PSY102 Course Evaluation (Day #27)

Survey Flow

EmbeddedData
   whycourseValue will be set from Panel or URL.
   goalscourseValue will be set from Panel or URL.

Block: Tell Us About You (6 Questions)
Standard: Your Thoughts on other Aspects of the Course (19 Questions)
Standard: Course & Instructor Thoughts (19 Questions)
Standard: Grade Goals (3 Questions)
Standard: Wrap-Up (1 Question)

Page Break ──────────────────────────────

introcourse
I am very motivated to learn and improve, but I need your input to create a better, more meaningful educational experience for Duke students and other students that I may teach.

 Please know that your responses to the following evaluation will be viewed <u>completely anonymously</u> by me, your course instructor.

I appreciate your <u>honest</u> feedback and encourage you to be as <u>specific</u> and <u>constructive</u> as you can be.

Page Break

X→ X→
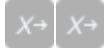
motivated to learn How motivated were you to learn the material in this course?

○ Extremely motivated (5)

○ Very motivated (4)

○ Moderately motivated (3)

○ Slightly motivated (2)

○ Not at all motivated (1)

Student responses: 2 extremely motivated, 1 moderately motivated, 5 very motivated -avg: 4.13, SD = 0.64

X→ X→

motivated to perform How motivated were you to perform well (i.e., earn a good grade) in this course?

○ Extremely motivated (5)

○ Very motivated (4)

○ Moderately motivated (3)

○ Slightly motivated (2)

○ Not at all motivated (1)

Student responses: 1 moderately motivated, 1 very motivated, 6 extremely motivated -avg: 4.63, SD = 0.74

Page Break ————————————————————————

X→ X→

psych major Are you a Psych major or minor?

○ Yes--Psych major (5)

○ Yes--Psych minor (4)

○ No--I am not a Psych major or minor (3)

○ I am undecided but considering Psych (2)

○ I am undecided and not considering Psych (1)

Student responses: 3 Psych minors, 4 Psych majors; 1 undecided

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Display This Question:
    If Are you a Psych major or minor? = No--I am not a Psych major or minor
    Or Are you a Psych major or minor? = I am undecided but considering Psych

X→

intenddeclare Do you intend to declare a major or minor in psychology?

○ Definitely yes (5)

○ Probably yes (4)

○ Might or might not (3)

○ Probably not (2)

○ Definitely not (1)

Undecided person chose "definitely yes."

Display This Question:
    If Are you a Psych major or minor? = No--I am not a Psych major or minor
    Or Are you a Psych major or minor? = I am undecided and not considering Psych

major At this point, what is your intended major or the major you are most strongly considering?

_____

Page Break

Q247 First I would like to ask your thoughts about specific components of the class that I changed from you might have expected of an Intro level cog psych course.

X→

Q248 Weekly Quizzes
Instead of having three giant tests, we had six low-stakes weekly quizzes where you could correct your mistakes & drop your two lowest scores. These quizzes covered no more than 5 days worth of material and were intended to make the background material for the articles & science communication feel relevant.

I'd like to know how satisfied you were with the items below.

	Very Dissatisfied (1) (1)	Dissatisfied (2) (2)	Neutral (3) (3)	Satisfied (4) (4)	Very Satisfied (5) (5)
number of quizzes (2)	○	○	○	○	○
format of quizzes (3)	○	○	○	○	○
how well quizzes tested your knowledge (1)	○	○	○	○	○
how well quizzes contributed to your learning (6)	○	○	○	○	○
how well the additional practice items at the back of slides helped (7)	○	○	○	○	○

Student responses:
-Number of quizzes: 1 Neutral, 3 Satisfied, 4 Very Satisfied (avg: 4.38, SD = 0.74)
-Format of quizzes: 3 Neutral, 4 Satisfied, 1 Very Satisfied (avg: 3.75, SD = 0.71)
-How well quizzes tested knowledge: 1 Neutral, 4 Satisfied, 3 Very Satisfied (avg: 4.25, SD = 0.71)
-How well quizzes contributed to learning: 1 Neutral, 4 Satisfied, 3 Very Satisfied (avg: 4.25, SD = 0.71)
-How well additional practice items at the back of slides helped: 1 Neutral, 4 Satisfied, 3 Very Satisfied (avg: 4.63, SD = 0.52)

Q315 Do you have any comments or suggestions regarding the weekly quizzes?

_____

-no
-I liked the format of the quizzes. other than questions about readings, the quizzes were pretty good
-Questions at times were a bit vague, I would suggest more specific knowledge testing questions.
-More multiple choice but shorter lengths
-blank
-blank
-blank
-Nope. I think they were great! I really enjoyed being able to correct the quizzes, because it felt less stressful, and help facilitate my learning.

X→

Q249 Article Choice
 Every day, I asked you about how interesting & accessible each article was. My goal was to get a sense of which articles to remove if teaching the course again (e.g., if not interesting, why use again?). Now, I'd like to get an overall sense of your satisfaction with the article selection - while I tried picking articles that were interesting and accessible and interspersing articles with textbook chapters and other material, sometimes removing some articles when there was more work etc., it is hard to know how successful I was.

I'd like to know how satisfied you were with the items below.

	Very Dissatisfied (1) (1)	Dissatisfied (2) (2)	Neutral (3) (3)	Satisfied (4) (4)	Very Satisfied (5) (5)
number of articles (no more than 2 per day) (1)	○	○	○	○	○
overall article accessibility (2)	○	○	○	○	○
overall article quality (how interesting it was) (3)	○	○	○	○	○
how the articles illustrated current cog psych research (4)	○	○	○	○	○
how articles were interspersed with other material (podcasts, textbook chapters, etc.) (5)	○	○	○	○	○
how the articles were used in relation to science communication (6)	○	○	○	○	○
the Duke articles chosen (7)	○	○	○	○	○

-Number of articles: 1 Dissatisfied, 2 Neutral, 3 Satisfied, 2 Very Satisfied (avg: 3.75, SD = 1.04)
-Overall article accessibility: 4 Satisfied, 4 Very Satisfied (avg: 4.5, SD = 0.53)

Q250 Do you have any comments or suggestions regarding the choice of articles?

_____

X→

Q251 Website & Open Science Approach
 This class took an open science approach to pedagogy. That meant creating transparency for both teachers within & outside of Duke as well as for you as students. For instance, the website was updated on a daily basis, allowing you to see the process of how lesson plans change over time. Every resource used in the class was posted directly to the website and were not just final glossy PDF versions, but also included instructor notes. All your ratings of articles were posted for you to see. The idea was to bring you into the learning process & to allow other teachers to replicate the class, if they needed materials.

I'd like to know how satisfied you were with the items below.

	Very Dissatisfied (1) (1)	Dissatisfied (2) (2)	Neutral (3) (3)	Satisfied (4) (4)	Very Satisfied (5) (5)
design of the website (1)	○	○	○	○	○
resources available as student (2)	○	○	○	○	○
seeing the website change over time (5)	○	○	○	○	○

Design: 2 Neutral, 1 Satisfied, 5 Very Satisfied (avg: 4.38, SD = 0.92)
Resources: 1 Satisfied, 7 Very Satisfied (avg: 4.88, SD = 0.35)
Website change: 3 Satisfied, 5 Very Satisfied (avg: 4.63, SD = 0.52)

Q277 Do you have any comments or suggestions regarding the open science approach or the website?

_____

-no
-blank
-Needing a new window for each weekly plan got really annoying after a while
-No
-It was a little annoying how a new tab would open up every time a new lesson plan was clicked.
-blank
-blank
-blank

X→

Q316 Feedback
Because the assignments were broken down into small chunks, this meant that you received feedback on several different assignments in the class (e.g., headline, tweet summary, opening paragraphs for both SciComm & SciSum, SciComm pitch, multiple paragraphs for both SciComm & SciSum, outlines for both SciComm & SciSumm, initial draft for SciComm, biography for Wikipedia profile, outline for Wikipedia research).

I'd like to know how satisfied you were with the items below.

	Very Dissatisfied (1) (1)	Dissatisfied (2) (2)	Neutral (3) (3)	Satisfied (4) (4)	Very Satisfied (5) (5)
peer feedback on early assignments (1)	○	○	○	○	○
how well the feedback gave you a goal to work towards (2)	○	○	○	○	○
how specific and concrete the feedback was (5)	○	○	○	○	○
how well the feedback improved your writing (6)	○	○	○	○	○
how well the feedback improved your communication skills (7)	○	○	○	○	○

Peer feedback: 1 Neutral, 3 Satisfied, 4 Very Satisfied (avg: 4.38, SD = 0.74)
Feedback & goal: 2 Satisfied, 6 Very Satisfied (avg: 4.75, SD = 0.46)
How specific & concrete: 4 Satisfied, 4 Very Satisfied (avg: 4.5, SD = 0.53)
How feedback improved writing: 3 Satisfied, 5 Very Satisfied (avg: 4.63, SD = 0.52)
How feedback improve communication: 1 Neutral, 1 Satisfied, 6 Very Satisfied (avg: 4.63, SD = 0.74)

Q317 Do you have any comments or suggestions regarding the feedback you received?

_____

-no
-no
-blank
-I did not like it when we placed the assignments on the wall and left comments

-blank
-blank
-Thank you for all the detailed feedbacks!
-blank

X→

Q318 Student Agency

This class was intended to prioritize your agency as a student in the learning process. To this end, you were able to self-grade your own participation each day (with your 2 lowest participation scores dropped), choose whichever articles you wanted to cover for each assignment (barring repetitions of the same article over and over), drop your lowest quiz scores, and correct items on the quiz that you might have gotten wrong initially. You also gave me daily feedback on what you were confused by, with your minute papers, and contributed to how your grades were allocated (e.g., the completion credits for your writing assignments). On occasion, I also asked about whether you wanted to move due dates around in the course.

I'd like to know how satisfied you were with the items below.

	Very Dissatisfied (1) (1)	Dissatisfied (2) (2)	Neutral (3) (3)	Satisfied (4) (4)	Very Satisfied (5) (5)
self-grading your participation (1)	○	○	○	○	○
choosing articles for assignments (2)	○	○	○	○	○
dropping your two lowest quiz scores (5)	○	○	○	○	○
dropping your two lowest participation scores (6)	○	○	○	○	○
correcting items on the quiz (7)	○	○	○	○	○
how your feedback was taken into account for course design generally (8)	○	○	○	○	○
giving daily feedback via minute papers (10)	○	○	○	○	○

-Self-graded participation: 1 Neutral, 1 Satisfied, 6 Very Satisfied (avg: 4.63, SD = 0.74)
-Choosing articles for assignment: 1 Satisfied, 7 Very Satisfied (avg: 4.88, SD = 0.35)
-Dropping quizzes: 8 Very Satisfied (avg: 5, SD = 0)
-Dropping participation scores: 1 Neutral, 1 Satisfied, 6 Very Satisfied (avg: 4.63, SD = 0.74)
-Correcting items on the quiz: 2 Neutral, 6 Very Satisfied (avg: 4.5, SD = 0.93)
-How feedback was taken into course design: 1 Satisfied, 7 Very Satisfied (avg: 4.88, SD = 0.35)

Q319 Do you have any comments or suggestions regarding your agency as a student?

_____

-no
-I like the idea that we can drop two quizzes so its not so much pressure
-blank
-No
-blank
-blank
-blank
-blank

Q315 Scaffolded Assignments
 This means breaking down the assignments into small chunks so that you would feel comfortable and prepared by the time you were writing your final assignments (e.g., Wikipedia profile, scientist summary, Duke SciComm piece).

Please rate how useful you found each of these assignments. (Note that for some of these, I'd

like you to also consider whether discussion in class also made the assignment feel useful - like the gallery walk for the headline, in addition to the assignment itself).

	Not At All Useful (1)	Not So Useful (2)	Somewhat Useful (3)	Very Useful (4)	Extremely Useful (5)
Headlines (1)	○	○	○	○	○
Tweet Summaries (2)	○	○	○	○	○
Opening SciComm paragraph (3)	○	○	○	○	○
SciComm pitch (4)	○	○	○	○	○
Multiple SciComm paragraphs (5)	○	○	○	○	○
Opening SciSum paragraph (6)	○	○	○	○	○
Biography of Wikipedia profile (7)	○	○	○	○	○
Outline of Duke SciComm piece (8)	○	○	○	○	○
Multiple SciSum paragraphs (9)	○	○	○	○	○
Draft of Duke SciComm piece (10)	○	○	○	○	○
Outline of SciSum piece (11)	○	○	○	○	○
Outline of Wikipedia research profile (12)	○	○	○	○	○

-Headline: 3 somewhat useful, 5 extremely useful (avg: 4.25, SD = 1.04)
-Tweet summaries: 2 not so useful, 1 somewhat useful, 1 very useful 4 extremely useful (avg: 3.88, SD = 1.36)
-Opening SciComm paragraph: 1 somewhat useful, 3 very useful, 4 extremely useful (avg: 4.38, SD = 0.74)
-SciComm pitch: 1 not so useful, 1 somewhat useful, 2 very useful, 4 extremely useful (avg: 4.13, SD = 1.13)
-Multiple SciComm paragraph: 1 somewhat useful, 2 very useful, 5 extremely useful (avg: 4.5, SD = 0.76)
-Opening SciSum paragraph: 4 very useful, 4 extremely useful (avg: 4.5, SD = 0.53)
-Biography Wiki profile: 2 somewhat useful, 1 very useful, 5 extremely useful (avg: 4.38, SD = 0.92)
-Outline of SciComm piece: 8 extremely useful (avg: 5, SD = 0)
-Multiple SciSum paragraph: 1 somewhat useful, 1 very useful, 6 extremely useful (avg: 4.63, SD = 0.74)
-Draft of Duke SciComm piece: 1 very useful, 7 extremely useful (avg: 4.88, SD = 0.35)
-Outline SciSum piece: 1 very useful, 7 extremely useful (avg: 4.88, SD = 0.35)
-Outline Wiki research profile: 1 not so useful, 1 somewhat useful, 1 very useful, 5 extremely useful (avg: 4.25, SD = 1.16)

Q320 Do you have any comments or suggestions regarding how the assignments were broken down?

_____

-i wish we didnt have to start a new paper for the scisumm so late
-I like the idea of breaking down assignments
-blank
-I really enjoyed how it was all broken down
-blank
-blank
-na
-I typically don't make outlines, but in this class, they really helped me successful and quickly finish my papers

---

Q321 How satisfied overall were you with the prioritization of Science Communication in the class, including adding in podcasts, news coverage, a comic, and a computer game?

○ Very Dissatisfied (1) (1)

○ Dissatisfied (2) (2)

○ Neutral (3) (3)

○ Satisfied (4) (4)

○ Very Satisfied (5) (5)

Student Responses: 4 Satisfied, 4 Very Satisfied (avg: 4.5, SD = 0.53)

Q324 Your three writing pieces were all aimed at a different audience and/or with a different goal in mind: Wikipedia to broadly explain to the public about cognitive psychology research; Duke research to tell an attention-grabbing story to a generalist audience about cog psych research here; SciSum piece to explain to other psychologists and neuroscientists what a particular paper did and why it's important. The overall hope was that it gave you a better sense of writing to different audiences meant, in communicating science. Please rate how satisfied you were with achieving that goal:

○ Very Dissatisfied (1) (1)

○ Dissatisfied (2) (2)

○ Neutral (3) (3)

○ Satisfied (4) (4)

○ Very Satisfied (5) (5)

Student responses: 3 Satisfied, 5 Very Satisfied (avg: 4.63, SD = 0.52)

Q322 How satisfied overall were you with the community building component of your final assignments (i.e., choosing an article from a Duke prof to cover & choosing a cognitive psychologist to cover for Wikipedia)?

○ Very Dissatisfied (1) (1)

○ Dissatisfied (2) (2)

○ Neutral (3) (3)

○ Satisfied (4) (4)

○ Very Satisfied (5) (5)

Student responses: 2 Satisfied, 6 Very Satisfied (avg: 4.75, SD = 0.46)

Q323 If you have any other comments or suggestions in relation to the community-building or overall Sci Comm focus, please write them here:

_____

-no

-focusing on sci com is a skill we need for future classes

-blank

-I really enjoyed this class!

-blank

-blank
-I do really like the sci comm portion of the class! One suggestion is to have it come in a little later in the class after we have learned a bit of foundational knowledge in cognitive psych.
-blank

Q313 Finally, this is a section on the course syllabus ---

The first goal of this course is for you, students, to develop skills as critical consumers of empirical findings within cognitive psychology through academic and news readings as well as facilitated discussions. You will learn to evaluate the strengths and weaknesses of various research methods, and to judge whether the conclusions drawn from using particular methods

and obtaining specific findings are justified. You will also learn to identify common behavioral results and paradigms within the field.

The second goal is to develop your skills as communicators of empirical research within cognitive psychology. Through science communication and summary pieces, peer feedback, and reading responses to empirical articles, you will hone your ability to communicate effectively about cognitive psychology and learn how to synthesize academic findings.

The third goal is to apply your skills as critical consumers of cognitive psychology to current issues in psychology and neuroscience, such as open science, good pedagogical practices, and diversity. For example, you will write a Wikipedia page for a current female or underrepresented cognitive scientist, including their biography and three of their most cited findings, to promote a more visibly inclusive face of cognitive psychology (e.g., project first started by Jess Wade). At the end of the course, the instructor will email the scientist who you profiled, with you CC'd and your profile attached, so that you can continue to belong to the cognitive psychology community.

Was this an accurate description of what you learned in the class? If not, what didn't you learn and what do you wish that you learned?

_____

_____

_____

_____

_____

-yes
-It is spot on
-Yes
-Yes
-Yes, extremely
-I feel that the 2nd goal was definitely achieved, but to the extent that it took precedent over the other two goals. I feel that some of the pieces would have been better eliminated and there would be more work that actually related to cognitive psychology as a whole. I wish we were able to go more in depth about certain concepts rather than doing a lot of different types of projects. Perhaps these projects would have been better over the course of a semester, rather than a summer session, because they felt very condensed.
-Yes!
-I think it was a pretty good summary. I have definitely improved my ability to read and summarize science articles. I am better at finding the "So what?" as well as critically analyzing what I read to find possible issues with how experiments were conducted.

Q317 If you would like to explain any of your ratings above, feel free to do so here:

_____

_____

_____

_____

_____

-blank
-blank
-blank
-blank
-I enjoyed the blog post and science summary significantly more than the Wikipedia profile.
-blank
-blank
-blank

End of Block: Your Thoughts on other Aspects of the Course

Start of Block: Course & Instructor Thoughts

introcourse Next, you will answer some questions about the class generally.

X→

Class Overall Classes Overall
 Please rate your satisfaction with each of the following aspects of the class.

My class:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
... is interesting and engaging. (1)	○	○	○	○	○	○	○
... goes into depth about the topics we cover. (2)	○	○	○	○	○	○	○
... is an appropriate level of difficulty. (3)	○	○	○	○	○	○	○
... had an appropriate level of interactive components. (7)	○	○	○	○	○	○	○
... challenges and develops my thinking. (8)	○	○	○	○	○	○	○
... feels like a community. (9)	○	○	○	○	○	○	○

-Interesting and Engaging: 2 agree, 6 strongly agree (avg: 6.75, SD = 0.46)
-Depth of Topics: 3 somewhat agree, 5 strongly agree (avg: 6.25, SD = 1.04)
-Appropriate Difficulty: 2 agree, 6 strongly agree (avg: 6.75, SD = 0.46)
-Appropriate Interaction: 1 somewhat agree, 1 agree, 6 strongly agree (avg: 6.63, SD = 0.74)
-Challenges Thinking: 1 neither agree nor disagree, 1 agree, 6 strongly agree (avg: 6.5, SD = 1.07)
-Feels like a Community: All 8 selected "strongly agree" (avg: 7, SD = 0)

X→

class participate I feel comfortable participating in class.

○ Strongly agree (7)

○ Agree (6)

○ Somewhat agree (5)

○ Neither agree nor disagree (4)

○ Somewhat disagree (3)

○ Disagree (2)

○ Strongly disagree (1)

-Student responses: 1 Agree, 7 Strongly Agree (avg: 6.88, SD: 0.35)

X→

class challenge How do you feel about the level of challenge in your content and activities?

○ Far too much challenge (1)

○ Moderately too much challenge (2)

○ Slightly too much challenge (3)

○ Neither too much nor too little challenge (4)

○ Slightly too little challenge (5)

○ Moderately too little challenge (6)

○ Far too little challenge (7)

Every student selected "neither too much nor too little challenge."

Page Break

X→

Bejjani Ratings
Please rate your agreement with each of the following statements.

Professor Christina Bejjani:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
...was prepared for class. (1)	○	○	○	○	○	○	○
...made class interesting and engaging. (14)	○	○	○	○	○	○	○
...presented material clearly. (3)	○	○	○	○	○	○	○
...answered questions clearly and concisely. (4)	○	○	○	○	○	○	○
...was effective at getting students thinking. (5)	○	○	○	○	○	○	○
...had a positive and encouraging attitude toward students. (6)	○	○	○	○	○	○	○
...was available and responsive when I needed help. (7)	○	○	○	○	○	○	○
...cared about supporting my learning. (8)	○	○	○	○	○	○	○

...provided helpful feedback on the writing assignments. (21)	○	○	○	○	○	○	○
...evaluated my work fairly. (22)	○	○	○	○	○	○	○
...made positive improvements to the course based on student feedback at the mid-semester. (23)	○	○	○	○	○	○	○
...created an inclusive environment for students. (24)	○	○	○	○	○	○	○

-Prepared: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)
-Class Interesting & Engaging: 2 Agree, 6 Strongly Agree (avg: 6.75, SD = 0.46)
-Presented Material Clearly: 1 Somewhat agree, 2 Agree, 5 Strongly Agree (avg: 6.5, SD = 0.76)
-Answered Questions Clearly & Concisely: 1 Somewhat agree, 2 Agree, 5 Strongly Agree (avg: 6.5, SD = 0.76)
-Getting students thinking: 2 Agree, 6 Strongly Agree (avg: 6.75, SD = 0.46)
-Positive & Encouraging attitude: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)
-available & responsive: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)
-Cared about supporting my learning: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)
-Helpful feedback: 8 Strongly Agree
-Evaluated work fairly: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)
-Positive improvements to course based on FB: 8 Strongly agree
-Created Inclusive environment: 1 Agree, 7 Strongly Agree (avg: 6.88, SD = 0.35)

X→

Bejjanieffectiveness Professor Bejjani's overall teaching effectiveness:

○ Excellent (5) (5)

○ Very Good (4) (4)

○ Average (3) (3)

○ Fair (2) (2)

○ Poor (1) (1)

-Student responses: 1 Very Good, 7 Excellent (avg = 4.88, SD = 0.35)

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introoverall I'd now like to ask about your overall thoughts on the course.

----

classlike What do you like about the class?

_____

_____

_____

_____

_____

-I liked that we had a lot of freedom to take our learning in whatever direction we wanted.
-I liked that we focused on research instead of only book chapters
-The active discussion we had regarding current research in the field. The class was very fairly constructed and fun and engaging.
-I loved the community and the topics we covered
-I loved the community-feel and discussion oriented lectures of the class. Everything tied back to our readings, SciComm, and Cognitive Psychology which was nice as well.
-I liked the structure of the class and the interactive/participatory component that it involved. I think that while it was a small class, that helped foster a positive learning environment for the students to feel comfortable sharing their thoughts.
-It is very welcoming and the class atmosphere is conducive to participating
-I enjoyed the discussions we had as a class since it made me actively think about the material.

----

supportlearning In what way could the instructor better support your learning?

_____

_____

_____

_____

_____

-She was great
-she did everything she could to support it. very happy with her performance
-More concrete examples to help demonstrate difficult topics
-Communicated very well, making me feel heard

courseimprove Please identify area(s) where you think the course could be improved.

_____

_____

_____

_____

_____

-Less crammed in work at the end
-none. she did a fantastic job
-The lecture format
-No
-Maybe in the wording of some of the quiz questions. They were just a little confusing.
-I think the course should be more content-based and less focussed on the small projects. I found the the projects did not better my understanding of cognitive psychology.
-focus a little more on content in the beginning fo the course
-N/A

moreattncourse To what aspects of the course material or concepts should more attention be given?

_____

_____

_____

_____

_____

-spreading out the work
-certain topics were grazed over without much depth
-Clarity of lectures
-Quiz prep
-Emotion and Decision-making
-I think that memory should have been focussed on more.

applylife Have you applied what you've learned in this course to your daily life?

   ○ Yes (1)

   ○ No (2)

generalimprove Any other suggestions for general improvement?

_____

_____

_____

_____

_____

Page Break

introcourseengage Next, considering your experiences in <u>PSY 102 specifically</u>, please rate your agreement with each of the following statements:

X→

contentengage The content of PSY 102 truly interests me.

○ Strongly agree (5)

○ Somewhat agree (4)

○ Neither agree nor disagree (3)

○ Somewhat disagree (2)

○ Strongly disagree (1)

-Student responses: 4 somewhat agree, 4 strongly agree (avg: 4.5, SD = 0.53)

X→

topicsengage In PSY 102, I have found topics that I am excited and passionate about.

○ Strongly agree (5)

○ Somewhat agree (4)

○ Neither agree nor disagree (3)

○ Somewhat disagree (2)

○ Strongly disagree (1)

-Student responses: 3 somewhat agree, 5 strongly agree (avg: 4.63, SD = 0.52)

X→

coursereqengage Taking PSY 102 is simply a means to fulfilling a course requirement.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

-Student responses: 1 strongly agree, 1 somewhat agree, 3 neither agree nor disagree, 3 somewhat disagree (avg: 3, SD = 1.07)

X→

exciteengage In PSY 102, I enjoy learning new things and get excited about ideas.

○ Strongly agree (5)

○ Somewhat agree (4)

○ Neither agree nor disagree (3)

○ Somewhat disagree (2)

○ Strongly disagree (1)

-Student responses: 2 somewhat agree, 6 strongly agree (avg: 4.75, SD = 0.46)

X→

materialengage I enjoy talking about PSY 102 course material with my friends outside of class.

○ Strongly agree (5)

○ Somewhat agree (4)

○ Neither agree nor disagree (3)

○ Somewhat disagree (2)

○ Strongly disagree (1)

-Student responses: 1 neither agree nor disagree, 3 somewhat agree, 4 strongly agree (avg: 4.38, SD = 0.74)

End of Block: Course & Instructor Thoughts

Start of Block: Grade Goals

netID I'd like to give you a chance to reflect on topics you wrote about in your initial survey for the course. Please provide your **netID**.

_____

Page Break ——

coursereason In response to the prompt, "Why are you taking this course?", you wrote the following: "*${e://Field/whycourse}*"

Has this course fulfilled those reasons?

_____

_____

_____

_____

_____

-yes
-Yes
-Heck yeah
-Very much
-Yes
-yes
-yes
-Yes. It has also made me a better consumer of scientific research.

Page Break

coursegoals In response to the prompt, "Briefly describe your goals for taking this course", you wrote the following: "*${e://Field/goalscourse}*"

Have you fulfilled those goals by taking this course?

_____

_____

_____

_____

_____

-yes
-Very much so
-Heck yeah
-Yes
-Somewhat, however, we did not go too much in depth about brain structure
-yes
-yes
-Yes

Page Break

wrap-up That's it!

Thank you for your responses to this course evaluation. Your responses will be held in the strictest confidence, and are used to help me understand your learning experience so that I can improve the course for future students. If you have any questions or concerns about how your responses are used, please feel free to email me at christina.bejjani@duke.edu