

L.PSY 331 (01): Physiological Psychology

Fall 2017 | Jake Kurczek | Course CIP Code: 42.01

25		Students Enrolled
10		Students Responded
40%		Response Rate

Summative

<input type="checkbox"/>	Adjusted
<input type="checkbox"/>	Raw
<input type="checkbox"/>	3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.5	3.6
E. Excellent Course	3.1	3.1

Your Overall Converted Ratings

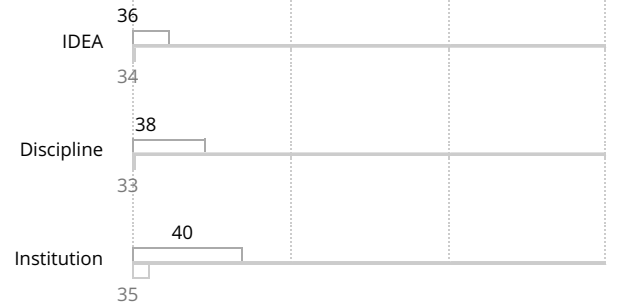
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	36	38
Discipline	34	38
Institution	38	41
E. Excellent Course		
IDEA	32	32
Discipline	30	33
Institution	34	36

Converted Average Buckets
Based on a Bell Curve

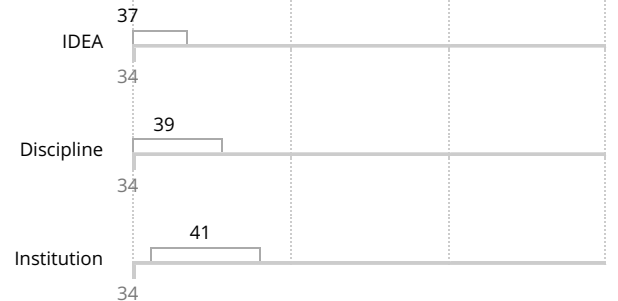
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average

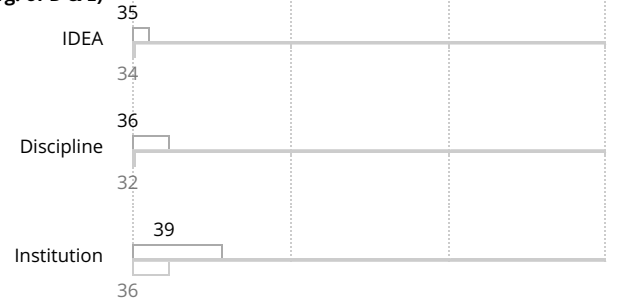
A. SUMMARY (Avg. of B & C)
37 44 55 63



B. PROGRESS ON RELEVANT OBJECTIVES



C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	2.7	2.7	50	20	20	20	20	23	21	22
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.8	3.1	30	20	31	35	31	38	32	39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3	3	20	30	28	28	27	32	29	33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3	3	30	40	29	29	28	33	27	34
Acquiring skills in working with others as a member of a team	M	3.1	3.3	20	40	38	41	42	46	37	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.7	20	30	43	50	45	53	39	49
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.5	20	50	40	44	43	48	37	44
Developing skill in expressing myself orally or in writing	E	3	3.3	20	40	35	40	35	42	34	43
Learning how to find, evaluate, and use resources to explore a topic in depth	E	3.6	3.9	20	60	44	48	43	48	44	51
Developing ethical reasoning and/or ethical decision making	M	2.9	3	30	30	34	37	34	39	38	44
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.3	3.4	20	50	37	39	36	40	38	43
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.4	20	40	37	40	34	41	35	44
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.2	10	40	40	40	42	43	40	43

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	41	43	43
Difficulty of subject matter	3.8	58	60	57

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45	46	45
I really wanted to take this course regardless of who taught it.	3.7	50	49	48
When this course began I believed I could master its content.	3.5	39	39	40
My background prepared me well for this course's requirements.	3.2	38	37	38

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.7	20% (1 or 2) 60% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.6	10% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.1	40% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.9	10% (1 or 2) 70% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.6	10% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.2	40% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.8	0% (1 or 2) 60% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	2.9	40% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.3	20% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.2	20% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.7	0% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.6	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.1	0% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	10% (1)	60% (6)	20% (2)	10% (1)	10	0	0.78	3.3
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	40% (4)	20% (2)	20% (2)	20% (2)	10	0	1.17	3.2
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	40% (4)	40% (4)	20% (2)	10	0	0.75	3.8
Demonstrated the importance and significance of the subject matter	0% (0)	20% (2)	20% (2)	30% (3)	30% (3)	10	0	1.1	3.7
Formed teams or groups to facilitate learning	0% (0)	10% (1)	30% (3)	20% (2)	40% (4)	10	0	1.04	3.9
Made it clear how each topic fit into the course	10% (1)	0% (0)	40% (4)	20% (2)	30% (3)	10	0	1.2	3.6
Provided meaningful feedback on students' academic performance	30% (3)	10% (1)	20% (2)	20% (2)	20% (2)	10	0	1.51	2.9
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	20% (2)	40% (4)	30% (3)	10% (1)	10	0	0.9	3.3
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	10	0	0.66	4.6
Explained course material clearly and concisely	10% (1)	30% (3)	20% (2)	20% (2)	20% (2)	10	0	1.3	3.1
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	20% (2)	0% (0)	20% (2)	60% (6)	10	0	1.17	4.2
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	50% (5)	30% (3)	20% (2)	10	0	0.78	3.7
Introduced stimulating ideas about the subject	0% (0)	10% (1)	20% (2)	40% (4)	30% (3)	10	0	0.94	3.9
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	30% (3)	30% (3)	40% (4)	10	0	0.83	4.1
Inspired students to set and achieve goals which really challenged them	0% (0)	10% (1)	40% (4)	30% (3)	20% (2)	10	0	0.92	3.6
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	20% (2)	40% (4)	10% (1)	30% (3)	10	0	1.12	3.5
Asked students to help each other understand ideas or concepts	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	30% (3)	30% (3)	40% (4)	10	0	0.83	4.1
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	10% (1)	40% (4)	20% (2)	30% (3)	10	0	1	3.7

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	10% (1)	40% (4)	30% (3)	10% (1)	10% (1)	10	0	1.1	2.7
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	10% (1)	20% (2)	50% (5)	20% (2)	0% (0)	10	0	0.87	2.8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	10% (1)	10% (1)	50% (5)	30% (3)	0% (0)	10	0	0.89	3
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	10% (1)	20% (2)	30% (3)	40% (4)	0% (0)	10	0	1	3
Acquiring skills in working with others as a member of a team	20% (2)	0% (0)	40% (4)	30% (3)	10% (1)	10	0	1.22	3.1
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	20% (2)	50% (5)	20% (2)	10% (1)	10	0	0.87	3.2
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	10% (1)	10% (1)	30% (3)	50% (5)	0% (0)	10	0	0.98	3.2
Developing skill in expressing myself orally or in writing	20% (2)	0% (0)	40% (4)	40% (4)	0% (0)	10	0	1.1	3
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	20% (2)	20% (2)	40% (4)	20% (2)	10	0	1.02	3.6
Developing ethical reasoning and/or ethical decision making	10% (1)	20% (2)	40% (4)	30% (3)	0% (0)	10	0	0.94	2.9
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	10% (1)	10% (1)	30% (3)	40% (4)	10% (1)	10	0	1.1	3.3
Learning to apply knowledge and skills to benefit others or serve the public good	10% (1)	10% (1)	40% (4)	30% (3)	10% (1)	10	0	1.08	3.2
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	10% (1)	0% (0)	50% (5)	40% (4)	0% (0)	10	0	0.87	3.2
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	10% (1)	0% (0)	80% (8)	10% (1)	0% (0)	10	0	0.7	2.9
Difficulty of subject matter	0% (0)	0% (0)	40% (4)	40% (4)	20% (2)	10	0	0.75	3.8
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	40% (4)	50% (5)	10% (1)	10	0	0.64	3.7
I really wanted to take this course regardless of who taught it.	0% (0)	10% (1)	20% (2)	60% (6)	10% (1)	10	0	0.78	3.7
When this course began I believed I could master its content.	10% (1)	0% (0)	20% (2)	70% (7)	0% (0)	10	0	0.92	3.5
My background prepared me well for this course's requirements.	10% (1)	10% (1)	30% (3)	50% (5)	0% (0)	10	0	0.98	3.2
Overall, I rate this instructor an excellent teacher.	0% (0)	10% (1)	40% (4)	40% (4)	10% (1)	10	0	0.81	3.5
Overall, I rate this course as excellent.	0% (0)	10% (1)	70% (7)	20% (2)	0% (0)	10	0	0.54	3.1

Qualitative

Comments -

- I know you love using computers but I wish class was more hands on so it is easier to understand and learn the material.
- Would have been better if explained assignments in more detail
- Power point slides did not always go over the materials of the checks.
- Jake knows a lot of information about all of topics he teaches. I've had classes with him before and he definitely knows what he's talking about. I think that there's a disconnect with getting that information relayed to students in a way that they understand. He teaches as if we are graduate students that know a lot about the topic already rather than college students who have little background on the topic. He is also pretty vague with his assignment descriptions which are buried in 50 pages of syllabus assignments and descriptions. He knows a lot, he just needs to be better at communicating what he knows.
- I like the individuality of the course, but it would be nice to have a little more structure and direction on the projects
- He was an overall great professor but this class he treated as if everyone has a background in neuroscience which made the first half of the semester very hard to understand with complex concepts being reviewed more than taught. Honestly hardly even understand the biology part of the semester and had to look up what some of the more basic ideas meant to understand the class.
- 1. Checks were pointless. Some of the answers were not in the powerpoint and only confused me more, and it was not beneficial to learning. 2. Spend more time on just learning about the brain. We spent one day self-teaching ourselves areas of the brain, which wasn't helpful, and I felt behind for the rest of the time when you were talking about different functions of different areas of the brain. I even came from a science background, so for those who didn't it would be even more confusing for them. 3. Literature Critique was pointless. We are juniors and seniors in college, we know how to do analyze a paper, focus more on how to tell if it is valid or not, because I feel like that is more a problem with psychological research is determining its validity. Maybe give an article and have us determine if we trust it or not, and then teach us what to look for. 4. Deadlines are vague and it was confusing what was due when. 5. College students work best on hard deadlines, so when there is a peer review day, actually say you have to have 5 sources completed and analyzed, or have us turn in an annotated bib. It will help us keep more on track with the digital story. I think it would be cool if we all made a website, instead of the vague definition of it has to "live online" because a lot of people will do the bare minimum.
- Jake's a really good guy, but the as a psych major the class was almost too hard. It was taught from a neuroscience perspective, so it was hard to follow. It appeared to be a lot more biology than psychology. The class was taught as if we study this material frequently, but i haven't studied biology in years. I do think it's a great class though. Jake's laid back personality helped calm the stress of the course. his dogs are adorable. 13/10. Interesting concept about integrating social media into the academic setting. I'm eager to show what his research shows. I would suggest maybe letting students know what their grades are for the course though. A major source of stress was not knowing my grade. And it was also hard to keep track of grades on the checks we turned in.
- I feel that the class was confused often on what the professor was asking for on certain assignments. I feel more clarity is necessary for students to succeed.