

Introduction Cognitive Psychology

Resultaten van 13-11-2017 t/m 08-12-2017

Respondenten (n) 83 van de 213

Totaalgemiddelde

Hieronder staan de totale gemiddelden van deze evaluatie. Deze gemiddelden zijn samengesteld uit alle resultaten op alle vragen, uitgezonderd de vragen met de schalen "Ja / Nee" en "Open vraag", en vragen waarbij in de vragenset is aangegeven dat ze niet mogen worden meegenomen in het gemiddelde.

TOTAAL	CURSUS	DOCENT	TOETS
8.2	8.1	8.8	7.7
Deviatie (σ) 1.7	Deviatie (σ) 1.6	Deviatie (σ) 1.3	Deviatie (σ) 1.9
Vragen 13	Vragen 7	Vragen 2	Vragen 4

Totaalgemiddelde per vraag

Hieronder staan de totale gemiddelden per vraag van deze evaluatie.

The learning objectives (what you should know and be able to do by the end) of the course were clear to me.	Agree
Disagree to agree n 83 0.8σ	
Studying the course materials was necessary to successfully complete the course.	Strongly agree
Disagree to agree n 83 0.7σ	
The importance of the literature used in this course was clear to me.	Agree
Disagree to agree n 83 0.9σ	
De moeilijkheidsgraad van de toets was passend	Agree
Disagree to agree n 83 0.8σ	
The coherence between the different components of the course is	Much
Very little to very much n 83 0.8σ	
Door de voorafgaande voorbeeldvragen kreeg ik een goed beeld van de toetsing	Agree
Disagree to agree n 81 1.1σ	
De toetsing sloot goed aan bij de leerdoelen van de cursus	Agree
Disagree to agree n 83 1.0σ	
The organisation (e.g. the planning, scheduling, method of information provision) of the course was good.	Agree
Disagree to agree n 83 0.6σ	
The information provided before and during the course was sufficient.	Agree
Disagree to agree n 83 0.8σ	
The time that I spent on this course corresponded with the number of course credits.	Much
Less to more n 83 0.9σ	
My general opinion of the course is	Good
Bad to good n 83 0.8σ	
My general opinion of the lecturer(s) is	Good
Bad to good n 163 0.7σ	
The lecturer had a good command of English.	Strongly agree
Disagree to agree n 163 0.6σ	

The assessment criteria were sufficiently clear beforehand.

Agree

Disagree to agree | n 83 | 0.9σ

Open vragen

Hieronder staan de resultaten per open vraag van deze evaluatie.

Do you have positive observations about this course?

n 83

1. Good oresentations, enough material for learning online, good markings on what to learn and what not to learn
2. then slides were very good
3. The lectures were good and clear. The slides were also clear and nice to study for the exam. It was really clear what we had to study, so you could prepare for the exam.
- 4.
- 5.
6. The course was quite broad, but still connected a lot of the subject and thus was very coherent
7. Nice light introduction to the subjects of cognitive psychology.
- 8.
9. The way how the material is explained is very good, lectures are always able to answer questions in a way that everyone understands it, lectures are very eager to teach which is nice to see.
10. Gives a good overview of the subject. Lots of room to ask questions. Mr. Schriefers really manages to bring across his enthusiasm for experiments, which is great!
- 11.
12. Clear communication. Course material is clean and the teachers enjoy teaching.
13. The professors are good in teaching, passionate about their workfiels, and clear about the order of the subjects and therefor it's easy to have a good overview of the course
14. The strong point is the fact that this course is a very general view at a wide range of subjects of cognitive psychology, which makes it interesting.
15. - Very clear what you should study and what not - Great explanation of the lecturers - Lecturers keeps the lectures interesting by doing small experiments with the audience
16. Clear and very precise information.
17. Everything is explained very clearly and both lecturers are very enthusiastic!
18. I really liked both lecturers. The slides that were uploaded were explanatory and clear
19. Teachers explained clear. Good communication of what's expected to know. Study materials that were provided were enough to pass the course.
- 20.
21. Great all material is presented during the lectures itself. You know clearly what to learn from the book and what not if you learn the book next to the slides. Nice to have experiments in the lecture so people participate more
22. Good lecturers, enough example questions to get a feel for how to exam will look like.

23. Everything was on point. The organisation, the explanation, the teaching (with examples, elaboration), answering in a simple way to questions, etc.
24. Everything was explained very clearly, the professors were very enthusiastic as well and as a result I have enjoyed this course a lot.
25. Very broad view over multiple fields
- 26.
27. The professors ask if everyone can keep up when explaining a difficult subject, their powerpoints are clear and support their explanations with illustrations and demo's of experiments
28. Diverse range of subjects Interesting lectures
- 29.
30. Very clear, knew what I could expect on the exam, clear use of slides, put online
31. The information is more psychologically based as opposed to the more abstract and technical courses, which makes for a great mix. The course discussed a lot of interesting experiments
- 32.
33. Interesting
34. Very clear what to study, hey Lea how are you doing? Good teachers and fun-to-attend lectures
35. It was very clear what you have to do to prepare for the exam
36. the lecturers, and the material provided.
- 37.
38. It is an interesting subject
- 39.
40. Good teachers, the lectures are also good and have clear structure
41. Everything is very clear, you know what you got to prepare for the exam, what is important and what isn't
42. Balanced between what we should know and what is going to scare us
43. McQueen's part is very clear and understandable. Perfectly structured. Schrieffer is very enthusiastic and knowledgeable. Great course, would love to learn more and gain a deeper understanding of our cognition.
44. definitely the lectures, they are very clear and contain a lot of information. no time is waste and the lectures just immediately start explaining which I see as a good thing.
45. Schrieffer's
46. Everything
- 47.
48. The lectures
49. Fun examples of experiments Good explanation of Herbert Clear powerpoints of McQueen
- 50.

51. Interesting content, appropriate level, clear slides and lectures.
52. Interesting material
53. The lectures knew what they were talking about and corresponded well with all the students which made the course a lot more interesting.
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56. We learned how memory works and how to remember stuff better. I used it for this course and from now on I will use it every day. The sad thing is that we learned about this at the end of the course but it is ok.
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60. Very clear and good explanations
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- 62.
63. VERY INTERESTING and good teachers
64. Nice subject, excellent informative slides/powerpoint
65. The professors are very clear & very friendly. Explanations are clear and the slides provide enough information even when the info is not in the book
66. Really good Teachers that worked with lots of examples to make it clear
67. Doing experiments in class
68. Both teachers have very different teaching styles, which makes the course diverse. The literature was appropriate and very related. The subjects are completely related (coherent) and have many applications within the AI field.
- 69.
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72. The large amount of content
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77. it's themes fit in very well with some other courses offered in the AI program
- 78.
79. It's clear where the focus lies

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82. I think the teachers are very enthusiastic and I got the feeling that they really wanted us to learn a lot

83.

If you have identified any points for improving this course, what would be your suggestions?

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6. Course focuses a lot on names, not on concepts. Learning all experiments and flashcards by hard word-for-word gets you a better exam result than understanding the material, which does not seem fair. Setup of having simple one-word questions and a few open questions on the exam seems good, especially for time management in grading, without making the exam a worse one. However, the keywords are not necessarily important words. Concepts are also supposed to be answered in their exact terms, which I believe is sometimes ambiguous and can only be avoided when learning the flashcards by heart.

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10. The lectures were a bit slow sometimes; sometimes the lecturer would more or less read the slide, slowly, which would take a good ~3 minutes in which you could easily finish reading the slide yourself

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15. - Maybe elaborate less on the subtopics and questions, it makes the lecture hard to follow when the information density is low (it gets a little boring when you only have to listen)

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21. Maybe provide a bit bigger test exam beforehand, because I thought the evidence of theories was

less important than the theories itself. Nice to have those keyword questions in the exam so you come across most subjects. Only thing is that you should really know all theories very well, because the open questions tend to be very specific. If you know everything but that theory then you will lose a lot of points. On the other hand, the teachers show clearly what they think is the most important, so what you should learn the best.

22. Maybe some extra exercises to help test yourself if you understand the course

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25. Slides made more attractive and highlighting of important things and keywords

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27. Sometimes there's a bit of an overload of theories, all contradicting each other. It would be useful if the most important ones were emphasized more.

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30. The way McQueen explained stuff was not that interesting, although clear

31. The course was mostly about absorbing information, so perhaps it could be interesting to make some lectures (depending on the topic) more interactive.

32.

33. Less uhm

34. Give more examples of open questions or exams, because the first test was a bit of a surprise

35. the way the course material is tested., i.e more questions regarding the understanding of the course material instead of purely facts.

36.

37. More lectures taught by prof. dr. H.J. Schriefers.

38. The way of teaching was very monotonous - only the professor speaking in front often softly and with very little intonation. Also the power point contained literally all that was being said by the professor which made it very unnecessary to go to the lecture. You could improve this by having less of the information in the power point and a more enthusiastic way of presenting information.

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42. More personal involvement of the teachers in the material would be appreciated. More passion for the exact subject.

43. Schriefers lecture notes are a bit chaotic at times but this is really a minimal criticism. Perhaps explain better why the experiments that we learned were chosen for us to learn. At times it felt a bit random and I wasn't sure what to take out from it.

44. the strong side also is kind of its downside, as it is hard to stay concentrated during the lectures. I don't blame the lecturers for this, as I just think this is their style of lecturing. An improvement that would really help is to have the course at the beginning of the day instead of at 15:30, I know this is not really about the course and that I could watch the lectures back by the video, but I prefer to be by the

lecture it self, so maybe this could be adjusted for next year.

45. McQueen

46. for professor McQueen: I do not know if I am correct in the assessment that You have stagefright, but from what I heard from the 2nd year students you have improved. Keep up the good work

47. I would like to do more with the studied material than just replicate it on an exam and forget it after. Having a discussion about certain points with fellow students helps you remember the information better, and makes it more interesting.

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49. The powerpoints of Herbert could be a bit more clear (like McQueen's) McQueen sometimes looks at the slides/ his notes to much. Because of that it's less interesting to listen to him than to Herbert

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51. More open questions and fewer keyword questions in the exam, to test understanding rather than terminology knowledge.

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53. The example questions for the exam weren't as helpful as I hoped because they didn't fully correspond with the actual exam

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55. Maybe it's just the fact i can't be bothered with anything...

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63. NOTHING

64. Lectures could be made more interactive to make them more engaging

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67. The exams. You could know the information and still do poorly on the exams. Much too memorization based, doesn't show you understand the material.

68. The course was completely based on the book, lacks creativity, and the second test used different concepts that the one found in the book. Which makes the communication very difficult so as the evaluation.

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70. Less learning by heart, motivate people more!

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77. In my opinion the re-exam should be able to be taken in 2 parts, just as the original exams.

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82. Exam was very difficult :(Even when I liked the lectures.

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Other comments and/or explanations regarding the answers you gave to specific questions.

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7. Outside of the lectures, we were to study the book. This would imply a lot more material, making the course worth a lot more EC for its time. However, in practise, the material needed from the book could be studied exclusively from the flashcards. Which would also be better to do, as exact formulations were asked.

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22. Overall a very interesting course which gave a good introduction to all aspects of psychology

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38. There was a big difference in teaching styles between Schieffers and McQueen. Schieffers is more enthusiastic but less clear in making connections between the subjects. McQueen speaks very monotonously but has a very clear structure in his story.

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42. We love your dig, professor McQueen! :)

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63. I loved this course and I'm sad it's over

64. Lectures not too engaging at some times

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82. Easier Exam for the resit :D

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