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TO: Lauren DeCarvalho, Ph.D. student, College of Communications  
FR: Marie Hardin, Associate Dean, Graduate Studies and Research  
DT: December 6, 2010  
RE: Your interactive lecture

Lauren,

I thoroughly enjoyed your interactive lecture on **the male gaze in film and media depictions**. Your grasp of the material and your engagement with the students throughout the lesson was effective. You were organized and presented us with a clear roadmap about where you planned to take us.

I realize that this lecture assignment was not particularly challenging for you, as you have been presenting lectures to a class you've been teaching the entire semester. But I hope the exercise helped you think reflexively about the way you connect with students in the classroom environment. Sometimes in the day-to-day of teaching, we don't make the time for such critical reflection on our classroom presentation skills.

Lauren, your presentation reflects your growing confidence in teaching and your clear mastery of the material. You set the "finish line" early in the lesson, telling the students exactly what questions you expected them to be able to answer at the end of the lesson. You also offered the material in a really organized way, including in your discussion prompts by posting the questions you hoped they would answer after you provided the prompt. You waited to answer the "so-what" question until the end of the lesson, but I thought this technique worked very well to drive home the importance of the questions they'd just answered.

The students to whom you presented this lesson agreed. One wrote, "You can tell that Lauren is personally invested in this issue and passionate about it. It makes the lesson more impactful." Another also summarized the experience by writing: "Great lecture and a clear, effective introduction to a complex topic."

You used multimedia seamlessly and effectively in the lesson. You also set up the film clip by making sure undergraduates weren't distracted by the language in the film; this allowed them to focus on the visuals. I liked your expansion of the "male gaze" idea by the use of advertising images.

On a content note: You spent time on the context for the male gaze concept at the beginning of the lesson. What context do you think is more important—the *scholarly* context or the *cultural* context? The two are intertwined, but not quite the same. What was happening in the *culture*, in regard to film/movies/images of women, when Mulvey wrote her article and

book? You mention the women's movement - what else? That might be more relevant to students than what was happening with feminist film theory.

Your presentation skills - that is, the way you physically interacted with the material and the students - were good. You were out from behind the lectern, and you faced the students as they talked to you. You also gestured to the screen, moving students' attention there. One suggestion: Don't feel that you have to pace constantly, because you don't. Your material is compelling, and your PowerPoint is visually attractive - so you don't need to constantly pace the small space at the front of the room.

Lauren, this was an outstanding lesson - one I would use to help any student quickly grasp the concept of the male gaze. It also showcases your passion and preparation - two strengths in your teaching that will benefit your students immensely in coming years.

Best wishes,

A handwritten signature in black ink, appearing to be the initials 'ML' or 'MH' with a stylized flourish.