

PSYC 4311 (01): Theories of Learning

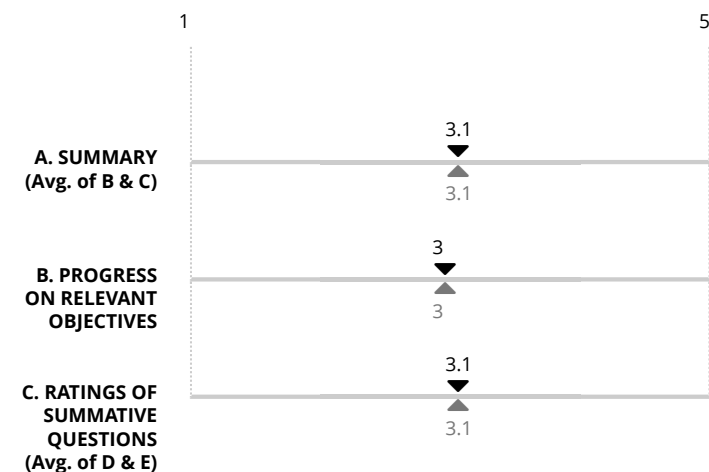
2016 Spring | Aaron Baggett | Course CIP Code: 42.2701

18 | Students Enrolled
9 | Students Responded
50% | 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	3.2	3.2
E. Excellent Course	2.9	2.9

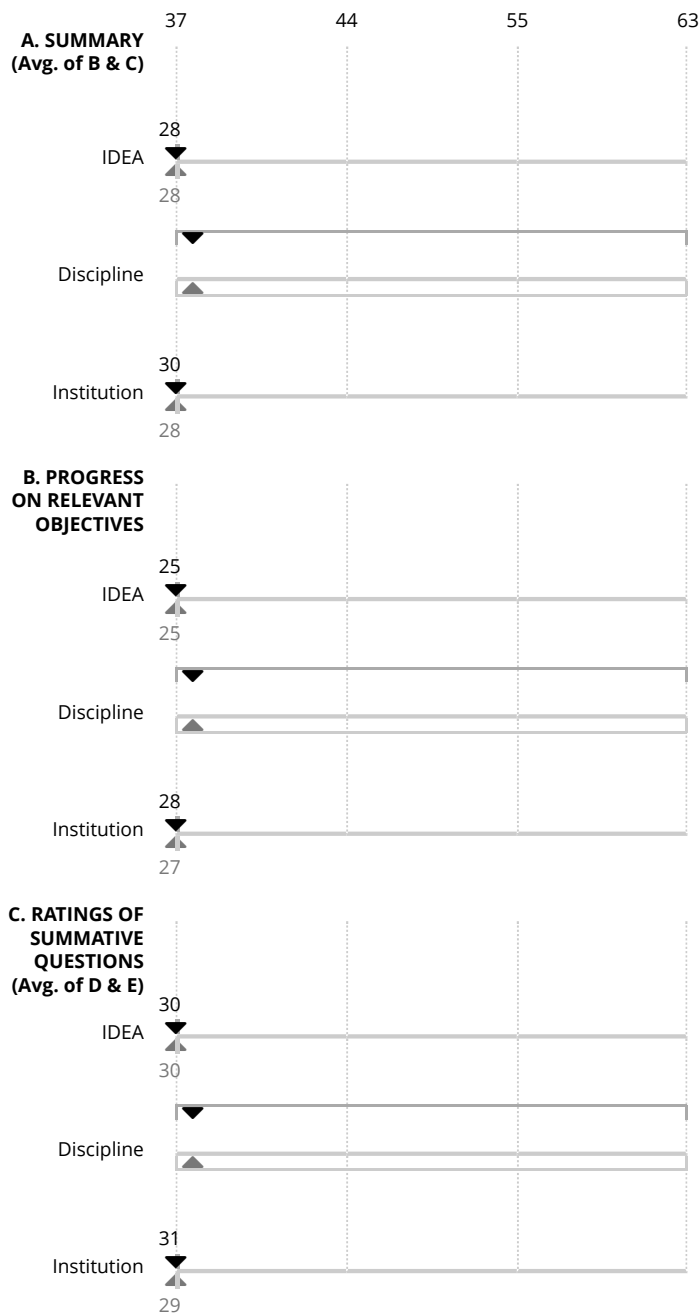
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	31	31
Discipline		
Institution	30	32
E. Excellent Course		
IDEA	29	29
Discipline		
Institution	27	30

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			
		Your Average (5 Point Scale)		% of Students Rating	
		IDEA		Discipline	
		Institution			
Student Ratings of Learning on Relevant Objectives		Raw	Adj.	1 or 2	4 or 5
		Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.1	3.1	33	44
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.1	3.1	44	56
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	2.8	2.8	44	33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.1	3.1	33	56
Acquiring skills in working with others as a member of a team	M	3.3	3.4	22	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.7	2.7	44	33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	33	56
Developing skill in expressing myself orally or in writing	M	2.9	2.9	33	33
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3	3	33	44
Developing ethical reasoning and/or ethical decision making	M	3.1	3.1	33	56
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.1	3.1	33	56
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.3	33	56
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	33	44

		Your Converted Average		
Course Description	Your Average	IDE A	Discipline	Institution
Amount of coursework	3.3	47		48
Difficulty of subject matter	4	61		59

		Your Converted Average		
Student Description	Your Average	IDE A	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	50		48
I really wanted to take this course regardless of who taught it.	3.2	46		41
When this course began I believed I could master its content.	4	51		51
My background prepared me well for this course's requirements.	3.3	39		41

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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	2.7	56% (1 or 2) 33% (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	2.8	44% (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.
Inspired students to set and achieve goals which really challenged them	3	44% (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.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	3.2	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.
Stimulated students to intellectual effort beyond that required by most courses	3	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.
Related course material to real life situations	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.
Created opportunities for students to apply course content outside the classroom	2.9	44% (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

<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>									
Found ways to help students answer their own questions	33.33% (3)	0% (0)	22.22% (2)	33.33% (3)	11.11% (1)	9	0	1.45	2.89
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	33.33% (3)	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.59	2.89
Encouraged students to reflect on and evaluate what they have learned	22.22% (2)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.47	3.22
Demonstrated the importance and significance of the subject matter	33.33% (3)	0% (0)	11.11% (1)	44.44% (4)	11.11% (1)	9	0	1.49	3
Formed teams or groups to facilitate learning	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
Made it clear how each topic fit into the course	33.33% (3)	22.22% (2)	11.11% (1)	11.11% (1)	22.22% (2)	9	0	1.56	2.67
Provided meaningful feedback on students' academic performance	33.33% (3)	11.11% (1)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.7	3
Stimulated students to intellectual effort beyond that required by most courses	33.33% (3)	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.56	3
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	33.33% (3)	0% (0)	11.11% (1)	44.44% (4)	11.11% (1)	9	0	1.49	3
Explained course material clearly and concisely	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.59	3.11

<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	22.22% (2)	11.11% (1)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.45	3.11
Created opportunities for students to apply course content outside the classroom	33.33% (3)	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.59	2.89
Introduced stimulating ideas about the subject	44.44% (4)	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.69	2.78
Involved students in hands-on projects such as research, case studies, or real life activities	44.44% (4)	0% (0)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.79	2.89
Inspired students to set and achieve goals which really challenged them	44.44% (4)	0% (0)	0% (0)	22.22% (2)	33.33% (3)	9	0	1.83	3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	44.44% (4)	0% (0)	0% (0)	44.44% (4)	11.11% (1)	9	0	1.62	2.78
Asked students to help each other understand ideas or concepts	22.22% (2)	11.11% (1)	0% (0)	44.44% (4)	22.22% (2)	9	0	1.49	3.33
Gave projects, tests, or assignments that required original or creative thinking	44.44% (4)	0% (0)	11.11% (1)	33.33% (3)	11.11% (1)	9	0	1.56	2.67
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	44.44% (4)	11.11% (1)	0% (0)	33.33% (3)	11.11% (1)	9	0	1.57	2.56

<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)	22.22% (2)	11.11% (1)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.45	3.11
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	22.22% (2)	22.22% (2)	0% (0)	33.33% (3)	22.22% (2)	9	0	1.52	3.11
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	44.44% (4)	0% (0)	22.22% (2)	0% (0)	33.33% (3)	9	0	1.75	2.78
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.59	3.11
Acquiring skills in working with others as a member of a team	22.22% (2)	0% (0)	33.33% (3)	11.11% (1)	33.33% (3)	9	0	1.49	3.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	44.44% (4)	0% (0)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.63	2.67
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33.33% (3)	0% (0)	11.11% (1)	11.11% (1)	44.44% (4)	9	0	1.76	3.33
Developing skill in expressing myself orally or in writing	33.33% (3)	0% (0)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.52	2.89
Learning how to find, evaluate, and use resources to explore a topic in depth	33.33% (3)	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.56	3
Developing ethical reasoning and/or ethical decision making	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.59	3.11
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.59	3.11
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (3)	0% (0)	11.11% (1)	22.22% (2)	33.33% (3)	9	0	1.69	3.22
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	33.33% (3)	0% (0)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.66	3.11

<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	22.22% (2)	0% (0)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.41	3.33
Difficulty of subject matter	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.33	4

<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.	11.11% (1)	0% (0)	11.11% (1)	44.44% (4)	33.33% (3)	9	0	1.2	3.89
I really wanted to take this course regardless of who taught it.	22.22% (2)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.47	3.22
When this course began I believed I could master its content.	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
My background prepared me well for this course's requirements.	22.22% (2)	0% (0)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.41	3.33
Overall, I rate this instructor an excellent teacher.	33.33% (3)	11.11% (1)	0% (0)	11.11% (1)	44.44% (4)	9	0	1.81	3.22
Overall, I rate this course as excellent.	44.44% (4)	0% (0)	0% (0)	33.33% (3)	22.22% (2)	9	0	1.73	2.89

Qualitative

Comments -

- overall, he is a great person but the way the class was set up did not really help me understand the material better. I did not like team based learning, nor did I like having to read the material before hand and then be tested over the material before being taught the material.
- He might have had a decent idea with the format of the class, but it was executed terribly. He also talked a lot and said nothing. He was repetitive with his examples and awkward while lecturing. The idea of having a test and afterwards teaching the material did not work for me. I don't pay as much money as I do, to have to teach myself. Which is what Baggett had us do. Learn the decidedly difficult material ourselves, take a test, and then he spent days teaching us the material. This was a terrible class and I wouldn't recommend Baggett to anyone.
- Dr. Baggett is a nice guy, but he is not a good professor. I have taken three classes with him thus far and I have been disappointed in the way the classes have been run every time. In each class he has cancelled multiple classes and assignments. This class in particular he cancelled class between six and seven times. At least three of those cancellations were only thirty minutes prior and his explanation was that we had been "working so hard". At that point in the semester we had not done much course work and he had not even lectured very much. He also had us split into four groups and had each group present two full class times without giving us a grade for the presentations. On the last one, he came at the beginning of class and said he couldn't stay to watch the group present, because he had to get ready for an important meeting. He seemed indifferent about the class staying for the groups' presentation. He also had to spot points on almost all of the quizzes we took, because on each of them over half the class failed them. After the second time he had to do this, he asked us if there was anything that could be changed and the class gave several valid suggestions. However, he did not implement any of them or try to restructure the class to help us achieve better grades on the quizzes. Toward the end of the semester he seemed to give up. He never had a lesson plan and did not try to teach the material. I understand that he is expecting a child and that is stressful, but that does not mean he should let his duties as a teacher slide. I am saddened that I did not learn anything in this class and am paying good money to go to this high-quality institution.