

**Post-Course Survey**  
**Blogging for “The American Avant Garde”**  
**May 2012**

**1. What was the best thing about blogging for the Avant Garde class?**

Being able to better understand the subject matter by concentrating on certain key aspects of the evening's reading assignment.

The best thing about blogging for avant garde was the ability to say and blog about what you specifically thought about the reading.

Being able to focus on a single or broad topics of our choice, whether we enjoyed, adored, were confused by, or wanted to simply explore a topic of interest.

Being asked to write on a more frequent basis forced me to probe deeper into the material earlier on in the semester.

It really challenged me to think more critically about the reading and listening and to come up with my own opinions.

Blogging gave me a chance to reflect on what I heard read and listened to, and react in a totally genuine way. I did not have to worry about the formalities of scholarly writing, or following certain criteria for an assignment. I was able to speak openly and honestly, and that made my reflections so much more meaningful and valuable.

It forced us to think critically, integrate the reading content to our own musical background, and search for new connections with the current musical community. It was especially easy and insightful to engage with popular culture.

The simple fact that it is a 'new' type of assignment, and it let us all be creative.

It made class discussion more engaging because everyone had taken the time to think about the material through their blogs.

**2. What was the worst thing about blogging for the Avant Garde class?**

The frequency of which it was assigned.

While I overall liked the idea of blogging, the amount of time that was required to do each of the blogs was quite high. This really only affected the blogs that were due on Wednesday nights. Between Monday and Wednesday not many people had enough time to really prepare as much as needed. I also think that the blogs would have been more

useful in class if we had a specific topic that we all needed to discuss. Sometimes I felt like I was on a completely different page than others.

When blogging for Thursday's class and there was a lengthy or incredibly dense reading due for that blog (or if it was simply something that I found uninteresting or difficult to understand personally). This material was always available far in advance, but naturally I wouldn't really enjoy moving towards it more than 2 nights before it was due (only applicable to Thursday readings/blogs!)

Some weeks, it was very difficult to come up with anything meaningful to say about a particular topic.

Too much work when combined with all the reading! I wouldn't mind doing 1 blog a week, but 2 is sooooo much. I also sometimes felt I was running out of things to say and I was forcing myself to write about something I didn't have time to think about.

Since many of the blogs were in reaction to our text, it meant that there was no real potential audience for our writing aside from our classmates. Although I don't know how this could be avoided and still create blogs relevant to the class, it was at times disappointing to think that our blogs would not likely be read by others.

The blogs took a lot of time. I often spent twice as much time writing the blog than doing the reading! Frequently, I did the reading and just wanted to think about it without having to come up with something insightful or creative to post in reaction.

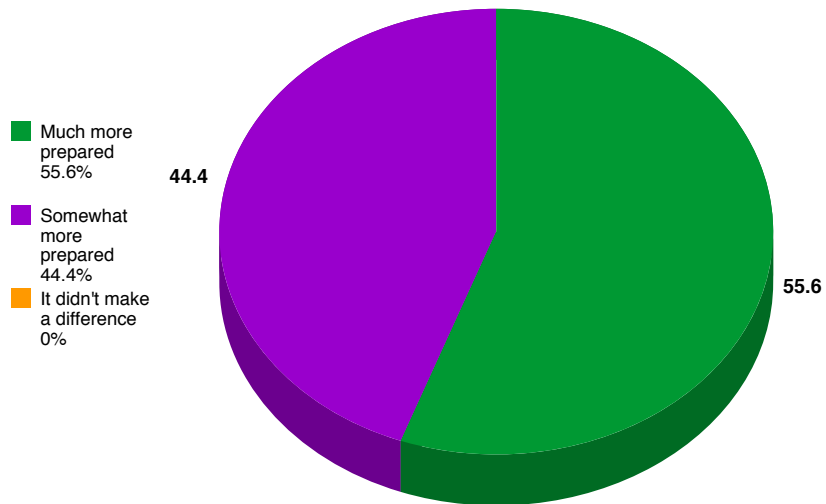
It was hard to do it for every class, with the listening, since there was a 'long' period (R-T) and a short period (T-R)

Can't think of anything.

### **3. Was the blogging interface difficult to use?**

No: 100%

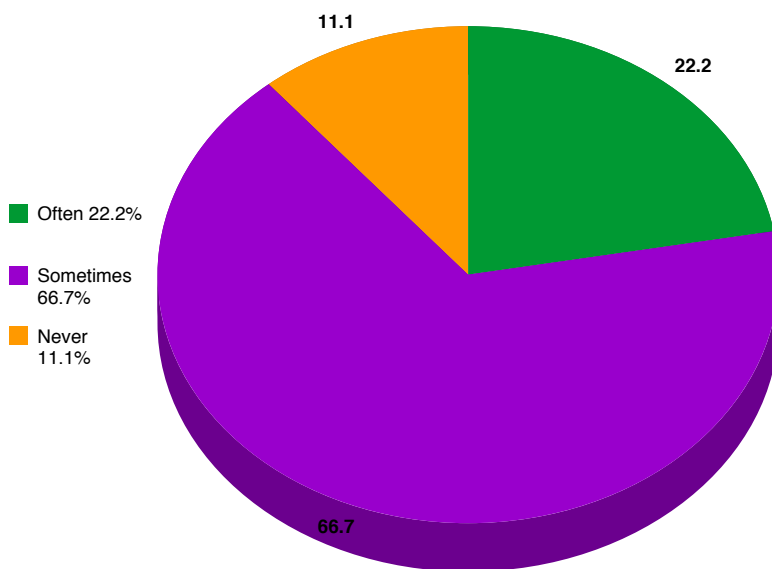
**4. Did you feel more prepared for class after having blogged about the listening and reading assignments?**



**Comments:**

We really had to know the content to blog on it. I felt very accountable.

**5. Did you read your colleagues' blogs?**



## **Comments:**

Seldom. I spent so much time reading and then working on my own post that I didn't take the time to engage with others. Of course, reacting to others would have been a good source for blogging material...

## **6. What would you change about this assignment?**

Occasionally narrowing the scope of the evening's blog to one or two important concepts covered in the reading.

Like I said above, I would have given more specific directions about what to blog over. I also think that more time should be allowed for blogging between the mon and wed night due dates.

Occasionally it was great to have free-response blogs in which we discussed a topic of our choice from the readings (ex. "Read \_\_\_\_\_, blog about the readings and the listenings). However, it would occasionally be productive to have blog questions or assignments that might narrow down the options for discussion, especially in cases where the reading assignment is long and/or dense, or if the class discussion is going to be geared towards a certain topic (for example, a few times I found myself focusing on something that was completely different than the class discussion the following day, and even though my blogging felt productive, I was a little more lost than others who happened to focus on something more relevant)

I would have focused on either listening or reading more often, as it was difficult to keep our blog entries both comprehensive and concise.

I would just cut down on the frequency in which the blogs are due or somehow split up the amount of reading and blogging in a different way.

Maybe if the blogs were less frequent, it would be easier to read those of our classmates. However, I did think it was nice to have written something before nearly every class.

It was frequently a pain, but was a great project. Toward the end, I got especially tired of doing them, but they were good to do.

Just making the work load more sensitive to the class meetings

Nothing, I thought it was great!

## **7. Do you plan to continue blogging?**

Yes: 66.7%   No: 33.3%