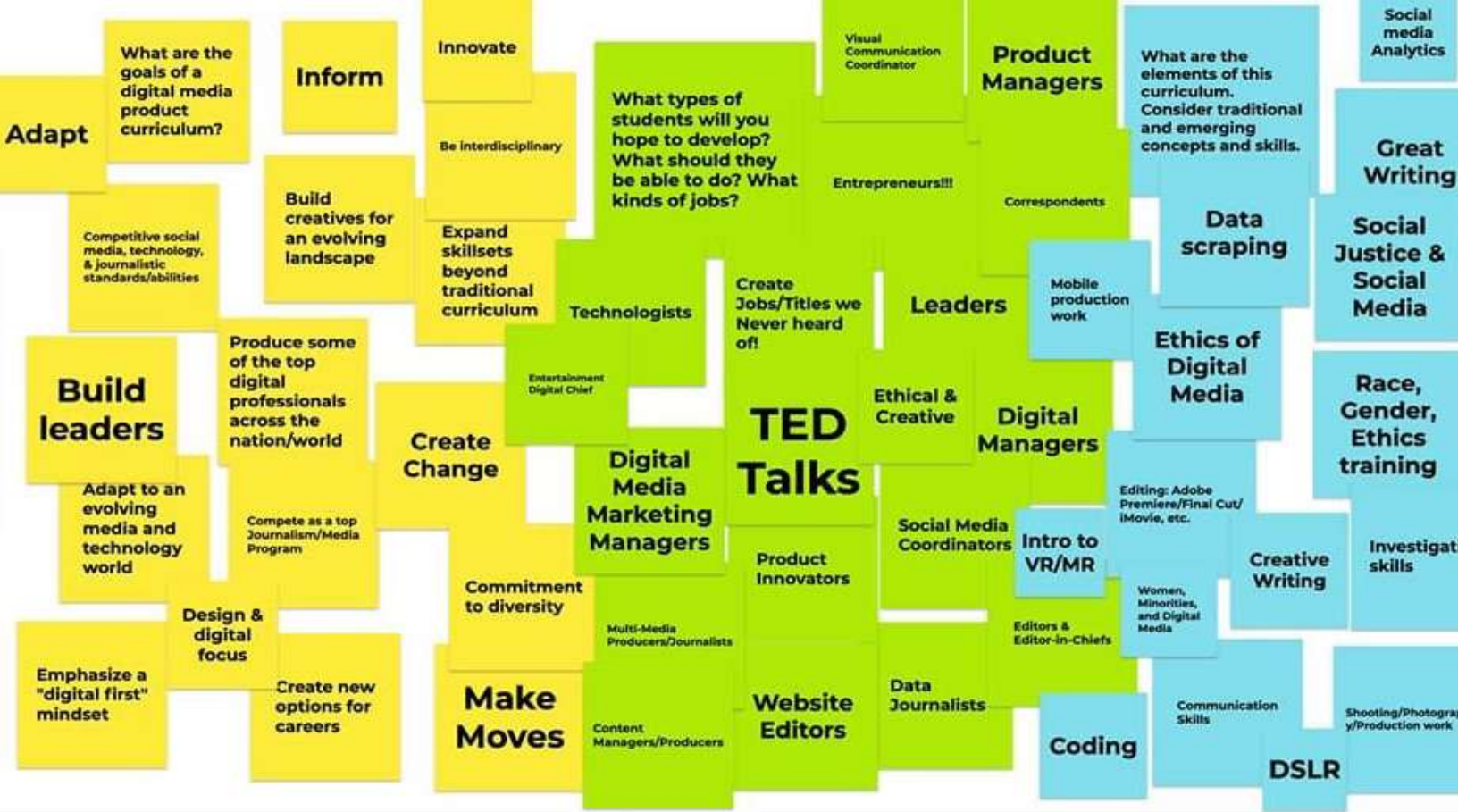
2020 Overall Ratings for Individual Sessions

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 Ratring	Avg Rating
Web Development and Interactive Data Presentation	4.82	4.64	4.64	4.36	4.73	4.64
Social Media and Drones	4.70	4.70	4.60	4.70	4.70	4.68
Design Thinking About Curriculum Exercise	4.67	4.92	4.58	4.58	4.67	4.68
Data Journalism	4.89	4.56	4.78	4.56	4.78	4.71
360 Video and VR	5.00	5.00	5.00	5.00	5.00	5.00
Average Rating	**4.81**	**4.76**	**4.72**	**4.64**	**4.77**	**4.74**

Yellow notes:

What are the goals of a digital media product curriculum?

To give students a broad ...anding of ...edia

Give students an understanding of how digital media differs from traditional media.

...f any program ...ust digital ...ead - is to prepare ...tudent for ...mployment.

Give students skills that help them evolve as they move into different jobs ...re ...for ...ng market, evolving technologies

Green notes:

What types of students will you hope to develop? ...should they ...o? What ...?

Students ...afraid to t... things - n... approach... tools/soft...

Be able to ...?

Critical thinking

Understand data

Understand analytics

Understand web design and web

Understand mobile

Students with an entrepreneurial spirit

Fundamentals of storytelling and how it differs based on audience/channel

Understand copyright/media law, esp. as it relates to the digital environment

Understand digital audiences

Understand social media

Blue notes:

What are the elements of this curriculum. Consider traditional and emerging concepts and skills.

analytics - advanced and basic

data journalism

basic web design/publishing - for web and mobile

social media storytelling

Entrepreneurship

There have to be basic j-school skills such as writing/storytelling, interviewing etc.

copyright/media law

Product Management, Platforms and Design Thinking – Cindy Royal

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.67
The content was relevant to my interests and needs in attending this workshop	4.92
The online module helped prepare me for the Zoom session	4.58
I plan to use this information in my career in the future	4.58
Overall rating for this session	4.67
Average for session	**4.68**

Selected Comments:

- Looking at a model of a curriculum designed from the ground up to address the topics in the course and the bootcamp overall was very helpful. It's good to think about what a dream program might look like, but it's also good to be grounded in what's feasible.
- I liked using Jamboard and together working on our response to the question. I had never used Jamboard, and I may use it this Fall semester with my students. It created an experience where we were more creative than if we had just been on Zoom.
- I enjoyed your videos pushing us to think about how to evaluate our existing curriculum.
- I liked the exercise's goals and how it was divided between individual work and teamwork.
- It was good to get in some small group collaboration with other fellows.
- I enjoyed interacting with my peers. The Jamboard worked well, and I liked how we were able to discuss and move things around virtually. I love brainstorming sessions like this because we can all learn a lot from each other.
- The video that walked through job postings was helpful. I'm now more aware of the products multimedia journalists may be capable of creating.
- I wish this could have been an in-person module
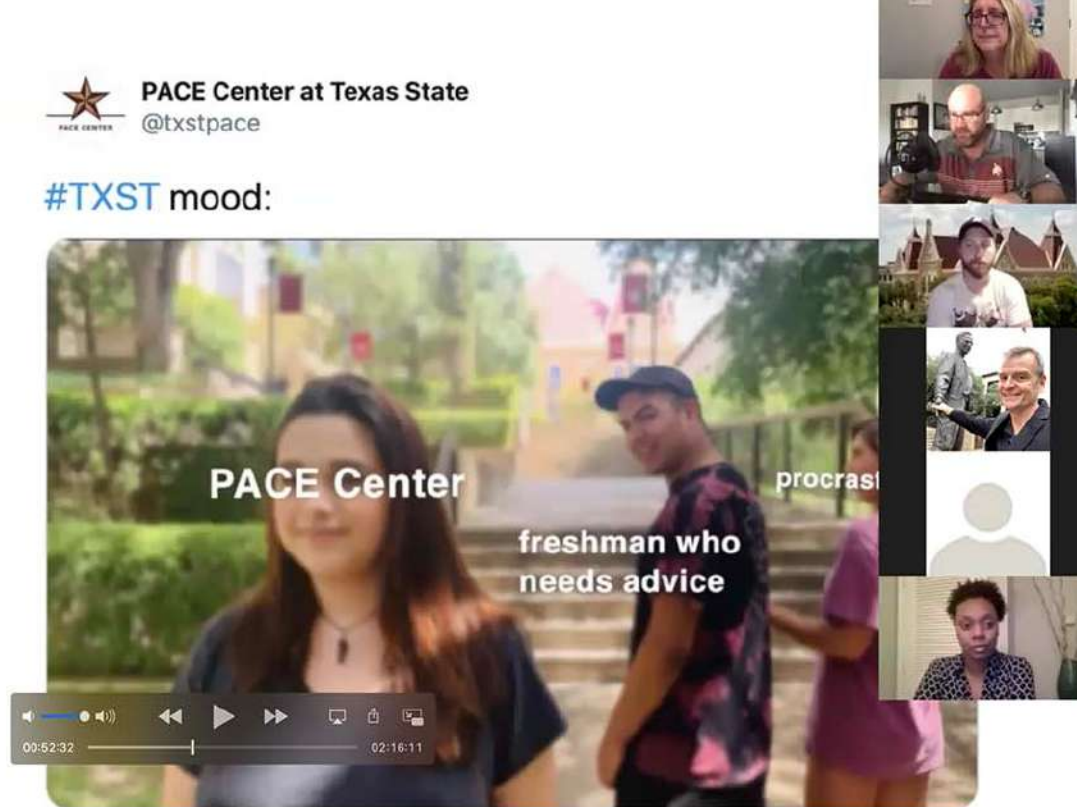
Social Media and Drones – Dale Blasingame

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.70
The content was relevant to my interests and needs in attending this workshop	4.70
The online module helped prepare me for the Zoom session	4.60
I plan to use this information in my career in the future	4.70
Overall rating for this session	4.70
Average for session	**4.68**

Selected Comments:

- Dale has extensive experience working with the social media curriculum, so it was helpful to hear from him what works and what doesn't work when it comes to teaching social media.
- Dale is obviously very enthusiastic about the subject and very willing to help.
- The hands-on exercises were good, but I think the presentation during the Zoom meeting was more productive because Dale covered almost every aspect of preparing a social media class. The Drones presentation was very good because it demystified the idea that you only need a drone to do the class.
- I love seeing how others put their online classes together. The online module was excellent!
- Very interesting, and I love this type of work. Would love to build out a program at my school.
- Clear focus and reasoning for the exercises. Nice description of the class the instructor teaches with excellent depth on course content. Instructor is very open about sharing resources. Good advice about potential pitfalls in teaching a similar course. Skills content was useful in and out of the classroom.
- The Q&A on social media was great. Resources provided through Google Drive were incredibly helpful.
- Would like additional resources for how to build a program at a smaller budget school - lists of where to find equipment etc.
- Number of assignments were a little difficult to get through in the time given. Ultimately, I enjoyed doing all of them, but it was the Zoom module that I wasn't able to complete before the Zoom session.
- Would like to look at categories of drones and types of drone shots.

Programming Concepts

- Arrays and Objects – ways to store data in a program
  Array

```
bands = ["Coldplay", "U2", "Foo Fighters"];
access with index number, in square brackets, starting with 0

firstband = bands[0];
```

Object

```
bands = [{name: "Coldplay", country: "England"},
{name: "U2", country: "Ireland"},
{name: "Foo Fighters", country: "United States"};]
access with index number and property
firstbandname = bands[0].name
```
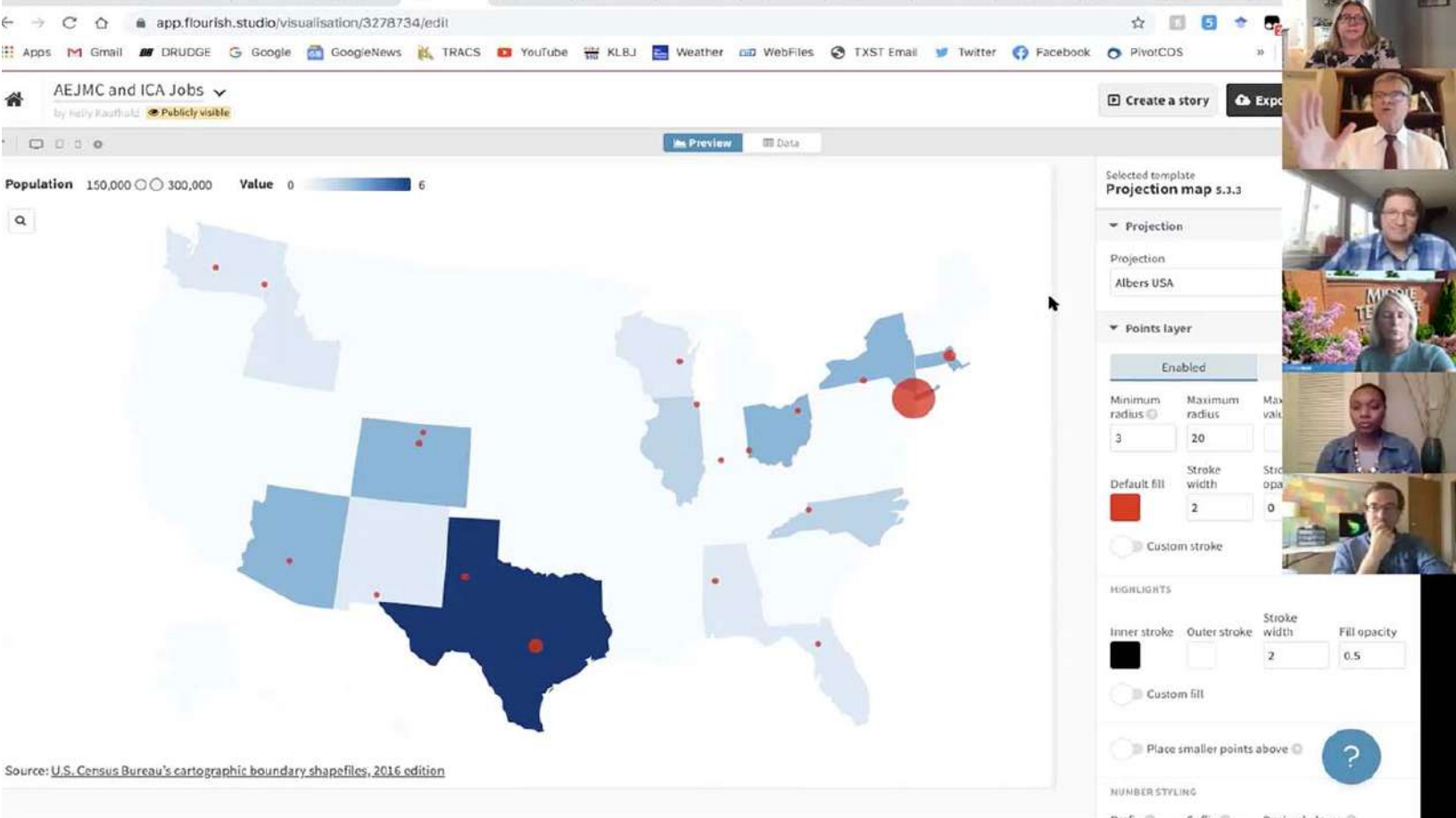
Web Development – Cindy Royal

The instructors(s)/speaker(s) in this session were knowledgeable on the topic	4.82
The content was relevant to my interests and needs in attending this workshop	4.64
The online module helped prepare me for the Zoom session	4.64
I plan to use this information in my career in the future	4.36
Overall rating for this session	4.73
Average for session	**4.64**

Selected Comments:
- I liked working through the JavaScript interactivity module and seeing it live through Glitch.
- It was good to have a discussion of how to present material, how to create and provide examples, and then how to use those examples to ask questions and spark additional learning.
- I enjoyed Cindy's enthusiasm for the topic.
- Dr. Royal did an amazing job of putting together the session and teaching it in a way that was easily understandable!
- It was hands-on, basic enough to understand the concepts but also useful and practical for possible class development and activities.
- It gave me the opportunity to try coding which is something that normally seems out of reach/scary. The module was interesting and the video gave step by step guidance for us. Dr. Royal is also very helpful in encouraging us to try new things. It is a great tool to have practice doing, which also benefits our students.
- It is helpful to learn basic coding language.
- Although it's challenging, but I liked the part following the code for making a website.
- So many great materials presented in an easy-to-understand format!
- Keep these types of activities for the bootcamp

Data Journalism – Kelly Kaufhold

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	4.56
The online module helped prepare me for the Zoom session	4.78
I plan to use this information in my career in the future	4.56
Overall rating for this session	4.78
Average for session	**4.71**

Selected Comments:
- The tutorials were very detailed. Thank you!
- I liked the video tutorials.
- I enjoyed the instructor's enthusiasm for the subject.
- I love the tools we were introduced to this week and how clear the instruction was. I can see many opportunities to use this in teaching and scholarship.
- I liked learning about the different ways of data visualization and the explanation of how this way is different than the previous web programming session.
- Ability to tell stories easily; important for journalism as field and for instructing future students.
- I liked learning about the pivot table and map tutorial.
- Maybe discuss what content should be included in a 16-week data journalism course that we may teach in future?

Lessons Learned:

In the Classroom...

- Start Small
- 360° Editing requires fast computers, time
- Students will innovate if you leave room for creativity
- Over-explain the nuances of this new platform
- Give yourself plenty of time / space to adapt

In the Field...

- Eye-level is usually best
- There is no "behind the ca...
- Use light stands as tripod...
- Stationary shots are best
- Narrative audio is better than text
- Be very deliberate with nonverbals
- Change scenes slowly

360 Video and VR – Jon Zmikly

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	5.00
The online module helped prepare me for the Zoom 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	**5.00**

Selected Comments:
- This session taught me both how to get started and how to approach teaching. I found it both motivating and approachable.
- Excellent - my favorite session!
- Nice to play with some AR! This was another difficult module to adapt to online-only, and the instructor found an interesting assignment for us to do. Good discussion on ways to apply this tech in the classroom and scale it. Good examples from the field.
- Great session. Will definitely use in the future

Previous PhDigital Bootcamp fellows Amanda Bright and Kirsten Pelizzarro spoke during the final session of the program to discusss how they have implemented Bootcamp concepts.

2020 Themes and Trends in Comments
- It was good to hear many express that the topics were enjoyable and fun, even in light of having to do the entire session online. 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.
- Many favorably commented on the techniques used to adapt to the online environment due to the pandemic, particularly in regard to teaching hands-on training in a virtual setting.
- Several mentioned how they would share these topics with faculty and use in their courses.
- 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.

2020 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:
- The shift to a completely online environment provided strong lessons for both faculty and participants in ways to adapt to online learning. Several indicated that they wished we could have met in person, as planned, but were pleased with the learning they achieved in the online sessions.
- More group activities to further support the development of each cohort and planned activities at conferences like AEJMC to combine cohorts. We will plan to have meetings at AEJMC and other conferences in the future. A Facebook group was started for participants from all three years of the program.
- Additional guest speakers could be incorporated into the format, given the proper time within curriculum.