SOSC 14100 9 - Mind I - Instructor(s): Susan Goldin-Meadow

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **19**
Number of Responses: **15**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, February 2, 2024**

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What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How to read and write about research papers in the social sciences, details about how the mind builds our reality.
How to assess reality and phenomena through the scope of the 4D paper.
How to analyze and talk about research papers.
We learned about "how the mind constructs reality." This topic includes perceptual biases, cognitive biases, memory, categorization, childhood development, and other topics in psychology. I enjoyed the course a lot because I learned about how the mind operates and how our individual perception does not always reflect reality objectively.
How the mind constructs reality.
Learned about several phenomena that contribute to how the mind constructs reality.
I learned how to read social science papers
The main topic was how the mind constructs reality. We analyzed this through the 4 Dimensions paper by our professor, Susan Goldin–Meadow.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Her lectures were extremely insightful and she created a very supportive learning environment
The lectures were pretty interesting, and discussions gave us an opportunity to think about the topics covered in them. Discussion posts provided much of the actual learning as we had to learn how to summarize and develop theses about scientific papers.
I thought that the lectures and discussions went hand in hand well and that this course ran very smoothly and efficiently.
The lectures were really interesting and kept me intrigued with the examples they would use to show the phenomena they were discussing. The discussion posts were also helpful to be able to focus on certain aspects of the research papers that we wouldn't have normally paid attention to. It also helped me see my peers' perspectives on certain topics and gave me a new outlook on some phenomena.
The lectures were very cool because each week a different professor lectured on their specialty and the different topics built on each other over the quarter. The lectures were easy to understand and referenced multiple scientific studies to provide fun examples and evidence for the overall conclusions. The readings were also interesting/helpful because they allowed me to take a closer look at specific scientific studies to really understand the ideas behind them.
Weekly posts were helpful to get me thinking about the readings and possible connections/implications. Discussions were helpful to bring up and flesh out these ideas.
Discussions were really interesting, and the research papers covered a wide variety of topics. Lectures were also interesting
The lectures were helpful because they were taught by different professors each time
The lectures were interesting and helped us write discussion posts for our discussion. Discussion was good for reviewing the reading.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.25	4.00	0.00%	0.00%	8.33%	58.33%	33.33%
I understood the purpose of this course and what I was expected to gain from it.	4.00	4.00	9.09%	0.00%	9.09%	45.45%	36.36%
I understood the standards for success on assignments.	3.08	3.00	8.33%	16.67%	41.67%	25.00%	8.33%
Class time enhanced my ability to succeed in graded assignments.	3.75	4.00	0.00%	8.33%	25.00%	50.00%	16.67%
I received feedback on my performance that helped me improve my subsequent work.	3.75	4.00	0.00%	0.00%	33.33%	58.33%	8.33%
My work was evaluated fairly.	3.92	4.00	0.00%	0.00%	25.00%	58.33%	16.67%
I felt respected in this class.	4.08	4.00	0.00%	0.00%	16.67%	58.33%	25.00%
Overall, this was an excellent course.	4.17	4.00	0.00%	0.00%	16.67%	50.00%	33.33%

Additional comments about the course:

Comments
Goldin–Meadow is awesome, can not recommend her enough
You should take it. It's not just an easy A, the class actually changes how you see the world and hopefully will make you a more understanding and thoughtful person.
This wasn't the class for me

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	0.00%	100.00%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
The instructor did a good job of keeping the discussions going by addressing interesting topics
I would say the discussions were the most helpful part of the class apart from the feedback on discussion posts because they helped me understand what we should be focusing on while analyzing the papers. Discussing with my peers helped me gain new outlooks and new ideas in addition to my prior ones, which expanded my learning.
We read a paper throughout the quarter called "Four Dimensions of Explanation" that was co–written by Goldin–Meadow. The paper was quite interesting and helped me analyze the ideas presented in the lectures and readings.
Dr. Goldin–Meadow asked really good questions to get us engaging practically with the material—She had us brainstorm theories and then think about how we could actually test them, which was super interesting to me.
I think the discussions, particularly using different dimensions of thinking, were helpful and prompted new ideas/conversation.
The professor has a framework to base the class and discussion off of which was pretty helpful
She was good at directing discussion and she seemed very passionate about the topics.

What could the instructor modify to help you learn more?

Comments
I feel like the grading on the discussion posts disincentivized risk–taking by proposing arguable ideas in favor of summarizing the readings/lecture and making a bland conclusion about them. I think this should be changed to encourage making more interesting claims that could then be debated in discussion. Also, Goldin–Meadow occasionally made incorrect statements about subjects outside of psychology.
Not grade so weird on the 1–3 scale because you have no idea what you are getting in the class until after the final paper is due. Also don't grade so hard if you don't exactly specify what you are asking of us.
Weekly writing assignments were manageable, but instructions/expectations for the final paper were vague in my opinion, (as in I wasn't quite sure how to interpret the prompt), which made the writing process way harder than it needed to be. The course was great but got very stressful in the end for this reason.
I wish there was more specific, measurable feedback on the weekly discussion essays — I would've felt more prepared to write the final paper if the expectations were clearer.
It was unclear how discussion posts were graded (there was no rubric), and we basically didn't receive grades for the whole quarter, so I have no idea how I'm doing in the class.
The professor could be a lot more clear on the weekly discussion posts and what exactly she wants out of them. There was no rubric or anything to go off so I felt like she was blindly grading us…

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	3.91	4.00	0.00%	0.00%	27.27%	54.55%	18.18%	0.00%
Presented lectures that enhanced your understanding.	4.36	4.00	0.00%	0.00%	0.00%	63.64%	36.36%	0.00%
Facilitated discussions that were engaging and useful.	4.45	4.00	0.00%	0.00%	0.00%	54.55%	45.45%	0.00%
Stimulated your interest in the core ideas of the course.	4.50	5.00	0.00%	0.00%	10.00%	30.00%	60.00%	0.00%
Challenged you to learn.	4.40	4.00	0.00%	0.00%	0.00%	60.00%	40.00%	0.00%
Helped you gain significant learning from the course content.	4.36	4.00	0.00%	0.00%	9.09%	45.45%	45.45%	0.00%
Was available and helpful outside of class.	4.00	4.00	0.00%	9.09%	9.09%	54.55%	27.27%	0.00%
Motivated you to think independently.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.10	4.00	0.00%	0.00%	10.00%	70.00%	20.00%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.36	4.00	0.00%	0.00%	9.09%	45.45%	45.45%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

| Comments |
| --- |
| Darren Brockes |
| Darren Brockes |
| Darren Brockes. He was very nice but he did not help me too much. |
| Darren Brockes was incredibly helpful and led multiple workshops that greatly contributed to improving my writing. I wish more writing workshops were done more frequently or in class. |
| Darren Brock's : writing help |

The TA/CA or Intern. . .

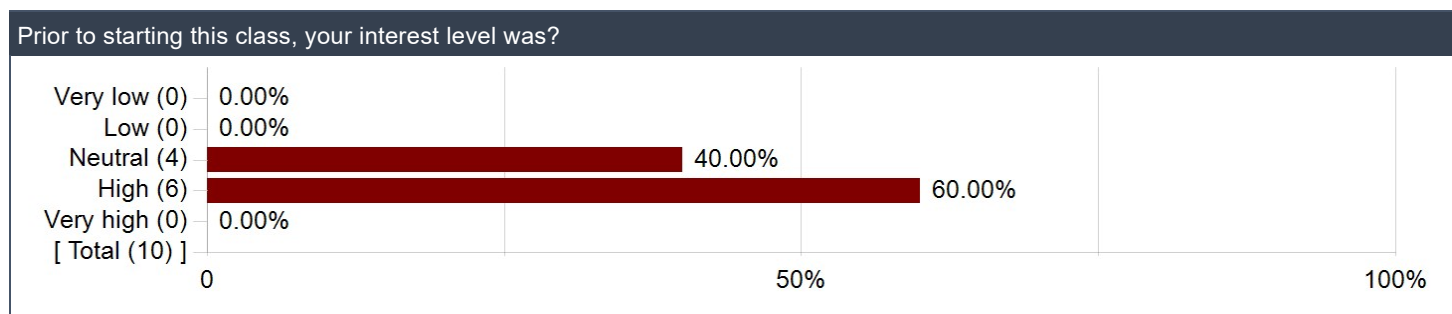|	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.20	4.00	0.00%	0.00%	20.00%	40.00%	40.00%	0.00%
Gave you useful feedback on your work.	4.20	4.00	0.00%	0.00%	20.00%	40.00%	40.00%	0.00%
Stimulated your interest in the core ideas of the class.	4.25	4.50	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%
Challenged you to learn.	4.00	4.00	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%
Helped you succeed in the class.	4.00	4.00	0.00%	0.00%	40.00%	20.00%	40.00%	0.00%
Was available and helpful outside of class.	4.00	4.00	0.00%	0.00%	40.00%	20.00%	40.00%	0.00%
Overall, this individual made a significant contribution to your learning.	4.00	4.00	0.00%	0.00%	40.00%	20.00%	40.00%	0.00%

How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Writing Seminars	2.75	2.50	37.50%	12.50%	12.50%	12.50%	25.00%	0.00%

Is this class a requirement of some sort?
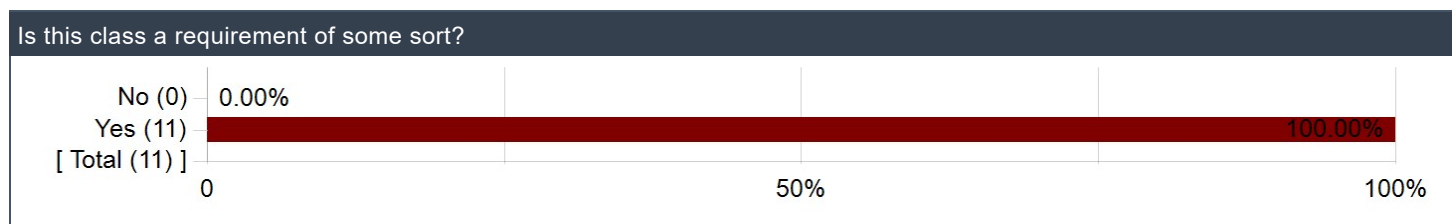
Is this class a requirement of some sort?

No (0)	0.00%
Yes (11)	100.00%
[Total (11)]	

Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

Very low (0)	0.00%
Low (0)	0.00%
Neutral (4)	40.00%
High (6)	60.00%
Very high (0)	0.00%
[Total (10)]	

Now that this class is over, your interest is?

Now that this class is over, your interest is?

Diminished (0)	0.00%
Satisfied (7)	70.00%
Heightened (3)	30.00%
[Total (10)]	
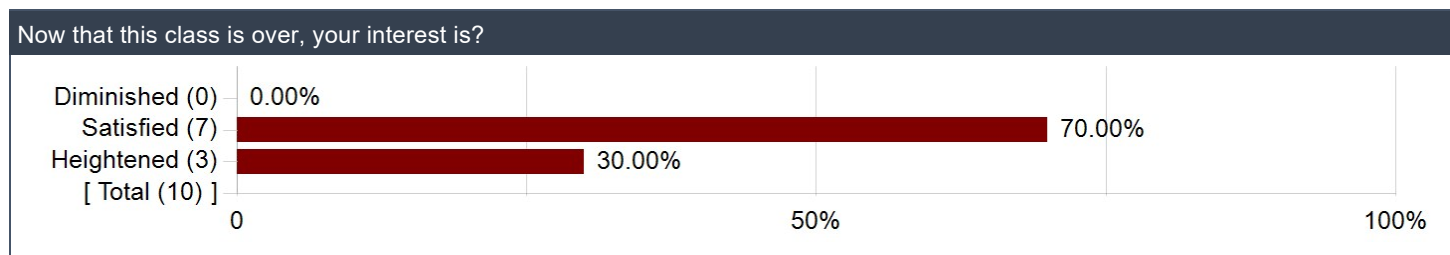
Why did you choose to take this course? (Select all that apply)
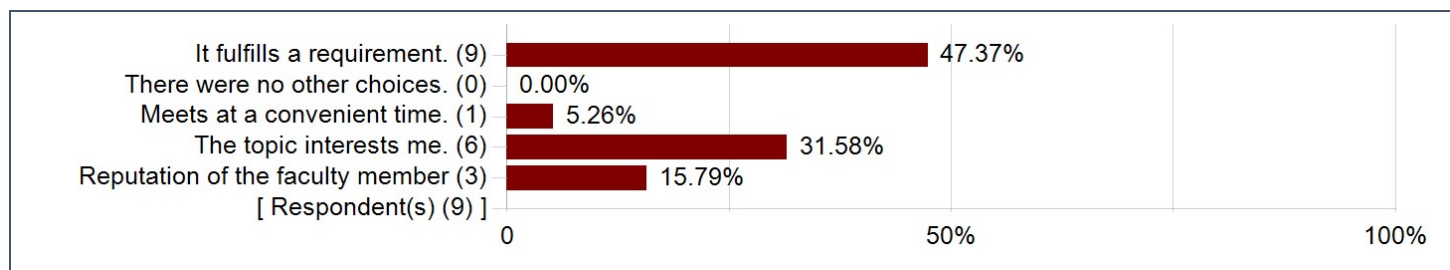
It fulfills a requirement. (9)	47.37%
There were no other choices. (0)	0.00%
Meets at a convenient time. (1)	5.26%
The topic interests me. (6)	31.58%
Reputation of the faculty member (3)	15.79%
[Respondent(s) (9)]	

How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?

<5 hours (6)	66.67%
5-10 hours (2)	22.22%
10-15 hours (1)	11.11%
15-20 hours (0)	0.00%
20-25 hours (0)	0.00%
25-30 hours (0)	0.00%
>30 hours (0)	0.00%
[Total (9)]	

What proportion of classes did you attend?

What proportion of classes did you attend?

None (0)	0.00%
25% (0)	0.00%
50% (0)	0.00%
75% (0)	0.00%
All (9)	100.00%
[Total (9)]	
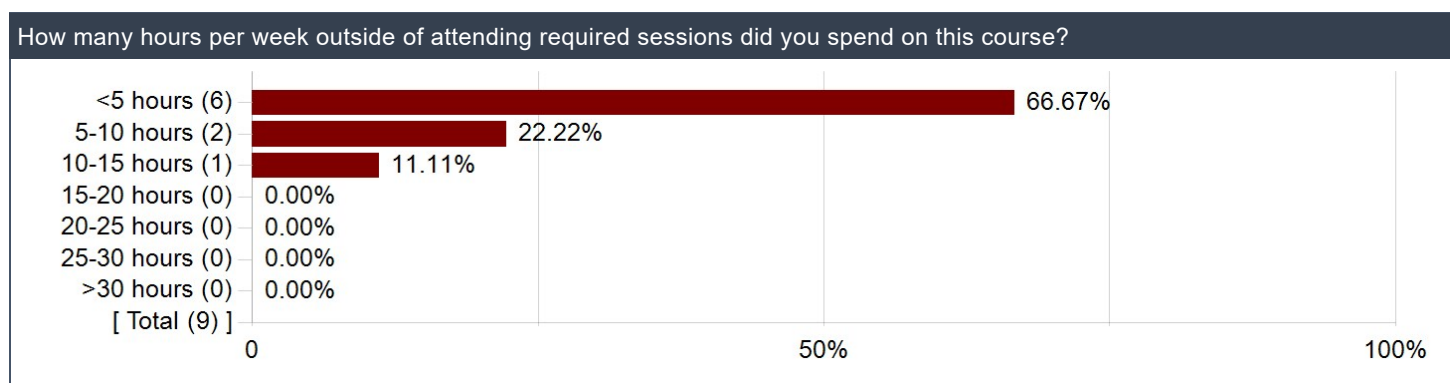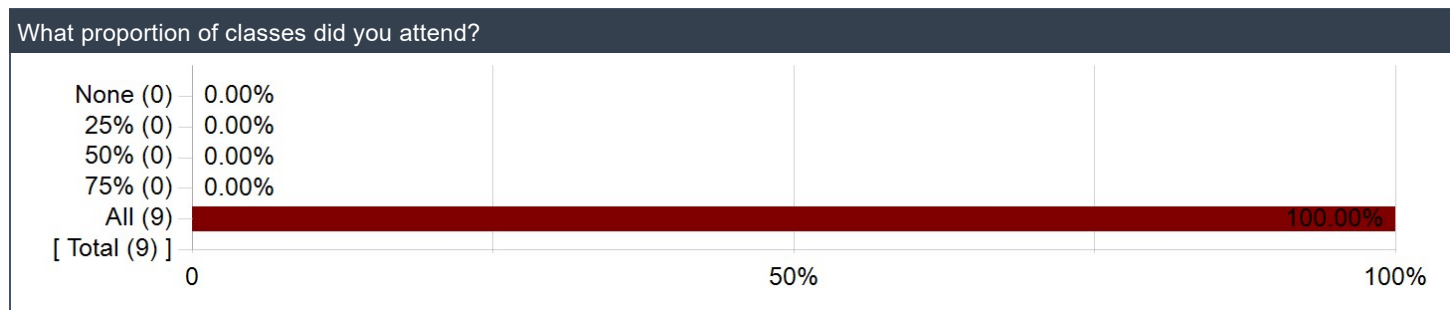
Please comment on the level of difficulty of the course relative to your background and experience.

Comments
Not too easy and not too hard
It is not a difficult class if you can write an argumentative essay.

Did you find it useful to tell the class what you found interesting/worth discussing in the readings and lecture each week? Did it lead to better discussions? If not, what do you think would lead to better discussions?

Comments
I did, since it meant we were more engaged in the discussions than we would be otherwise
I think yes, hearing what other people found interesting sometimes highlighted points that I had not previously considered.
I thought it was useful because I could either get validated in my opinions, or someone could argue a different point, and I would be able to see a different take on the same topic. I thought it led to better, more fruitful discussions and sometimes added a new perspective to other opinions we were already discussing.
I enjoyed talking about things I found interesting and found it led to better discussions.
Yes
Yes, I thought that was a good way to start discussion and it was interesting to hear what other people thought of the readings/lecture
Yes I think it was helpful to share what we found interesting
I thought that the more the class shared, the better the discussions got.

Did you find it useful to comment on a paper from the perspective of the 4 D paper and the other course material in your final paper? If not, what type of final paper would have been more effective in bringing the course together?

Comments
I think it'd be better if we just had to use the 4D paper, since it was hard to find other course material to connect in a non–arbitrary way to our final paper.
Yes, the 4D paper was the overarching paper for our quarter so having it be a part of the final made sense.
I thought the 4D paper was very relevant to what we were discussing in class, and it helped tie the papers together in a way to discuss them in greater depth. It felt like an added layer of information that helped me analyze the papers more thoroughly that gave me more understanding on a deeper level.
I think the prompt for the final paper was effective in making me utilize information from throughout the course and draw connections between different ideas. I like the 4D paper a lot and I think it is a useful framework of analysis.
I found the 4D framework really interesting and useful for class discussions, but it felt like a lot to tackle in a relatively short final paper. There were just so many things to discuss alongside it, like the critical shrinking room, how the mind constructs reality, and other papers from the course, but the paper was only 5 pages. I think I could have produced a more thoughtful piece of writing if the prompt were more simple and I had more space to thoroughly explore ideas.
Yes, because we discussed the 4 dimensions all quarter, it was nice to use that for the final paper. However, the final paper kind of felt like 2 separate prompts: using the 4 dimensions to analyze the paper and then answering the "how the mind constructs reality" question
It was helpful because it gave some sort of framework in how we should approach the weekly discussion posts
I think the 4–D paper was a good guiding factor for our discussions and final paper.

Did you talk to the writing advisor and, if so, did you find it useful? Are there things we can do to make the writing advisors more effective?

Comments
I did, he did a great job of helping me to develop my ideas and to determine what my exact thesis was.
I talked to the writing advisor in the two writing seminars and I met with him about my final essay once. I did not find any of the meetings particularly useful because I am already confident in my writing ability. I think having a peer editing session for the final essay would be helpful as one of the writing seminars.
I couldn't get an appointment with my section's writing advisor (he was completely booked), so I went to a sosc core writing tutor. The tutor I saw was really nice and I got some helpful advice, but the experience was definitely made more difficult because our class involved so many readings that she was unfamiliar with and I couldn't fully interpret the prompt myself.
I think it would have been more useful if the writing advisors were better versed in the course material. It was hard to discuss the structure of the paper since they didn't entirely know the course content
No
I think our writing advisor was helpful and accessible. I liked the way he directed our writing sessions.