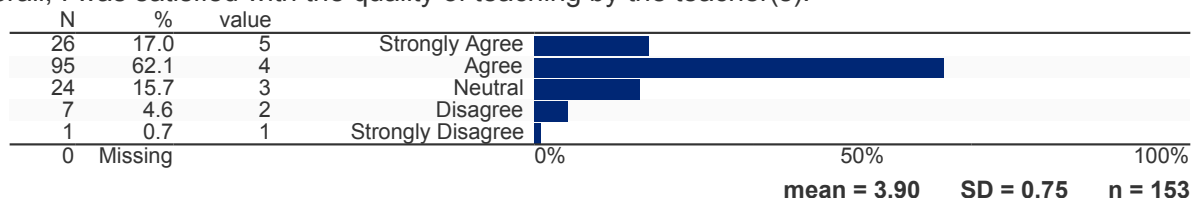


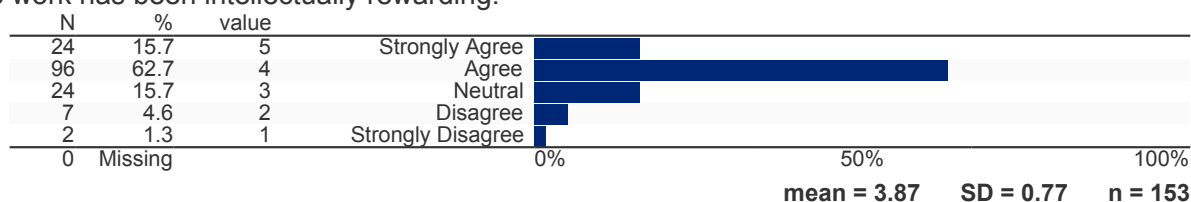
Science

n = 153
enrolled = 378
response = 40%
1-6 mean (SD) = 3.84 (0.81)
overall mean (SD) = 3.84 (0.81)

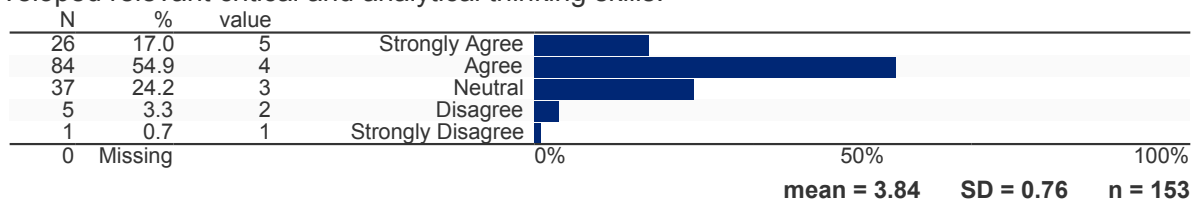
Q1 Overall, I was satisfied with the quality of teaching by the teacher(s).



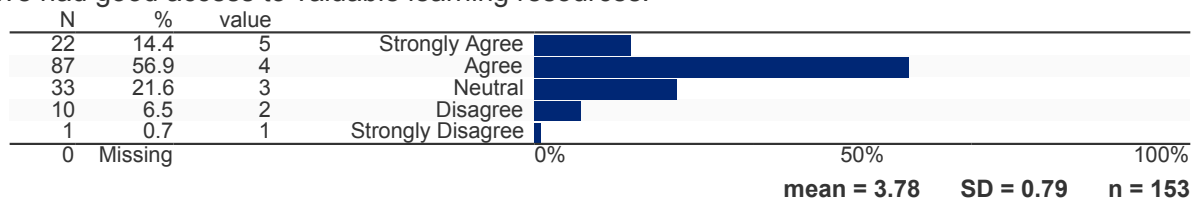
Q2 The work has been intellectually rewarding.



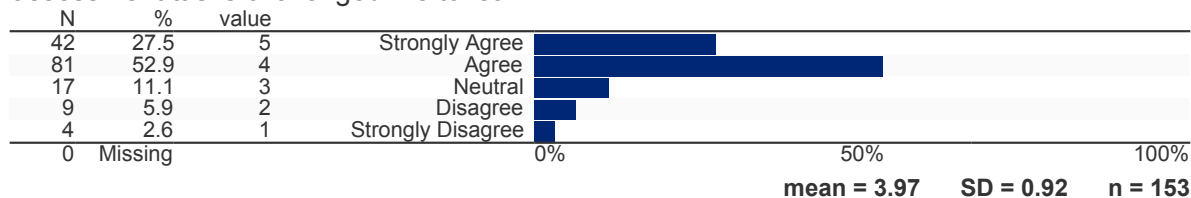
Q3 I developed relevant critical and analytical thinking skills.



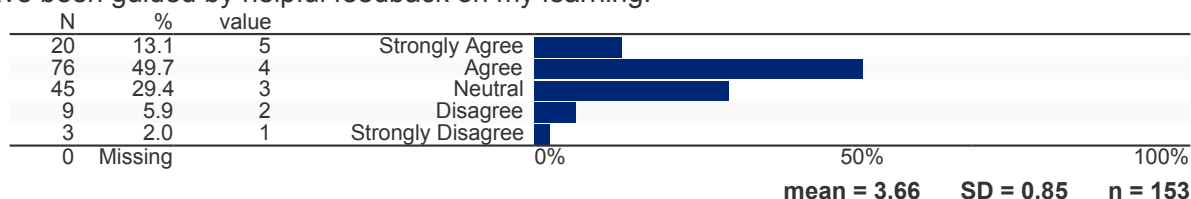
Q4 I have had good access to valuable learning resources.



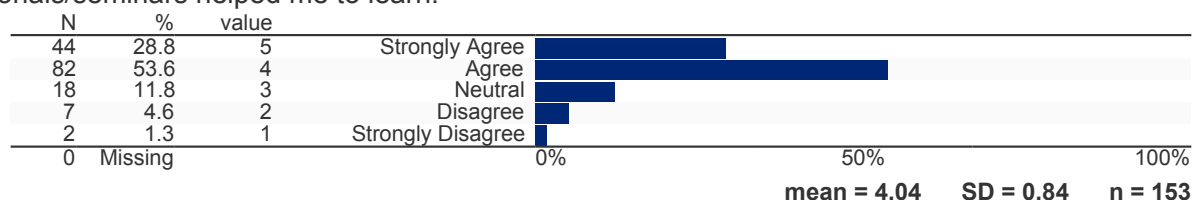
Q5 The assessment tasks challenged me to learn.



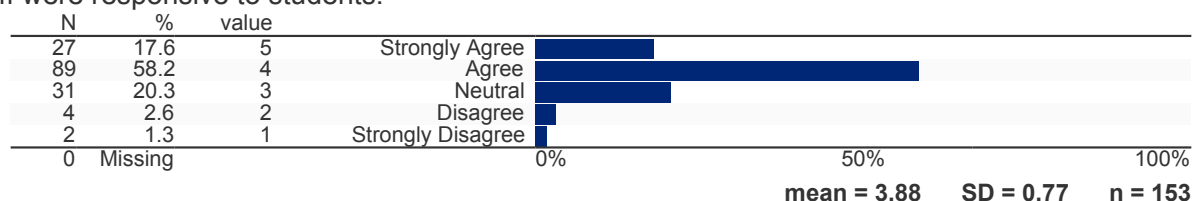
Q6 I have been guided by helpful feedback on my learning.



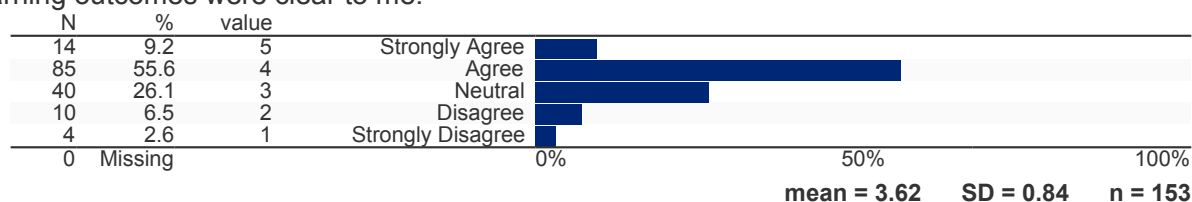
Q7 Tutorials/seminars helped me to learn.



Q8 Staff were responsive to students.



Q9 Learning outcomes were clear to me.



Q10 What have been the best aspects of this unit of study?

- A lot of the stuff was geared so that they were would be practical demonstrations of how all of this works
- [redacted] & [redacted] lectures
- It covered a lot of areas and introduced me to a lot of new concepts which I thought were well-covered. Llew was a good tutor who made the material more accessible compared to the way it was presented in lectures. I liked that we got physical worksheets in tutorials and that we were encouraged to work in groups. The assessments tasks encouraged me to learn the material, especially the quiz - and the content was interesting and worth learning.
- - good discussion in tut psyc2014 Tuesday 1pm and very comfortable. There was also interesting topics in lectures
- Awesome lectures! great lecturers! a well-organised unit of study, keeps it interesting, keeps a great pace and loads of variety. Love it.
- The content has been instructive in terms of ways of viewing the whole individual, and that's what I'm most interested in in psychology. The different sections of the course have been relatively cohesive, and pretty well taught.
- Tutorials in which the tutor was able to explain a little of what was said in the lectures
- I thought my tutor, Llew, was very good at engaging us in our tutorials and also teaching us. He gave us structure in a unit that i felt was very all-over the place and I definitely would not have done as well if i'd had a lesser tutor. I also thought the tutorial exercises themselves were good and helped me back sense of a lot of the content. I liked that this covered a lot of areas, and I felt the content was very interesting. Lecturers were all quite passionate in their area.
- My tutor Llew Mills was incredibly helpful in aiding my understanding of the course material.
- The lecturers were engaging and informative
- The tutorials solidified, and to some extent re-explained and summarised the lecture content in only an hour a week. They were the definite highlight.
- My tutor, Llew Mills and the lecturers [redacted] They taught really well and made the content easier to learn and to understand.
- slides have been very helpful and been a good learning guide compared to the previous year
- Interesting
- Very clear, what was expected of us easily understood.
- The tutorials
- high quality of learning content, good tutors helps me to improve critical thinking skills
- the tutor was 10/10 and made psychometrics somewhat engaging. Also very much enjoyed the intelligence part of the course
- Tutorials help consolidate lecture material further Intelligence lectures not only looking at what intelligence measures but also some issues relating to it as well as impact on society
- Lectures on intelligence
- The tutorials were good in explaining things I didn't understand from the lectures
- Covering a broad range of topics and being encouraged to critically evaluate them. Fiona White was particularly impressive.
- It is interesting and enjoyable.
- The tutorials probably- I had a good tutor, [redacted]
- The Week 12 quiz instructions were very clear and we were given very good examples to prepare for.
- The content was incredibly interesting, lecturers found ways of making uninteresting content interesting.
- Enjoyed [redacted] lectures in particular
- Most of it was really great. Specifically though my tutor Llew Mills was phenomenal, one of the best tutors I have ever

had. I cannot praise him enough.

- Lecture content - found it was very interesting and usually delivered in a very engaging way.
- tutorials
- Ilew and the tutes
- the content is challenging but also interesting to learn.
- The tutorials were really interesting! I really enjoyed the intelligence lectures!
- [REDACTED] was the best psych tutor I've ever had! She's amazing. Also Niko was the greatest lecturer - so engaging
- [REDACTED] the lecturer.
- Generally it was a well structured unit. There were very discrete sections. I liked how the tutorial quiz was clear and gave us an opportunity to revise prior.
- The content has been very interesting.
- Tutorials are okay, but lectures and assessment tasks i found to be really bland!
- The personality lectures and information around the different schools of thought.
- My tutor gave excellent feedback on my assessment- really really helpful!!!
- interesting content
- The reading that goes with the lecture is clearly stated. The tutorials are very helpful in reviewing the material.
- good content, minus the shit about validity/reliability. you guys should bring back the freud assignment, or stop telling people the factor analysis assignment used to be a freud assignment at least. cummon.
- I enjoyed the sections on Freud
- Engaging material.
- My tutor :)
- The intelligence lectures by [REDACTED] have been really interesting.
- Topic oncreativity and divergent thinking was the most interesting to me.
- My PSYC2014 tutor [REDACTED] is inspiring, funny, humble and approachable. I love her lessons!
- I enjoyed [REDACTED] lecture series on personality theories.
- I thought tutorial was particularly beneficial in helping me learn and better understand some of the more confusing topics.
- Really enjoyed intelligence lectures.
- I really enjoyed exploring different theories on the self in the personality aspects
- Tutorials were great
- great lecturers with good experiences
- Content is interesting and relevant to unit.
- The tutorials really aided and enhanced the knowledge gained from the lectures. They also helped to clarify any information that was not understood within the lectures.
- The topics were very interesting, the tutorials helped a lot, good feedback from tutors.
- The lecturers are all very good, and the content is very interesting.
- tutorials and assessments
- [REDACTED]
- Some interesting content, enjoyed my tutorials with Andrew - he always helped clarify something that I was unsure of
- Tutorial and assessments
- My tutor andrew was great.very helpful. the content on freud and intelligence was interesting. The quiz in tutes was good
- Its applicability to the real world
- The Week 12 Tutorial Quiz.
- Great lecturers and tutor [REDACTED] Very interesting and relevant content.
- Information was very clear and concise. Although complex and content heavy, the subject is very rewarding
- The writing assessment, while it was hard, was a helpful way to learn about validity and reliability measures!
- Tutes
- Our tutor, [REDACTED] brilliant and very well informed. The tutorial material was pretty well organised. The lecture material followed on well from each other very well
- Tutorials were very helpful and fun
- I think the lectures are good and interesting (the first ones I thought were not that interesting though) and the tutorials are practical, which fosters the learning process.
- handing in the assignment
- My tutor was very good, and the tutorials helped with learning overall content
- learning about the different ways intelligence manifests itself and that it differs on the basis of how it is measured.
- The tutorials and the feedback that I got from my critical review which showed me how to improve. The Psychoanalysis lecture series.
- The material is very interesting and Carolyn and both Fiona's lectures were very informative and easy to follow. They kept my attention. The tutorials tie in well to the lectures. The class is structured well as a whole and I have learned a lot. Caroline Fielden has been a great tutor and went out of her way to help/meet with students about their term papers.

Overall this has been a great semester!

- The tutorial was the best aspect of the study- a smaller setting with the opportunity to ask questions was most helpful and provided me with more of an understanding of the topics
- **Llew Mills** study questions in her lectures.
- Content was interesting and all staff was good,
- tutorial
- and lectures
- Lecture material and content was fascinating and truly broadened not only my approach to psychology as a subject but my thinking in other areas in general. Learning about factor analysis, validity and psychometric approaches to psychology introduced me to a fascinating paradigm through which many things can be viewed. Lectures on Freud truly challenged my entrenched categoric disregard for his theories and opened another paradigm through which I could view the mind. Intelligence lectures were concise, broad and inclusive and gave a great overview of the field.
- The tute content supported the lecture content and allowed for key concepts to be revised. The assignments also reflected the course's content which is refreshing in psychology.
- tutorials were very helpful
- Tutorial content overlap with lecture content
- Tutorial. Provided relevant supplementary learning.
- Interesting content
- I like that we had a chance to cover Freud before we went too far into modern theories of personality
- Intelligence portion of course was really interesting - really liked that the assessment was based of the intelligence summary article.
- Tutorial teacher was great - content was engaging and challenging
- Fun good learning environment
- The tutor
- Have enjoyed the lectures, tutorials and content overall :)

Q11 What aspects of this unit of study most need improvement?

- psychoanalysis (please)
- lectures. He spent most of the time telling irrelevant stories. Learning outcomes were not clearly specified.
- A bit scattered but not too much of a problem. Freud section was particularly draining and not given the measured approach seen in other sections of the course.
- perhaps, there could be answers posted up for tutorials, allowing students to better learn and also some practice questions would enable to students to understand and engage with the material better
- Rote learning 30 answers to 5 possible questions on a single paper isn't an appropriate task at 2nd year university level. What graduate attributes does an assessment like this develop?
- I felt like this unit started in the middle of nowhere with no background knowledge For the first topic making it very difficult to understand. It also made it difficult to enjoy the rest of the subject as a consequence.
- I felt this unit was very unstructured which made it very difficult. lectures were often really hard to follow. He'd go off on tangents and not always come back to what we were actually talking about before. He also paced his lectures really badly. While his enthusiasm was nice, I found it really difficult to follow what he was trying to convey, especially because he used a lot of metaphor without much directness. I'm currently revising his lectures and I honestly cannot figure out what he's talking about half the time because he barely grounds his lectures in the content we're learning about. It's times like these that it could be very useful to have echo recordings that were integrated with the slides and showed their progression, then at least I'd be more certain he was talking about what I thought he was. While is obviously a very passionate teacher, he is not a clear one and shouldn't be teaching such a high content course. I can imagine he'd be very good at teaching humanities but he is not teaching us what we need to know and is making the content a lot more difficult than it needs to be. Additionally we spent too much time on Freud. We could have covered the same amount of content in half the lectures and it would have honestly been easier because it wouldn't have been so difficult to maintain attention. Also could have made it a lot easier for students if she included more in her slides rather than just talking with few slides for the whole lecture. We don't need to see her references, we need to see what her main points are so that we can make knowledge judgments on what to focus our study on and also make sure we don't accidentally miss an important point. I thought lectures were quite good, she was very to the point and she made good use of her slides, including all the most important information we needed. I felt that she put effort into teaching us as efficiently as possible and it really helped. series also made good use of slides and I thought she was good at making sure we knew what the important points she was talking about were. I personally really liked the essay but I know a lot of people struggled with it. Maybe if we spent a bit of lecture time or tutorial time talking about how to write that sort of essay it might help.
- lectures could've had more presence online
- Criteria and better guidelines that tell students what lecturers/tutors are expecting to see in the assessment essay.
- The assessments were quite challenging. Both the written assignment and the Quiz. It is a bit ridiculous to expect that much work for an assessment that is only worth 15%, and tute quizzes are supposed to be based on tutorial work not a whole lot of extra work that you haven't bothered to teach us yourselves.
- uploading the slides before the lecture
- Too much reading.
- Learning resources
- we probably need more feedback of assessment from tutors and lecturers
- It's incredibly difficult to understand especially with something like psychometrics which already is unbearably difficult.
- Lack of resources uploaded for final few tutorials (Intelligence part) Too much textbook readings for Freud --> students don't have the time to read through ALL the readings, especially when they're all textbook chapters The first few

lectures (the ones of factor analysis) is quite confusing, although I admit I didn't ask questions for more help

- Connection between concepts across lecturers
- Better explaining the types of validity
- The assessment is worth way too much. 35% is too high. The assessment question is once again very easy to misunderstand due to its unclear nature and tricky wording.
- I found the psychometric parts to be incredibly hard to follow. Perhaps the presentation of that part of the course could be worked on?
- there should be more classes where there're computers. and since it's around spring/summer in sem two, maybe there should be fans or air con for better ventilation
- tutorial rooms are crap (too many students not enough desks), would like more clarity around assessment tasks, continuity across lectures (i.e. all have sample questions and learning expectations).
- Reducing the amount of lectures on Freud. His ideas are outdated and quite frankly sexist, he is important to study but 8 lectures is far too many especially considering we spend so few on other theories of personality.
- Assessments. The critical evaluation report we did I didn't feel was based on a major aspect of the course, despite being worth 35% of our total mark. It was also the first time I've seen the reference list included in the total word count, which I thought was very unfair and worked as a Catch-22 of sorts as the more widely we read, the more info we could include but the less available words we had to write in. It felt like it was simply a way to make marking easier for the tutors, as opposed to teaching us anything valuable about writing critical evaluations. While I appreciate that learning about validity is important in Psychology, this was a subject matter I felt was better assessed through a class quiz or something similar. Also in regards to the tutorial quiz, I didn't appreciate that the marks ultimately rested on our ability to memorise information. I also didn't like that it was solely focused on just one research paper - I would have found a test based around the information we learned in the lectures and tutorials (not just one paper) to be a better way to learn about intelligence and would have been a better test of our overall understanding of the subject rather than a memory task.
- assessment instructions needed to be clearer,
- From my point of view, the tutorials could have facilitated the lecture content more. The recommended readings for both of the lectures and tutorials were excellent in helping to understand, but I feel that the explanations of academic concepts given in the tutorials were not very clear.
- LECTURES NEED TO BE MORE INTERACTIVE AND ENGAGING, rather than just reading off some notes. Freud can be a fun topic but I think it was executed poorly (especially for [REDACTED]).
- The Quiz is like the worst assessment ever - its assessing the extent to which students can memorise 30 answers from a 23 page reading on intelligence - i don't understand why its in the course. Maybe in future PSYC2014 Quiz could be similar to the PSYC2013 quiz in that they assess tutorial content from a number of weeks and the selected readings for those tutorials.
- The critical review - was not well explained what was expected. Things were not clarified well.
- I think maybe we could have more guidance of what was expected for the review in the beginning and feedback e.g. examples of what was expected and what constituted a good validity/ reliability argument and on what was meant by arguing for one or more components of validity/reliability.
- I think Psychology at USYD needs a lot of improvement!! The lectures are NOT engaging at all, while most of the content is actually really interesting I find it so hard to keep on track as the quality of teaching needs to be revised. It could be so much more exciting and engaging for students! I think the tutorials should be more about revising all the content for the 50% exam as it is such a high content subject and we are expected to recall all of it in 1 exam.
- Nothing
- Perhaps a feedback/ practice aspect before assessment task was to be submitted because it was a new format & therefore unfamiliar
- more clear directions of what was expected in the critical review including formatting, etc.
- The first assessment was graded harshly and the aims were not very clear.
- refer to q 10. just FYI i have not watched over half the lecture material
- psychoanalysis was really boring :(
- Options for midterm paper topics so that I can write about something that I am genuinely interested in.
- Tutorial room is too cold! There is no powerpoints. No computers. Cannot understand Nikko, however good lecture notes, hence i do not listen to his lectures.
- My tutor, [REDACTED] was terrible, completely abrasive and consequently there was no class discussion. [REDACTED] was really difficult to follow and punishing to listen to.
- I personally really disliked looking at psychometric testing and the assignment was really confusing and challenging. Didn't totally understand what we were supposed to be aiming at when writing.
- I found the assignment very difficult. Whilst I found [REDACTED] lectures very engaging, I often got a little lost!
- N/A
- Some aspects of the Traits lectures and Factor Analysis were quite challenging and unclear.
- You're not able to get any real feedback on essays through drafts, etc during assessments particularly in relation to how it should be structured. As we progress through our courses, more is expected of us but there are no avenues to show what is really required of us. For me this is particularly shown in the lack of exemplars before and/ or after the issuing of the assessment and these would show how to go about dealing with the questions/ structuring, etc (although the exemplars may not necessarily need to relate to the topic at hand).
- Critical review was a bad assignment
- N/A
- To provide more information of the unit outline and the learning outcomes, it was uploaded but the guidelines for basic things related to the critical thinking were not clear, not everyone that is taking the subject has a psyc background and some of us have never written a critical review before and had to go online and find out guidelines because they werent provided.
- Lecture accessibility via video rrecording

- More examples of successful writing techniques from past years example essays to aid development of the current essays.
- The intelligence quiz (in week 13) seems to largely assess our memory skills. The format of the quiz needs to be improved.
- Tutorials - my tutor [REDACTED] was not good at leading the class in meaningful discussions, and the feedback she gave on the DASS review was not very helpful or constructive.
- ...
- Freud
- I think the assessments aren't broken up properly. One quiz, one report and one exam that are heavily weighted are frustrating as only they give an indication of how we perform. More quizzes through the semester would encourage us to engage with the content more and our final mark would be a better reflection than just these few assessments we do at the moment.
- Im sorry to say but the lecturer [REDACTED] was difficult to understand, to the point i stopped going to his lectures and read the slide instead. I couldnt take anything away from the lectures and it made psychometrics and other related content even more difficult to like and understand. The assessment was also very unclear and confusing.
- How each lecture series relate to one another
- The sheer amount of testable readings forced by the lecturer is just great. Thanks never again.
- I found the format of the quiz assessment task silly. Felt like it was pitched at a high school level by explicitly asking students to memorise prepared answers. May have been better to just issue the article and then ask questions about it (conceptually, rather than specific figures perhaps) to assess understanding and critical engagement. Also took an extremely long amount of time to read, prepare, and learn 30 answers. Annoying that I left the quiz feeling like i learnt and prepared so many annoying facts and examples that weren't assessed. Would have assessed my learning better if it asked questions of concepts. A very interesting article and a valuable assessment task, just the format bothered me and took up a lot of time.
- While i really enjoy [REDACTED] as a lecturer, on occasion the points he was making with reference to the lecture slides was difficult to understand.
- Need more instruction on how to write a critical review (for the assignment)
- there are too many small lectures instead one 2 hr lecture and one 1 hr lecture would be better
- THE ASSIGNMENT was super unclear about the word count. Never before in my life have I done an assignment where the reference list counted in the word count - this basically discourages wide reading and I don't understand why one would be penalised for having more references and reading more. It would be nice to have a more unified tutorial program - maybe even if all the questions and such were in a single document - I felt like it was very week to week, just developed to the desire of the lecturers
- The readings for the psychoanalytic content were very wordy and hard to get to the important information
- the assignment not being so soul destroying
- it would be good if this unit of study was accessible on echo centre. so that students could look at videos of the lectures rather than struggle with a recording
- tutorials should consolidate lecture content more. Readings are also a massive bore a times
- 50% of the lectures were boring-and some of the extensions from first year content were not extended enough, felt like we were learning the same thing again.
- Tutorial attendance should contribute to our grade, even if it's just a half a point each week. There should be more motivation to attend. Also, weekly or biweekly quizzes, worth only a point or two, would motivate students to keep up with the material. [REDACTED] lectures could be difficult to follow at times and it was difficult to focus for me. I would call the 15% quiz a test instead to motivate students to take it more seriously.
- the lectures were sometimes dry, difficult to understand, and lacked a personal aspect of being able to ask questions or inquire about more explanation.
- - less content / more time to learn - tutorials that go over the lecture content one more time rather than going over and learning new material -less pre-tute readings
- Maybe a bit less time on Freud, which was interesting, but we spent way too much time on it.
- Needs more quizzes, maybe have a quiz in week 6 and one in wk 12 on lecture material as it forces you to stay up to date, as it is easy to fall behind or not actually process the information when doing 8 hours of psychology a week. Also [REDACTED] was pretty harsh on some people
- exam prep help
- The entire Psychoanalysis topic -- outdated and feels unscientific and irrelevant, didn't like the way it was taught, I don't understand why it took up such a large component of the course
- I believe that it was highly unclear what was being asked of us by assessments. The critical validity review comes to mind especially. Despite putting a large amount of work into my essay and my argument for this assessment, I received a highly mediocre mark (50/100) on the basis that my review was simply not statistical enough, as I had taken a more definitional and theoretically broad approach to the task. This was frustrating as whilst the assessment did ask for a validity argument, nowhere did it say that this argument had to be based on statistical validity. I feel I was penalised for taking a creative, out of the box approach to the assessment that was not explicitly or by necessity invalid. I do concede that I was frugal in referencing my claims, as the assessment punished this in including the reference list within the word count. However, I believe that marks ought to be awarded to some degree on the basis of effort and essay quality, and not be completely dependent upon correct referencing and taking a standard approach to the assessment.
- [REDACTED] clearly a very intelligent man but overall outcomes of each lecture was very unclear. Anecdotal stories and tangents about his life were endearing for the first couple of lectures but then just became frustrating as I was trying to understand major concepts - he could have used that time to go over the key points. I am struggling to review his lecture content in preparation for my exams. It would also be very helpful if every lecturer could provide lecture overviews or learning outcomes. Practice questions for each topic would also be greatly appreciated. There is such emphasis put on the final exam, with it being weighed so highly and it being based on 35+ lectures of content - some support from the teaching team would be greatly appreciated. As always in psychology subjects, it feels as if the goal of the course is to discourage people from continuing to study the course to reduce numbers for honours.
- too much content

- Lectures can be sometimes unclear as to what is expected - lack of learning outcomes.
 - Slides should be all in pdf format
 - The assessment task was quite challenging and confusing to understand
 - Way lecs are done
 - Tutorials: almost all of the tutorials are just going over the pre-tute questions. While it's good to clarify points and make sure my answers were correct, it feels like I'm doing the same thing twice and bit of a waste of time Tutorials can run over time/tutorials for the same subject beforehand can run over time/into my tutorial so my tutorial gets rushed or cut short. [REDACTED] I can appreciate the joke about the perception that "arts people" don't enjoy the more science base aspects of psychology, I don't appreciate the persistence to the point where it feels discouraging. E.g. when a formula comes up on the lecture slides and he says "now time for the arts people to go catatonic", he also makes "pill taking jokes" and in general persists with jokes until people laugh, its unnecessary and a waste of time as well as going into loads of detail on trivial things.
-