



The University of Georgia

Franklin College of Arts and Sciences
Department of Theatre and Film Studies

Teaching evaluation for Assistant Professor Julie Allardice Ray
By Associate Professor Ivan Ingermann
As observed on
Design for Film THEA 3700

On February 24th, 2016 I observed Assistant Professor Julie Ray's Design for Film class (THEA 3700) in room 201 of the Fine Arts Building. The room was filled to capacity with 54 students.

This class period was to be the final presentation of the "Still Life Group Project" in which each group of 5 students was to create an installation based on a music piece as chosen by the group. As the first group completed their set up of their project, Professor Ray called the class to attention. She reminded the students of the parameters of the assignment. She spoke to the students with ease, her relaxed manner and confidence being evident.

Both of the final group members had set up their projects at opposite ends of the class room.

While not required, the first group had created a project similar to that of a performance piece. Using a painted bed sheet they created a framed scrim behind which they placed a performer and light, which cast a shadow from behind. Each member of the team was engaged in the process. As the music played, the performer enacted several moments to represent the mood that the music had set, the audience observed the resulting shadow-play. During the piece, the class was attentive and reacted at several points during the presentation. Afterward, a number of students were assigned to take pictures of the presentation. This encouraged the group to think in terms of a photographed image, which is shorthand for the type of medium through which the piece would be viewed (albeit not a moving image).

This project elicited very thoughtful responses from the class. Professor Ray prompted questions which fostered active and engaging conversation with the majority of those present.

The second piece was not a performance piece but rather a still life that was described best by a student observer as "romanticized self-destruction". Using the students' desks, a clever arrangement, a few props, natural diffused lighting, and a slight breeze from an open window the group was able to convey a strong sense of isolation and implied tragic conclusion without the use of a live performance. Professor Ray pointed out the simplicity of the design made for a

convincing statement. She led the conversations that ensued, pointing out the implications as made by the project.

At the end of the presentations, Professor Ray asked the class for feedback on the project as a whole. The number of suggestions provided evidence of the enthusiasm towards the project. Some of the feedback included the positive comments that this project “ fostered collaborative energy” between the students and class as a whole. The students felt like they had “creative freedom”, away from a standardized Rubric. The project gave them “quick problem solving skills”, an appreciation for “what can be done with so little”, and the ability to turn a “realistic idea into an actual presentation”. Negative remarks were minimal, as students remarked that they desired “more critical critiques” and a desire to have all presentations on the same day (not being feasible within the confines of a 50-minute period).

Overall, the level of enthusiasm and attentiveness of the majority of the students impressed me. It was made clear that Professor Jay’s professional experience in designing for film along with her personal demeanor and approachable attitude contributes to the success of her teaching. Students’ responses to her were overwhelmingly positive, giving her their full attention, and contributing insightful commentary.

A handwritten signature in black ink, appearing to read 'Ivan Ingermann', with a long horizontal flourish extending to the right.

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