

PSYC 2314 (A): Psychological Methods

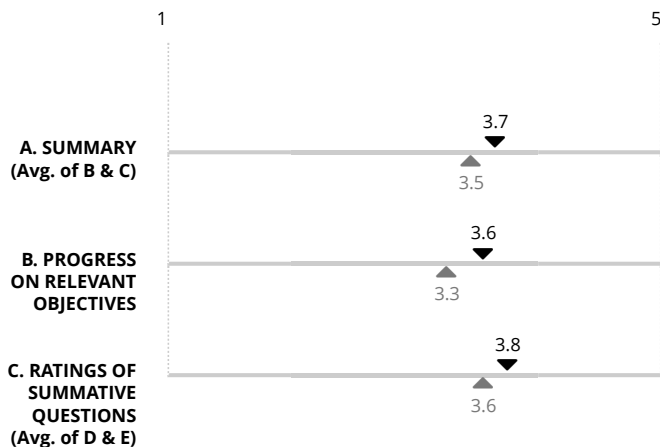
2018 Spring | Aaron Baggett | Course CIP Code: 42.2799

30 | Students Enrolled
9 | Students Responded
30% | Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.7	3.9
E. Excellent Course	3.4	3.8

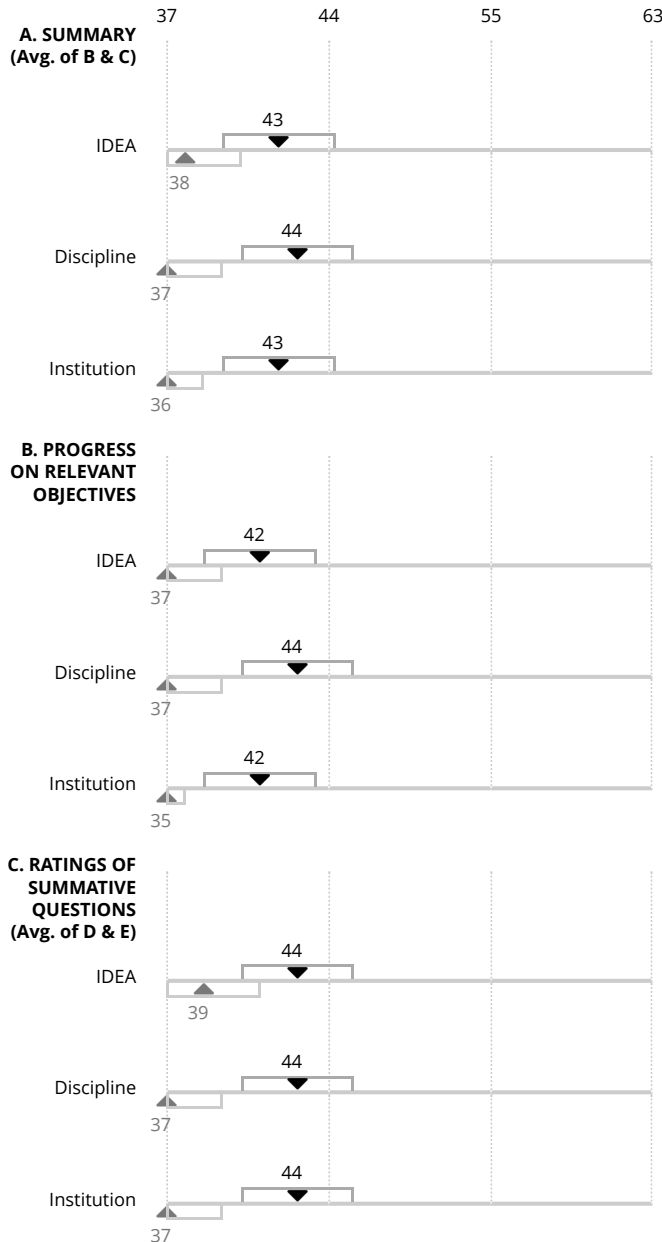
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	39	43
Discipline	37	43
Institution	38	43
E. Excellent Course		
IDEA	38	44
Discipline	36	44
Institution	36	44

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average



						Your Converted Average						
						IDEA		Discipline		Institution		
Student Ratings of Learning on Relevant Objectives		Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		I	3.2	3.5	22	44	31	36	30	38	30	38
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	2.8	3.1	33	22	30	36	31	39	23	33
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M	3.3	3.7	22	44	35	42	34	43	35	44
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	2.9	3.2	44	33	26	32	26	35	26	35
Acquiring skills in working with others as a member of a team		M	2.4	2.8	56	11	28	33	33	41	23	33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	2.6	3.1	44	11	33	41	37	47	20	34
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	2.9	3.3	44	33	35	41	39	46	26	36
Developing skill in expressing myself orally or in writing		M	3.4	4	11	44	43	52	42	52	37	49
Learning how to find, evaluate, and use resources to explore a topic in depth		M	2.9	3.2	44	33	31	37	32	41	31	39
Developing ethical reasoning and/or ethical decision making		M	3.3	3.8	22	44	41	48	40	48	37	46
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		M	3.3	3.6	22	56	38	43	37	44	34	42
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.1	3.6	22	33	35	43	33	43	32	43
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		I	3.3	3.6	33	44	42	47	43	49	40	45

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.9	41	43	40
Difficulty of subject matter	3.4	51	52	50

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.2	29	34	30
I really wanted to take this course regardless of who taught it.	3.2	41	40	40
When this course began I believed I could master its content.	3.6	40	40	39
My background prepared me well for this course's requirements.	3.1	36	35	36

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	3.3	33% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.8	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.7	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.7	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.2	22% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.2	22% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	3.8	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.4	22% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.1	33% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
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Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	11.11% (1)	22.22% (2)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.33	3.33
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	11.11% (1)	11.11% (1)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.26	3.44
Encouraged students to reflect on and evaluate what they have learned	22.22% (2)	0% (0)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.62	3.78
Demonstrated the importance and significance of the subject matter	22.22% (2)	0% (0)	11.11% (1)	33.33% (3)	33.33% (3)	9	0	1.5	3.56
Formed teams or groups to facilitate learning	44.44% (4)	0% (0)	22.22% (2)	22.22% (2)	11.11% (1)	9	0	1.5	2.56
Made it clear how each topic fit into the course	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.4	3.78
Provided meaningful feedback on students' academic performance	22.22% (2)	22.22% (2)	33.33% (3)	11.11% (1)	11.11% (1)	9	0	1.25	2.67
Stimulated students to intellectual effort beyond that required by most courses	22.22% (2)	0% (0)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.5	3.44
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	33.33% (3)	11.11% (1)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.7	3
Explained course material clearly and concisely	22.22% (2)	0% (0)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.56	3.67

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.4	3.78
Created opportunities for students to apply course content outside the classroom	22.22% (2)	11.11% (1)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.45	3.11
Introduced stimulating ideas about the subject	22.22% (2)	0% (0)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.56	3.67
Involved students in hands-on projects such as research, case studies, or real life activities	22.22% (2)	11.11% (1)	11.11% (1)	22.22% (2)	33.33% (3)	9	0	1.56	3.33
Inspired students to set and achieve goals which really challenged them	22.22% (2)	0% (0)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.4	3.22
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22.22% (2)	0% (0)	33.33% (3)	11.11% (1)	33.33% (3)	9	0	1.49	3.33
Asked students to help each other understand ideas or concepts	22.22% (2)	0% (0)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.56	3.67
Gave projects, tests, or assignments that required original or creative thinking	22.22% (2)	0% (0)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.5	3.44
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	22.22% (2)	0% (0)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.4	3.22
<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	11.11% (1)	11.11% (1)	33.33% (3)	33.33% (3)	11.11% (1)	9	0	1.13	3.22
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	22.22% (2)	11.11% (1)	44.44% (4)	11.11% (1)	11.11% (1)	9	0	1.23	2.78
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.25	3.33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	11.11% (1)	9	0	1.2	2.89
Acquiring skills in working with others as a member of a team	22.22% (2)	33.33% (3)	33.33% (3)	0% (0)	11.11% (1)	9	0	1.17	2.44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	22.22% (2)	22.22% (2)	44.44% (4)	0% (0)	11.11% (1)	9	0	1.17	2.56
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	11.11% (1)	9	0	1.2	2.89
Developing skill in expressing myself orally or in writing	11.11% (1)	0% (0)	44.44% (4)	22.22% (2)	22.22% (2)	9	0	1.17	3.44
Learning how to find, evaluate, and use resources to explore a topic in depth	22.22% (2)	22.22% (2)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.45	2.89
Developing ethical reasoning and/or ethical decision making	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.25	3.33
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	11.11% (1)	9	0	1.15	3.33
Learning to apply knowledge and skills to benefit others or serve the public good	11.11% (1)	11.11% (1)	44.44% (4)	22.22% (2)	11.11% (1)	9	0	1.1	3.11
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	11.11% (1)	22.22% (2)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.41	3.33

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	22.22% (2)	66.67% (6)	11.11% (1)	0% (0)	9	0	0.57	2.89
Difficulty of subject matter	0% (0)	11.11% (1)	44.44% (4)	33.33% (3)	11.11% (1)	9	0	0.83	3.44

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	11.11% (1)	55.56% (5)	33.33% (3)	0% (0)	9	0	0.63	3.22
I really wanted to take this course regardless of who taught it.	11.11% (1)	11.11% (1)	44.44% (4)	11.11% (1)	22.22% (2)	9	0	1.23	3.22
When this course began I believed I could master its content.	0% (0)	11.11% (1)	44.44% (4)	22.22% (2)	22.22% (2)	9	0	0.96	3.56
My background prepared me well for this course's requirements.	0% (0)	22.22% (2)	44.44% (4)	33.33% (3)	0% (0)	9	0	0.74	3.11
Overall, I rate this instructor an excellent teacher.	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.15	3.67
Overall, I rate this course as excellent.	11.11% (1)	11.11% (1)	33.33% (3)	11.11% (1)	33.33% (3)	9	0	1.34	3.44

<i>Please select the most appropriate response to the following questions:</i>	Definitely false	More false than true	In between	More true than false	Definitely true	N	DNA	SD	M
A variety of options for interacting with the content were available (examples might include video, PowerPoint, reading, discussion boards, chats, assignments, recordings).	11.11% (1)	0% (0)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.29	3.89
Videos within the course enhanced the learning environment.	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
This course was easy to navigate.	11.11% (1)	0% (0)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	1.15	3.67
Interactions with other students contributed to mastery of the learning objectives.	11.11% (1)	0% (0)	22.22% (2)	55.56% (5)	11.11% (1)	9	0	1.07	3.56

Qualitative

Comments -
<ul style="list-style-type: none"> There seems to be a reoccurring issue within the online courses in the psychology department at Mary Hardin Baylor. The two professors I've taken for online psychology courses, Amy Eichler and Aaron Baggett, seriously neglect checking their emails. With both professors, I've waited weeks to receive a response and by that time, it doesn't even seem worth pursuing my original question. It's extremely frustrating when you're taking an online course and your professor isn't prepared to make themselves available online. I appreciate UMHB offering online courses and hope this issue is addressed. This course was very good in helping me gain knowledge, insight and some foresight in this subject. It is very well structured. This is my first online class with the University, and I believe its lessons and overall methods came across clear and precise. The instructor constantly advised that we communicate with others (or with him) in the class if we needed help, and provided more than enough information, examples, and references to understand the lesson of the week. Overall, I had a few difficulties with the class, but I believe it was due to my lack of experience in this field. If needed, I would take another class (online or in person) with this instructor.