

# L.PSY 333 (01): Motivation & Emotion

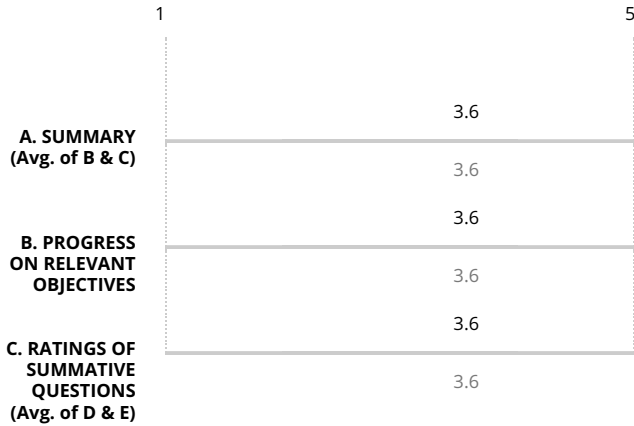
Fall 2017 | Jake Kurczek | Course CIP Code: 42.01

20	Students Enrolled
9	Students Responded
45%	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	3.4	3.4
E. Excellent Course	3.7	3.7

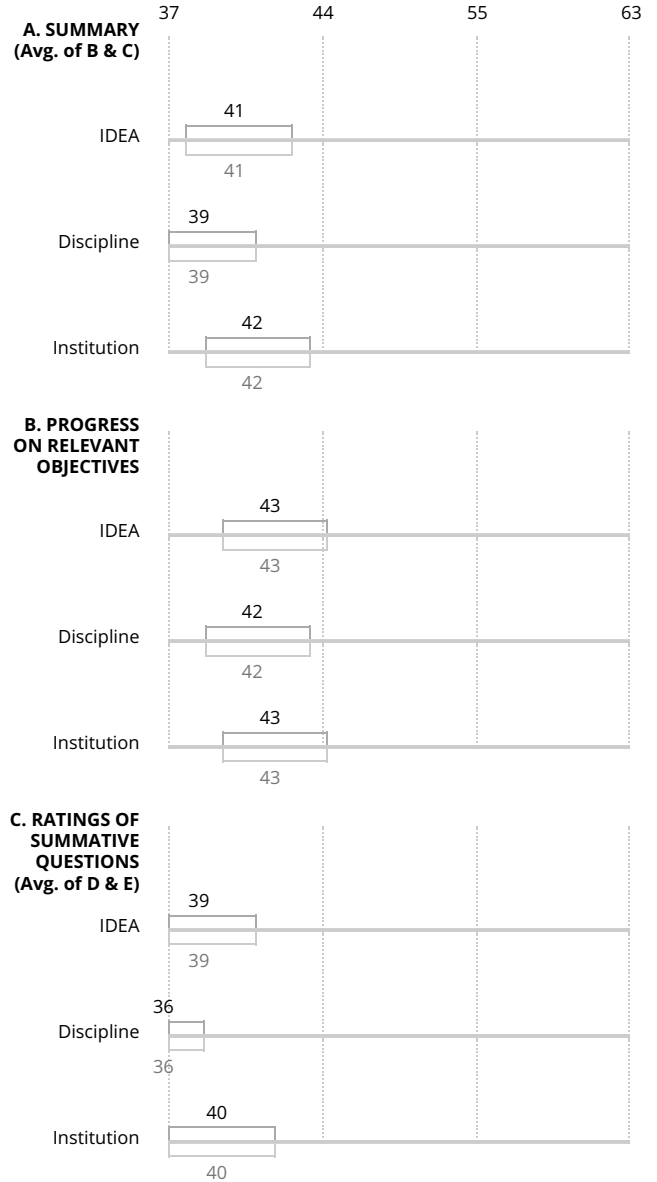
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	35	35
Discipline	33	33
Institution	37	37
E. Excellent Course		
IDEA	42	42
Discipline	39	39
Institution	43	43

**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
---	--------------------------------	------------------------------------	---------------------------------	--

**Your Converted Average**



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	3.7	3.7	22	56	40	40	39	39	41	41
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.1	3.1	44	44	36	36	36	36	36	36
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.4	3.4	22	56	37	37	36	36	38	38
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.3	3.3	33	56	35	35	34	34	34	34
Acquiring skills in working with others as a member of a team	M	3	3	44	44	37	37	40	40	36	36
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	3.6	22	56	48	48	50	50	44	44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.2	33	56	40	40	43	43	37	37
Developing skill in expressing myself orally or in writing	E	3.4	3.4	33	67	43	43	42	42	42	42
Learning how to find, evaluate, and use resources to explore a topic in depth	E	3.8	3.8	22	67	47	47	46	46	47	47
Developing ethical reasoning and/or ethical decision making	M	2.8	2.8	44	33	32	32	32	32	36	36
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3	3	44	44	32	32	31	31	33	33
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.2	44	56	37	37	34	34	35	35
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	44	56	38	38	41	41	38	38

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.7	37	39	39
Difficulty of subject matter	2.6	34	35	36

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.7	78	71	71
I really wanted to take this course regardless of who taught it.	4.3	63	60	60
When this course began I believed I could master its content.	4.3	61	58	59
My background prepared me well for this course's requirements.	3.8	51	48	49

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	11% (1 or 2) 89% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.2	0% (1 or 2) 67% (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	3.3	33% (1 or 2) 44% (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	4.1	11% (1 or 2) 78% (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	4	22% (1 or 2) 78% (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)	3.6	22% (1 or 2) 44% (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	4	11% (1 or 2) 67% (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	3.6	33% (1 or 2) 67% (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	3.8	11% (1 or 2) 67% (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	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.9	11% (1 or 2) 56% (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
------------------------	--------------	-----------------	------------------

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.2	22% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.4	11% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

## Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	SD	SD	M
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	33.33% (3)	9	0	1.03	3.78
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	22.22% (2)	33.33% (3)	11.11% (1)	33.33% (3)	9	0	1.17	3.56
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.05	4
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	11.11% (1)	0% (0)	55.56% (5)	33.33% (3)	9	0	0.87	4.11
<b>Formed teams or groups to facilitate learning</b>	22.22% (2)	11.11% (1)	11.11% (1)	11.11% (1)	44.44% (4)	9	0	1.64	3.44
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	33.33% (3)	11.11% (1)	55.56% (5)	9	0	0.92	4.22
<b>Provided meaningful feedback on students' academic performance</b>	11.11% (1)	22.22% (2)	0% (0)	33.33% (3)	33.33% (3)	9	0	1.42	3.56
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	11.11% (1)	0% (0)	22.22% (2)	33.33% (3)	33.33% (3)	9	0	1.23	3.78
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	11.11% (1)	11.11% (1)	0% (0)	0% (0)	77.78% (7)	9	0	1.47	4.22
<b>Explained course material clearly and concisely</b>	11.11% (1)	22.22% (2)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.41	3.33

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	9	0	0.47	4.67
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	11.11% (1)	33.33% (3)	11.11% (1)	44.44% (4)	9	0	1.1	3.89
<b>Introduced stimulating ideas about the subject</b>	0% (0)	11.11% (1)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	0.99	4.11
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	11.11% (1)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.03	4.22
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	22.22% (2)	0% (0)	33.33% (3)	44.44% (4)	9	0	1.15	4
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	11.11% (1)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.03	4.22
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	22.22% (2)	0% (0)	22.22% (2)	55.56% (5)	9	0	1.2	4.11
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	11.11% (1)	0% (0)	22.22% (2)	66.67% (6)	9	0	0.96	4.44
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	22.22% (2)	33.33% (3)	44.44% (4)	9	0	0.79	4.22

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.15	3.67
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	11.11% (1)	33.33% (3)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.37	3.11
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	11.11% (1)	11.11% (1)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.26	3.44
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	11.11% (1)	22.22% (2)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.33	3.33
<b>Acquiring skills in working with others as a member of a team</b>	33.33% (3)	11.11% (1)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.7	3
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	0% (0)	22.22% (2)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.07	3.56
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	22.22% (2)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.47	3.22
<b>Developing skill in expressing myself orally or in writing</b>	11.11% (1)	22.22% (2)	0% (0)	44.44% (4)	22.22% (2)	9	0	1.34	3.44
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.4	3.78
<b>Developing ethical reasoning and/or ethical decision making</b>	33.33% (3)	11.11% (1)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.55	2.78
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	22.22% (2)	22.22% (2)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.49	3
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	11.11% (1)	33.33% (3)	0% (0)	33.33% (3)	22.22% (2)	9	0	1.4	3.22
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	22.22% (2)	22.22% (2)	0% (0)	33.33% (3)	22.22% (2)	9	0	1.52	3.11

<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	33.33% (3)	66.67% (6)	0% (0)	0% (0)	9	0	0.47	2.67
<b>Difficulty of subject matter</b>	0% (0)	44.44% (4)	55.56% (5)	0% (0)	0% (0)	9	0	0.5	2.56

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	9	0	0.47	4.67
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	0% (0)	22.22% (2)	22.22% (2)	55.56% (5)	9	0	0.82	4.33
<b>When this course began I believed I could master its content.</b>	0% (0)	0% (0)	11.11% (1)	44.44% (4)	44.44% (4)	9	0	0.67	4.33
<b>My background prepared me well for this course's requirements.</b>	0% (0)	0% (0)	33.33% (3)	55.56% (5)	11.11% (1)	9	0	0.63	3.78
<b>Overall, I rate this instructor an excellent teacher.</b>	11.11% (1)	22.22% (2)	0% (0)	44.44% (4)	22.22% (2)	9	0	1.34	3.44
<b>Overall, I rate this course as excellent.</b>	11.11% (1)	11.11% (1)	11.11% (1)	33.33% (3)	33.33% (3)	9	0	1.33	3.67

## Qualitative

### Comments -

- One of the most engaging professors I have ever had. Letting us learn at our own pace was unique and worked.
- Clear and concise syllabus. It was a bit confusing going back and forth from syllabus to assignment details page.
- this class had such potential, but then when you tried to integrate so many different media platforms, all of the learning got lost in the reddit posts/ infographics and twitter feeds. I was excited to take this class and learn concepts from someone who studied it in depth, but the self-directed learning style was awful. I only learned what I did in my infographic, and wanted to learn more concepts in an actual lecture style. A big let-down.
- This was easily my favorite class I have taken. I think it it a great learning experience to have us each choose a topic that we are motivated to excel in. Most classes, I do not retain a lot of information because there is no impact on my life, such as Japan in the Modern World. This class allowed me to pursue something that I am passionate about which is something i cannot say about many classes at all. You have been one of my favorite instructors in college and hope you plan on staying at loras and impacting many more lives as you did mine. Take Care
- I liked this course but the explanations were often confusing. I liked the incorporation of different social media sites.
- There are some things that worked in this class and some that did not. What did work was the semester long motivational project that we had freedom to make our own. I think everyone loved that, it was good for me to do, and I enjoyed hearing about how my classmates' projects were going as well. It was also neat to see our own experiences in relation to the research. The infographics worked as well. I had never made one before, and I found it a welcome break from writing papers. It was also fun to present and to see others' infographics. What did not work was the day-to-day learning of course material. The scientific articles posted for each day were interesting and relevant I am sure, but I stopped reading them after the first couple of weeks because I really didn't have time to read a thick scientific article three times a week. Also, learning about a topic by reading a research article like those is not the best way to introduce a topic (I think many of my peers would agree). It would be hard to read, understand, and appreciate an article on a topic that we haven't even learned on a basic level yet. Then, when we got to class, we would be asked to answer the quiz (which can easily be done by quickly looking up the concept) then discuss the topic. While we did have some good discussions about some of the topics because they truly are interesting topics, I think we were super hindered in the fact that we never were really taught the theories in class, at least not in a way that facilitated learning for most people. I would have preferred if there was a more textbook styled approach for learning about each topic, and then having discussions or finding research about it. I think what we tried to do in class is good, but it really needs more structured learning to happen first for the research article and discussion portion to be meaningful. I appreciate that this class tried to be different from the textbook approach to a class, and a lot of the different things are good ideas, but I don't think you can just get rid of all traditional teaching methods and expect us to just learn these theories on our own. Overall, we had good discussions and I liked the projects, but I don't feel like I learned very much about motivational and emotional theory besides what I had to understand to include in my infographics. Also, I know the social media usage is part of some intellectual community initiative or something, but I really hated it. I would much rather have elearn be the sole place all the quizzes and articles are posted. elearn is user-friendly and makes it nice for students to have everything for all classes on one interface. The addition of reddit was confusing at first, and just annoying once we got used to it, and I don't like using twitter, so I don't think that is helpful for a class. Bottom line is, social media is public and is not something everyone likes or wants to associate with class, so requiring it for a class isn't fair.
- 1.Honestly, I hardly read the research articles on eLearn, not because they weren't interesting but because they weren't due. College students won't read it unless its due or talked about in class. Instead of doing the daily quiz, I think you should assign the articles to a person, so they spend the first 2-5 minutes of class explaining the article, kind of like a news update. 2. I like the conversational style of class and learning to apply topics to our lives. 3. If you are going to do a peer review, have things actually due, like an annotated bib or a certain number of sources. 4. Be more clear on deadlines, it was really confusing and frustrating to think I was missing something or forgetting something. I get that you want to give us freedom to make the project our own, but we also need stricter guidelines or a rubric. 5. Maybe have last infographic and experiential project not due at same time, so the first infographic due a little before midterms, second one due before Thanksgiving, and then experiential project due during finals, because working on two projects for the same class I feel hurt both of my last assignments\ 6. Liked the idea of the infographic and semester-long project, nice break from traditional tests