University of Wisconsin Madison

Survey Results Aggregate

Fall 2022 Instructor Survey completed

□ 2022 Fall / Student Course Evaluation (End of Term) / Anonymous Survey Course Assignments: 52 / Survey Participants: 5196

Schedule: 11/30/2022 to 12/22/2022

Results Available: 12/28/2022



This survey completed on Thursday, December 22, 2022 at 11:59PM.

College: Letters and Science

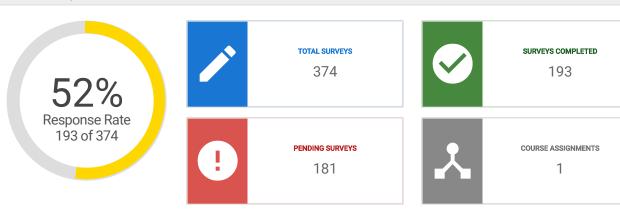
Department: Psychology

PSYCH 202 - 005 Introduction to Psychology **Course Section:**

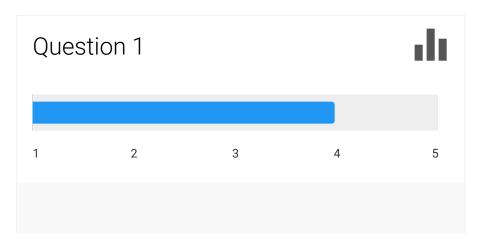
Course Section Director: ANA

Rebecca Addington; Stephanie Ward Instructor:

II Survey Overview: Course Section Results Aggregate



II Survey Metrics: Course Section Results Aggregate





Il Survey Data: Course Section Results Aggregate

Instructor Evaluation

The following items are related to the instructor's performance.

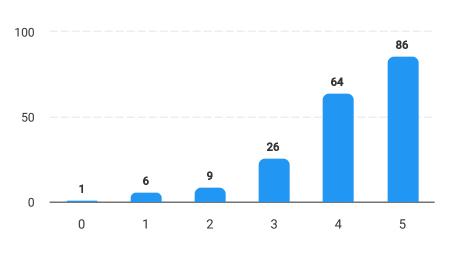
Considering everything (class size, course objectives, etc.) the instructor was effective. (Instructor Multi-Choice) Question 1 The instructor was clear and well organized. (Instructor Multi-Choice) The insturctor showed interest in the subject matter. (Instructor Multi-Choice) The instructor was open and responsive to students' questions. (Instructor Multi-Choice) The instructor was available for consultation outside of class by email, appointments or office hours. (Instructor Multi-Choice) The instructor's methods of student evaluation (e.g., exams, assignments, and papers) provided fair test of knowledge of the course material. (Instructor Multi-Choice) The instructor treats students with respect. (Instructor Multi-Choice) The instructor facilitates an inclusive and open learning environment. (Instructor Multi-Choice)

Course Evaluation

The following items are related to the course content and objectives.

The course was thought-provoking and stimulating.

Value Option		Total
-	No Answer	1
1	Strongly Disagree	6
2	Somewhat Disagree	9
3	Neither Agree nor Disagree	26
4	Somewhat Agree	64
5	Strongly Agree	86

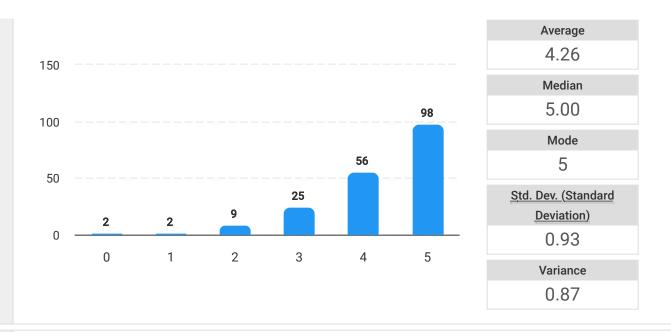


Average
4.13
Median
4.00
Mode
5
Std. Dev. (Standard Deviation)
1.02
Variance
1.04

I learned a lot in this course

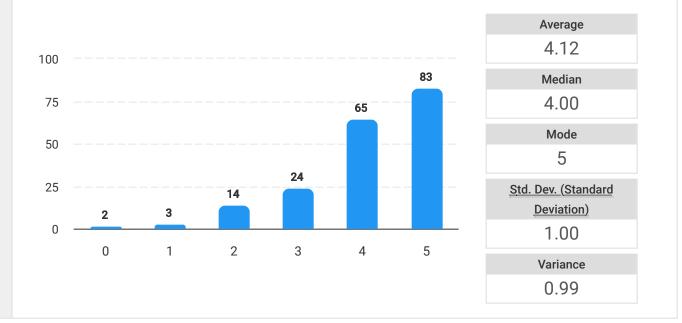
(Multi-Choice, Single Answer)

Value	Option	Total
-	No Answer	2
1	Strongly Disagree	2
2	Somewhat Disagree	9
3	Neither Agree nor Disagree	25
4	Somewhat Agree	56
5	Strongly Agree	98



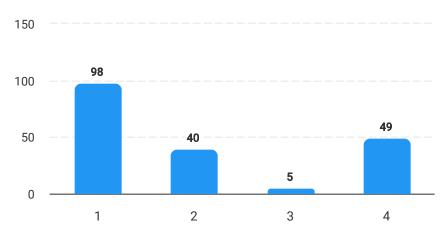
The course was well-coordinated and ran smoothly. (Multi-Choice, Single Answer)

Value Option		Total
-	No Answer	2
1	Strongly Disagree	3
2	Somewhat Disagree	14
3	Neither Agree nor Disagree	24
4	Somewhat Agree	65
5	Strongly Agree	83



I took this course because: (Multi-Choice, Single Answer)

Value Option			Total
1	it is a requirement for my major.		98
2	if fulfills a University requirement.		40
3	the course was available and fit my schedule		5
4	I am interested in the topic.		49
		Average	

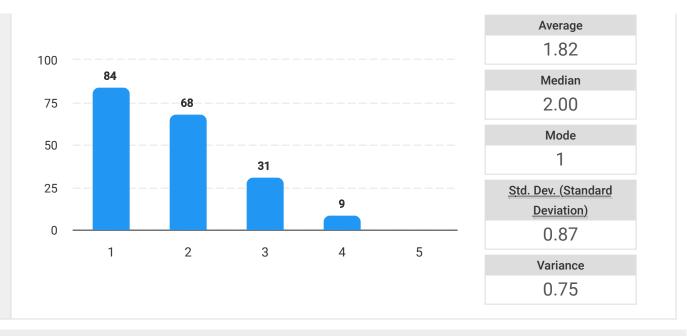


2.03 Median 1.00 Mode 1
1.00 Mode 1
Mode 1
1
·
Std. Dev. (Standard Deviation)
1.25
Variance
1.56

The grade that I expect to receive in this course is: (Multi-Choice, Single Answer)

13

Value Option		Total
1	A or AB	84
2	B or BC	68
3	C	31
4	D	9
5	F	0



Open-Ended Questions

The following open-ended questions allow for more detailed responses.



What were the particular strengths of the instructor and this course?

(Instructor Text/Memo)



Do you have any suggestions for improving the instruction or the course? (Text/Memo)

- For the tests it would be nice if there was an essay portion because then I could show how much I know considering that I am not that good at multiple choice.
- I would say just have more zest for the topic. Sometimes, I felt if the teacher was dragging with the topic, then I could not find it as easy to stay engaged or like the content I am learning.
- Vary the slideshow layout maybe
- More dog.
- Less reading from slides
- More chances for students to earn points.
- N/A
- It is pretty difficult to contact with professor Rebecca.
- Exams must be more fair and the review sheets should reflect the difficulty of the exams to come. There should be discussion sections or some kind of out of class review session. The professor needs to give a more interesting lecture and not just read off of slides.
- Don't schedule an exam for two days before Thanksgiving, it is very inconvenient.
- Adding more assignments so a student's whole grade is not heavily determined by exams.
- 75 minutes for this class felt very long just because we covered a LOT in this time period
- No test the Tuesday before thanksgiving

- no
- nil
- I think that the instructor could fit the content into the intended time slot better.
- Make slides more informative. With just bull it points kinda ramble and I missed what some things stood for and what was the actual definition
- n/a
- Yes not read off slides and a give practice exams so we know what the exams could actually be like.
- Don't make the first exam so challenging
- being more engaged during lecture
- I definitely think that there could be more resources for test preparedness, such as a question bank like the other psych professors give. I often feel like I'm often left with minimal resources to effectively study from.
- More review resources for exams would be extremely helpful.
- It would be nice if it wasn't based mostly on memorization and was more based on understanding the topics.
- More helpful exam preparation in addition to the study guide.
- take out the brain unit
- No suggestions
- extremely boring, just read off of the slides. Class was pure memorization.
- Make it more interactive, instead of just reading word for word off the slides.
- exams have too much content for how much it is covered. Application questions need to be available and practiced.
- no
- N/a
- A discussion section would be nice
- This course can be improved by providing a study guide that is more accurate to the questions on the exams.
- NA
- None
- N/A
- No.
- · While questions from fellow students are fine to aanswer, it did hold our class back from the others, so less available questions would be nice to keep us on track.
- One aspect to improve would be to have more elaboration on the material.
- I wish that Professor Addington would not have read only from the slides but rather explained the material further without stating that we should consult the textbook.
- . More time to go into the content rather than having so much content and then going through it too quickly.
- I wish we had more resources to study the material
- slowing down slides
- No I do not
- allow makeups for short answer
- N/A. Great course!
- Teach the material better in terms of more time spent on harder topics and less on basic topics.
- Maybe grade SE quicker.
- I guess my one suggestion would be to maybe have more available office hours.
- · All the teacher does is read off the slides, so maybe talking and explaining more to help us comprehend better.

- Different type of assignments. The quizzes should not be all or nothing, you should get the points you got right
- more video examples shown (even thought that may be hard to incorporate)
- I think that the short essay prompts should be graded in a different way. There was only one 'correct' answer given in the rubric, but there were definitely multiple questions throughout the semester that could arguably have multiple interpretations. However, these interpretations were not accepted.
- No, one of the best classes for overall instruction.
- The short essays and exams could be more reflective of class content.
- Slowing down in lecture presentations would be nice.
- Powerpoints aren't engaging because she essentially reads what is on the slides
- · I don't have any suggestions to make the instructions better. I feel that there is only one clear way to teach this class and that is the way she taught it,
- · Nothing at this time.
- hard class overall, too much material per exam with too little point assignments to help grade which were graded harshly.
- Not really
- good
- More involvement from students during lectures
- the amount of studies explaining a topic made it a little dry
- . I dont have any downsides to this class
- Making the lecture more entertaining by involving the students more.
- · Making sure to get through material faster and not just a day before exams.
- · One suggestion I have for improving the instruction of the course is including more material that might be able to explore some of the tangents touched on throughout the course (such as electrical signaling between neurons).
- No
- I would like there to be more actual assignments instead of just being graded on quizzes, short essays, and exams.
- · Less reading off of slides
- · Some of the short essay questions were extremely difficult
- . I felt like after the first exam I was stuck and unable to get the grade that I wanted regardless of doing the extra credit so I would suggest either adding more points or making the quizzes worth more points.
- no
- No
- Stay to a good pace and do not let the class get behind on material so that students have to watch lecture material outside of class. Also, tell disruptive students who asks unhelpful or very specific questions and get the class off-topic to consult during office hours, because it gets the whole class behind.
- the tests should cover less material at a time and there should be disucssion sections for this class
- The material required for the tests is kind of outrageous because a lot is covered and that is overwhelming
- Treat students with respect.
- N/A
- more review material
- Sometimes the short answer problem sets and quizzes got to be a little much. Maybe change it to one or the other/every other week.
- exams are really difficult to study for even when doing all we are supposed to do
- I found that the assignments were graded too harshly. I also found that the exam questions were worded in a very difficult to understand way. Even if you knew the material, the way the questions were worded could still throw you off, causing you to get points taken off your exam score.

- Make sure you cover all the material and give students more then two days before to study what we were instructed to go over.
- More assignments to balance out exam scores, more clear review that suggests what will be on the exams.
- No

material felt short nice content much students questions more off class should exame first exa reading help assignments lot study



Please comment on the assigned readings. (Text/Memo)

- · The assigned readings were very interesting and relevant.
- . I would say that they encompassed a significant amount of my time for my work for the class, and I only say maybe a couple questions on the reading for the test. Having to read for 5 hours and take notes, and then just take a 1 point quiz.... it did not seem practical. I almost feel like just take the readings out, because the lecture content was so much more clear. Why were the readings ever essential? They should be a resource to understand the lecture content better.
- Helpful
- they were a bit lengthy
- · Very long, sometimes info not used on exams
- They were very long and kind of confusing at times.
- I enjoyed the topics
- Adequate
- The readings took up a lot of time and were not always relevant.
- The assigned readings were insightful and easy to navigate.
- The readings is effective at making the information from lecture more clear and allow students to learn more in depth.
- Long, confusing, were never discussed again, and sometimes on exams.
- · Readings were long and a little boring, but overall okay.
- I found myself not needing the textbook as much as I had thought (I still did use it a bit though). Professor Addington covers everything in lecture that the book covers.
- · I didn't really do them

- . I liked the assigned readings. I thought they were interesting and related to what we were doing in class
- they were interesting
- nil
- This readings were not always manageable due to the lengthiness and in addition to other class content.
- There weren't any and the textbook does not help for exams
- The readings helped a lot with exams and homework
- · They didn't help much
- · Not too hard and not too much reading
- I never read the textbook and I still passed the class. I think the text book isn't needed to read the chapters super in depth.
- good
- They aren't bad especially when we know what to read from the textbook.
- There weren't assigned readings.
- I found the readings interesting but they tended to ramble on.
- I found them sort of helpful but very time consuming and possibly not worth it.
- · A lot of it is unnecessary.
- Didn't really help that much, I learned more from lecture.
- The assigned reasons were long but helped prepare for tests and assignments.
- · Very long, many sections unnecessary and unrelated to course content.
- · Takes time but beneficial to success
- I think that the readings themselves were quite lengthy but I did find reading them helpful when it came time for the exams.
- · They were fine and manageable
- Would occasionally help
- Awkward to do, short essays and quizzes were kinda connected?
- · Alot of readings, stopped after the 1st exam
- Okay I guess
- · The assigned readings were interesting and were definitely helpful.
- The readings weren't that useful, as they repeated things we had already learned. In general, they were time
 consuming, but I can understand why they were assigned.
- None
- They were beneficial to the topics we were learning about.
- They are fine.
- . We were not really reminded of what readings were due when, we kind of had to just know when
- · They're alright nothing too difficult to get done
- · The assigned readings were helpful, however, they did not always perfectly align with the lecture material
- · Assigned readings did in fact help.
- I thought that the assigned reading helped prepare for the exam.
- · They are a bit to read, even split up.
- Good.
- · they were interesting
- · The readings helped a lot
- · They were my least favorite part
- related
- · Although they are interesting, they are not necessary for doing well in the course.
- The textbook was not relevant to any exams so I rarely read.
- · Very good

- The assigned readings were so similar to the information on the slides that it was practically useless, other then the few questions that would come up on the test.
- · Readings are very long, if it not covered in class, it shouldn't be tested on, the lectures are long enough with course material to be tested on. Or having videos relating to the only in book content provided with a question on a short answer question assignment or the pages of it.
- they are useful in preparation for the exam and tie in well with course material learned in lecture
- · Very long and most of it were not discussed in lecture or included in exams- wish they specifically said what portions of the chapter to read.
- I did not read them as I barely knew they were assigned.
- Textbook readings were long so some direction on the important parts would've been nice.
- She often includes reading questions on the tests that she doesn't touch on in class
- · Personally, I feel that the textbooks were a little too monotonous to really contribute to my learning. I would rather talk with my professor and my peers, attend lectures, watch videos, and also get involved with studies rather than using a textbook.
- not necessarily imperative to learning the content but good if you need extra information. It's always beneficial to at least skim the reading.
- I think that only a few of them truly related to the class well and sparked interest, personal opinion but they didn't really have much of an effect on my knowledge of psych and they could sometimes be time consuming.
- The assigned readings, for short essay assignments were interesting to read.
- textbook was easy to read and understand.
- · They were extremely long and sometimes I didn't comprehend what they were saying because they were so lengthy.
- I enjoyed them!
- Usually did assigned readings in review for exam, not preparation for class
- good
- They were helpful.
- Pretty run of the mill textbook readings but found it to be helpful enough
- · Great from of studying
- I feel like it is not very helpful unless I am particularly struggling in a specific topic.
- I think the readings were very beneficial and help a lot of content we didn't go over in class.
- The assigned readings were often more thorough and sometimes more technical than the lectures. Although the text provided many ways of conceptualizing the material via past experiments, application to the real world and more extensions, focusing and analyzing a full chapter was very difficult due the length of the chapters and perhaps in future semesters a guide as to when to read how much may be helpful
- The textbook readings are a lot and I feel like a lot of the topics are covered in lecture. However, I like how the reviews highlight which parts of the textbook we need to focus on because it is difficult to retain everything.
- The readings dragged on and were considerably long, especially in weeks when we had two.
- reasonable to complete
- We only had 1-2 assigned readings, they were relevant to the topics we were talking about but were somewhat
- · They were very similar to what was said in class
- They were very intriguing
- The readings were mostly over whelming and often times I would not use it unless when filling out the study guide.
- · they were interesting
- They were helpful to understand the material, but some of the chapters were very long and overwhelming at times.

- Often they repeated what was said in lecture, so it was better read them after class, instead of before when they
 were assigned. Otherwise, some readings could be lengthy, but overall helped a lot with the material.
- The readings were lengthy and sometimes some of the topics weren't necessary, but overall pretty good.
- · they were ok
- I am not a fan of doing assigned readings for class as it makes it hard to balance. Because the lecture material covered most of what the readings did, I did not have motivation to make time to complete them.
- There were no assigned readings.
- I found all the readings very helpful in my understanding of the course especially for the quizzes on canvas
- None. The textbook was highly encouraged and it was also very helpful.
- They were very long and boring, but necessary to do well in the class.
- No





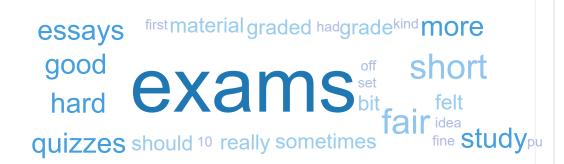
Please comment on the method of evaluations (e.g., exams, assignments, and papers). (Text/Memo)

- I think the exams should be more about the terms and meaning of the words. Instead of straight up situational
 question.
- I did not like the exams method because I felt like I did not have the option to show what I knew. I am terrible at multiple choice and thought I could not fully show that I knew the content through multiple choice.
- The study guide she sent out basically covered everything we needed to know for exams so that was helpful
- I liked how the exams were spaced out and administered
- Providing exam study materials would be helpful
- I liked the exams, and they were fair, practical, and as long as I studied properly, I was going to do well.
- I always felt like I did better on the test than my actual grade, I never did as good as I hoped and the tests were kind of hard and confusing at times
- · I wish the exams contained less material to cover.
- · I thought more of the tests should've been curved
- •
- Exams were based on the material just kind of hard at times.
- I thought they were a good evaluation but very stressful having it only be exams

- could have used more opportunities for extra credit and more points
- N/A
- Exams were not always clear.
- The exams are a fair reflection of the reviews, and the assignments reflect the material learned in class.
- It is pretty fair.
- . Most exams were extremely unfair and did not reflect well to the review sheet in terms of difficulty.
- Exams were a little tougher than expected based on lecture, but I appreciate the study guides.
- I feel like the exams carried far too much weight and more assignments should be added.
- All very reasonable and effective, and very related to course content.
- These were fine
- . the first exam was difficult but after that I found a good way to study and the exams were pretty straight forward
- · felt apt for the level of the class
- I think some subjective questions can be provided in the exam
- nil
- Exams papers and test were all completely random. You'd study notes and lecture materials and then it feels
 none of that was on the exam
- · These were fair.
- · Exams were bad and assignments had no guidance
- I feel like all exams besides the first one were fair game. The short essays are graded a little too hard.
- The exams and assignments were relevant.
- · 4 is good amount
- I liked how there were 4 exams and no cumulative final. The grading was very fair.
- · a bit hard with the wording
- I really appreciate the extra credit that is offered, however the main other assignment we have, which is a short
 answer question, feels a bit difficult because its hard to know if you will or won't get points off because of
 wording and there are no opportunities to get points back.
- · Organized well, good workload.
- The exams are very difficult for an entry level class.
- I thought the exams were fair. I feel like the short essay assignments were graded too hard.
- Pretty well represented of the content we covered in class. Could be more specific in short answer questions.
- The exams were challenging but all were on material that we learned.
- fair
- Exams were a good test of knowledge. Nothing was too unfair. Enjoyed tests not being cumulative and having no final
- · Exams are on material we covered
- I felt that the exams were a quite fair test of my knowledge in the course.
- I think exams are too heavy on the grade and I wish there was more assignments
- Very clear what we were being tested on.
- Fine. Standard exams and short responses
- I like it, but it is quite hard
- The exams were somewhat impossible and honestly felt that they were not fair. However, the weekly quizzes and short essays were fair game and very manageable.
- I really liked the 4 tests and organization regarding content. I will say, sometimes the exams had questions that were hard to prepare for (ex. hypothetical situations).
- . Weekly quizzes should not be a 0 if you don't get all 10 right and should be worth more than 1 point
- I think the exams were a good way of teaching, but maybe some sort of curve would be beneficial.
- The exams were alright. Even though this didn't affect me, when she set a midterm two days before thanksgiving
 and told people to cancel flights to make it, that seemed really rude.

- · They are hard but good.
- I like the way assignments are done but sometimes the exams are a little crazy just because the class is so full and I don't love being packed next to others and having to get up so they can scoot past me
- The exams were challenging, but an accurate and fair test of the material presented.
- Quizzes and short essay questions were perfectly fine, the exams however were harder to study for.
- I feel that the quizzes were helpful although I felt that the essays weren't helpful for my understanding of the material.
- I do not appreciate that we are not given a practice exam because Professor Addington's questions are very application based and it would have helped to have another study guide aside from defining terms
- I think too much multiple choice. There should be other methods of grading.
- I think the essays were graded too harshly considering we were only allowed a sentance to explain rather complex things
- I wish the exams weren't as hard. The first exam is really affecting my grade and it was extremely hard.
- · Exams were very good and aligned with what she taught
- good
- · Everything was very fair!
- Exams were very difficult and the study guides were confusing.
- · Very fair overall, especially with extra credit.
- I think the exams were very fair and tested our knowledge on the content well.
- The exams are much harder and the questions are confusing as it seems like more than one answer could be correct. I feel as though the short answer questions are graded too hard because we can only respond in one sentence and we aren't able to thoroughly explain our answer.
- although assignments are consistent, I wished there was more variation of how you can earn credit. The quizzes did not help my understanding very much as the writing did.
- very fair, if you show up to class and take good notes, an A is very achievable
- I think the exams are pretty fair; very similar to the study guide. The quizzes are also fair on if you get the one
 point or not. Only comment I really have is on the short essays, which I went into detail about in one of the
 questions.
- Assignments were well distributed and tested my learning very well. Exams are tough and maybe more prep
 work is needed for them.
- · Exams could be made more straightforward
- None
- TAs do it, and it often doesn't account for specific people just the supposed rubric
- Fair methods of evaluation, I sometimes feel that the short essay grades took off too many points causing my grade to suffer a little bit
- exams and weekly quiz/short essays are definitely fair.
- I think that the short essays were a little harshly graded, I think that if there is clearly effort shown to answer the
 question, then I feel that students should receive either partial of full credit, because the short essays even if
 they are done well or effort was put in, not receiving credit even for doing the work, has a major effect on your
 grade.
- I thought the exams were a good representation of the material.
- short essays and quizzes did not help with my grade exams were a bit difficult
- I do not like how the quizzes are one point each and it's an "all or nothing" grading system. They should be 10 points with each question worth 1 point because that method demonstrates your knowledge on each question whereas the current method is not an accurate reflection of your leaning. I say this because you could get 9 questions right and you miss one, and your score says you've learned nothing.
- · Exams were a bit challenging
- fair

- good
- The exams were difficult but if one prepared thoroughly they would do just fine.
- Fair exams and assignments
- · I personally liked the short essay and quizzes every week
- They are a fair method of evaluating what we learned during lecture. Some of the questions were worded slightly weird making me second guess my answer choice.
- · I believe that the grading system was fair.
- The exams were not to difficult to think through if the material was studied before the exam. Assignments also
 encouraged conciseness and deep understanding of the material which further helped prepare students for
 exams.
- I think the exams are pretty straight forward if you study, go to lecture/take notes, do the quizzes, and put in a lot of effort. Sometimes there are questions that seem a bit rogue.
- If there was a way to take practice exams before the midterms like other professors have would be nice.
- · reasonable and fair
- Because we only get graded on quizzes, short essays, and exams if you do poorly on some it is hard to get your grade back up.
- I think the short essays are a great homework assignment idea, but I did get kind of gashed on them sometimes when being graded. I felt like I gave good, thoughtful, correct responses for almost every question, but I had points taken off on all but one of the weekly submissions, which ended up really affecting my grade. Because of these deductions, I don't think I can even get an A anymore, I think AB might be the best I can do. Not to say that isn't a good grade, but I hate the idea that relatively harshly graded homework assignments are the reason I might not get an A.
- Exams were more application based than I anticipated when we were generally covering topics as it's an introductory course.
- . We have 4, heavily weighted, exams. I don't think it is the best way to assess but it's not the worst.
- The exams are very challenging The short essays and quizzes are good for studying
- Everything was good
- Exams were difficult multiple choice and was sometimes more complex than what we learned in class.
- · they were fine
- I actually really like the way that the exams are set up. We do four unit exams instead of three unit exams and a final.
- I thought the exams adequately reflected the major important concepts taught during this course. The work was a decent amount of rigor, but was easy to succeed in, if you did the readings and studied.
- Exams are generally fine but high pressure on deciding what is important from the lectures and readings and what is not
- They were fair, I do wish a rubric for what was being looked for in the short essays was posted so I understood more what I needed to do to receive a 4/4.
- · test were much different not as straight forward as other classes
- Exams were fair. The assignments sometimes felt a little repetitive and unnecessary.
- I liked how there was a quiz and short essay set weekly. The exams covered a lot of information, which was hard to study for.
- The multiple choice format was nice. The short essays were helpful in keeping students on top of their work.
- I wish we had more essay questions or papers as exams are a difficult way to relay all the complex information of psychology.
- Pretty fair overall. The essays were graded a bit harshly at times.
- Solid.



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If you have any feedback about the climate in the classroom please add your comments below.

(Text/Memo)

- -----
- none
- •
- N/A
- NA
- N/A
- N/A
- The mircro-phone is pretty small for students who sit in the back.
- · Fine, boring
- n/a
- none
- no
- A lot of people talked throughout the lectures.
- Go digital with exams because in-person is not working
- n/a
- Give more guidance on exams and homework
- Too warm
- I would remove any videos that are offensive to people who have religion. The one about "maybe" Jesus coming again, in comparison to the rats pushing the leaver and "maybe" getting food or something along those lines was very offensive to me and I didn't want to tell you in person or email because I feared you would judge me. I just know I didn't appreciate it and other students around me laughed and it made me feel uncomfortable.
- good
- Positive environment
- I would love if the professor would not just read off of the slides and make the lecture more engaging. Speed up
 a little bit and not so monotone.
- · The climate was inviting

- very boring and slow
- The pace was so fast it was hard to pick up concepts
- Lecture hall made it hard to hear sometimes
- No
- The classroom was a decent learning environment. Might help to throw in a discussion section.
- NA
- A little fast paced, almost as if she thinks everyone in the class has taken a psych class before like AP psych in high school, which I have not taken
- N/A
- No.
- N/A
- N/A
- None
- good
- · She makes class a great learning environment.
- Classroom was energetic.
- I didn't like the dates of her exams. She said that we are unable to change the date of the exam during Thanksgiving, but she allowed my friends to change the dates. She had an exam the day after Halloween and the week of Thanksgiving break, which makes me believe that she doesn't put into thought the well-being of her students. Also, we don't finish going over information about the final until next Thursday, and the final exam is on Friday, so we only get 1 day to study that new information.
- Not really, the only thing I wish would change is there is one girl in our lecture that asks questions that are very unrelated to the point behind the material we are learning but that is not something that can be controlled.
- None
- · very welcoming and definitely fun when she brings her dog in to demonstrate classical and operant conditioning.
- N/A
- · Nothing at this time.
- · unfriendly teacher
- good
- N/A
- Great environment
- N/a
- The classroom did not feel unwelcoming and students were encouraged to participate regardless of their identity.
- Comfortable environment. Fun ways of learning too,.
- n/a
- no feedback
- No
- Often times there were kids talking in the back and I could hear it from the front row, making it hard to concentrate on the lecture.
- · it was really crowded
- I appreciate that the instructor took the time to answer questions. However, some students would blurt out things in class or ask questions that was lead the class off topic or were unrelated to the content at hand. It made the class frustrating at times, so I wish the instructor was able to mitigate that with a little more power.
- N/A
- I enjoyed the appearance of the dog.
- n/a
- No

exams change more made feel classroom learning students



Any additional comments? (Text/Memo)

- She would sometimes go off on tangents that would last 5-10 min about a certain topic with more information
 than we were supposed to be tested on which cut into class time, this caused us to fall behind of her other
 lectures and we were expected to catch up on our own by watching the recording of her other lecture which Isn't
 fair since it's not our fault we were behind in the first place
- Love Wren!
- •
- N/A
- NA
- N/A
- No.
- n/a
- none
- no
- n/a
- I think she knows about psychology but doesn't do well at portraying the exams well
- No
- I liked that you brought in your dog.
- Overall Prof. Addington is a good professor but I would say that she could give her students more resources for success, chiefly, practice problems designed to help us prepare for the type of questions we'll get on the test as other profs. do.
- No.
- N/A
- No
- · Overall, this class was hard and stressful
- NA
- N/A
- No.

- N/A
- No.
- None
- no
- The only fun part of her class is when she brings her dog.
- The instructor goes on tangents a lot and I think that would help having to watch lecture recordings because we end up being behind some times.
- The TA Stephanie was amazing!!! Extremely helpful and caring. She helped me with some personal things and she was very knowledgeable about the course
- None
- I would definitely recommend the course and professor to other students
- N/A
- · Nothing at this time.
- good
- N/A
- N/a
- more assignments for grades
- Overall, this class was much better than what I expected and I learned a lot of concepts that I can apply in the future and conceptualize more readily when I study for the Medical College Admissions Test.
- No
- n/a
- · Overall interesting class
- No
- n/a
- N/A
- no
- None
- · Cut down on material or plan out the coursework better for next semester. We crammed way to often.
- No

