

# L.NEU 301 (1): Neuropsychiatric Diseases

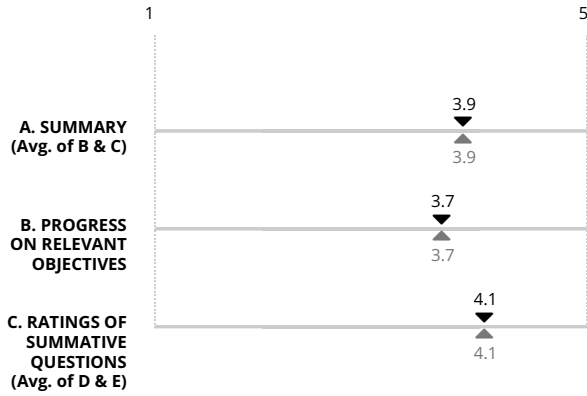
Spring 2017 | Jake Kurczek | Course CIP Code: 26.15

15 | Students Enrolled  
 11 | Students Responded  
 73.33% | Response Rate

## Summative

▼ | Adjusted  
 ▲ | Raw  
 [ ] | 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	4	4
E. Excellent Course	4.1	4.1

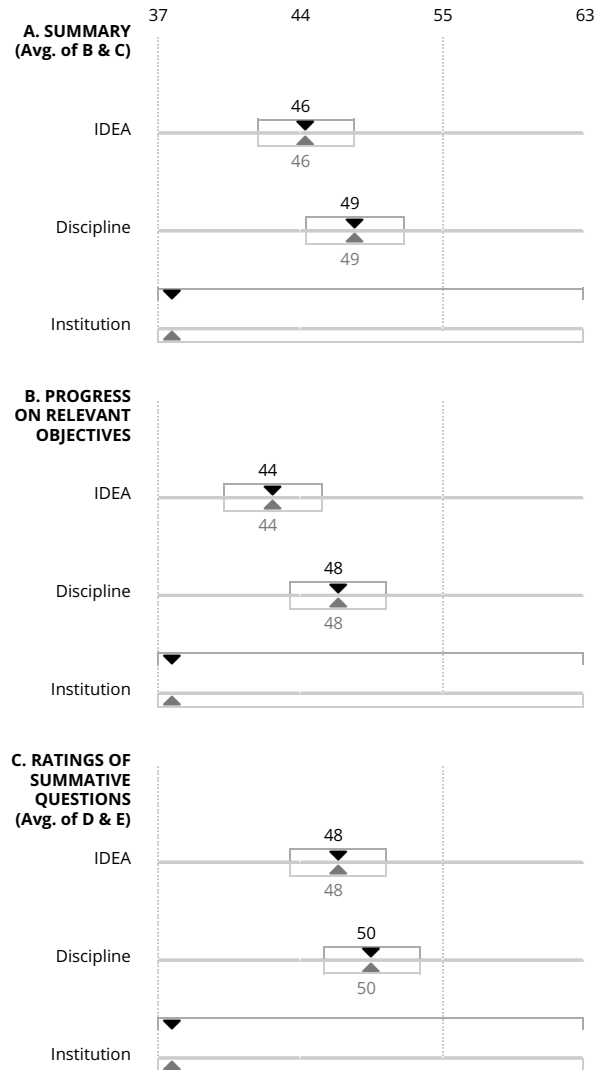
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	45
Discipline	48	48
Institution		
E. Excellent Course		
IDEA	50	50
Discipline	51	51
Institution		

**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**



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	4.2	4.2	0	73	51	51	52	52		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.5	18	55	43	43	51	51		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.6	3.6	9	55	41	41	45	45		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	3.9	9	73	46	46	49	49		
Acquiring skills in working with others as a member of a team	M	3.4	3.4	18	55	42	42	43	43		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	3.7	18	73	49	49	56	56		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.7	3.7	9	64	48	48	51	51		
Developing skill in expressing myself orally or in writing	I	3.8	3.8	9	82	49	49	53	53		
Learning how to find, evaluate, and use resources to explore a topic in depth	E	3.5	3.5	27	55	42	42	46	46		
Developing ethical reasoning and/or ethical decision making	M	3.2	3.2	36	45	38	38	46	46		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.5	3.5	9	45	41	41	47	47		
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.8	9	64	47	47	51	51		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.3	18	36	41	41	42	42		

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.8	59	55	
Difficulty of subject matter	3.6	55	47	

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.3	63	58	
I really wanted to take this course regardless of who taught it.	4.1	58	56	
When this course began I believed I could master its content.	3.9	50	51	
My background prepared me well for this course's requirements.	3.9	53	55	

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.8	9% (1 or 2) 64% (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	4.4	9% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.4	27% (1 or 2) 55% (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	9% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.4	0% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.1	18% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.2	9% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.3	27% (1 or 2) 45% (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	18% (1 or 2) 73% (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	4.5	0% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
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<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.1	9% (1 or 2) 73% (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	4.5	0% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

**Quantitative**

<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>Found ways to help students answer their own questions</b>	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	9.09% (1)	9.09% (1)	0% (0)	27.27% (3)	54.55% (6)	11	0	1.31	4.09
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	9.09% (1)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	0.94	4.18
<b>Demonstrated the importance and significance of the subject matter</b>	9.09% (1)	0% (0)	27.27% (3)	27.27% (3)	36.36% (4)	11	0	1.19	3.82
<b>Formed teams or groups to facilitate learning</b>	0% (0)	9.09% (1)	0% (0)	27.27% (3)	63.64% (7)	11	0	0.89	4.45
<b>Made it clear how each topic fit into the course</b>	9.09% (1)	0% (0)	0% (0)	27.27% (3)	63.64% (7)	11	0	1.15	4.36
<b>Provided meaningful feedback on students' academic performance</b>	18.18% (2)	9.09% (1)	27.27% (3)	18.18% (2)	27.27% (3)	11	0	1.42	3.27
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	9.09% (1)	9.09% (1)	9.09% (1)	36.36% (4)	36.36% (4)	11	0	1.27	3.82
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
<b>Explained course material clearly and concisely</b>	18.18% (2)	9.09% (1)	18.18% (2)	27.27% (3)	27.27% (3)	11	0	1.43	3.36

<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)	27.27% (3)	72.73% (8)	11	0	0.45	4.73
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	9.09% (1)	36.36% (4)	54.55% (6)	11	0	0.66	4.45
<b>Introduced stimulating ideas about the subject</b>	9.09% (1)	0% (0)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	1.16	4.09
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	27.27% (3)	72.73% (8)	11	0	0.45	4.73
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	11	0	0.5	4.55
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	9.09% (1)	27.27% (3)	63.64% (7)	11	0	0.66	4.55
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	27.27% (3)	9.09% (1)	0% (0)	18.18% (2)	45.45% (5)	11	0	1.72	3.45
<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)	0% (0)	27.27% (3)	27.27% (3)	45.45% (5)	11	0	0.83	4.18
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	9.09% (1)	9.09% (1)	27.27% (3)	27.27% (3)	27.27% (3)	11	0	1.23	3.55
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	9.09% (1)	36.36% (4)	36.36% (4)	18.18% (2)	11	0	0.88	3.64
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	9.09% (1)	18.18% (2)	45.45% (5)	27.27% (3)	11	0	0.9	3.91
<b>Acquiring skills in working with others as a member of a team</b>	18.18% (2)	0% (0)	27.27% (3)	36.36% (4)	18.18% (2)	11	0	1.3	3.36
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	9.09% (1)	9.09% (1)	9.09% (1)	45.45% (5)	27.27% (3)	11	0	1.21	3.73
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	9.09% (1)	27.27% (3)	45.45% (5)	18.18% (2)	11	0	0.86	3.73
<b>Developing skill in expressing myself orally or in writing</b>	9.09% (1)	0% (0)	9.09% (1)	63.64% (7)	18.18% (2)	11	0	1.03	3.82
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	27.27% (3)	18.18% (2)	27.27% (3)	27.27% (3)	11	0	1.16	3.55
<b>Developing ethical reasoning and/or ethical decision making</b>	9.09% (1)	27.27% (3)	18.18% (2)	27.27% (3)	18.18% (2)	11	0	1.27	3.18
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	9.09% (1)	45.45% (5)	27.27% (3)	18.18% (2)	11	0	0.89	3.55
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	9.09% (1)	27.27% (3)	36.36% (4)	27.27% (3)	11	0	0.94	3.82
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	9.09% (1)	9.09% (1)	45.45% (5)	18.18% (2)	18.18% (2)	11	0	1.14	3.27
<i>The Course: 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)	0% (0)	36.36% (4)	45.45% (5)	18.18% (2)	11	0	0.72	3.82
<b>Difficulty of subject matter</b>	9.09% (1)	0% (0)	36.36% (4)	27.27% (3)	27.27% (3)	11	0	1.15	3.64

<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)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
<b>When this course began I believed I could master its content.</b>	0% (0)	9.09% (1)	27.27% (3)	27.27% (3)	36.36% (4)	11	0	1	3.91
<b>My background prepared me well for this course's requirements.</b>	0% (0)	9.09% (1)	27.27% (3)	27.27% (3)	36.36% (4)	11	0	1	3.91
<b>Overall, I rate this instructor an excellent teacher.</b>	9.09% (1)	9.09% (1)	0% (0)	36.36% (4)	45.45% (5)	11	0	1.28	4
<b>Overall, I rate this course as excellent.</b>	0% (0)	18.18% (2)	0% (0)	36.36% (4)	45.45% (5)	11	0	1.08	4.09

## Qualitative

### Comments -

- It was hard to answer some of these questions about you because you did not really teach the class. I wish you would shared your knowledge on the subject matters more frequently. I would have liked feedback in the beginning about how my reflections were looking so I knew if I had to change them. Also I wish the grades would have been updated as we went so each set of questions or reflections at a time.
- Material seems scattered and does not feel like I have learned a lot over the course of the semester.
- My suggestion would be to get feedback earlier in the semester. It is really hard to change things that we are doing for class if we just got feedback as to what we are doing wrong two weeks before finals. At this point we have already completed everything for the most part and cannot change how we did our reflections. Earlier in the semester, I remember you mentioning that if we didn't hear from you on the topic of our questions and reflections that ours was perfectly fine. When the grades were posted onto eLearn this was not represented at all. So i would suggest that you give feedback more regularly so this does not become an issue in future classes. I know that I would have definitely changed how I was doing mine, but I just thought since I did not hear from you that mine were fine.
- I liked how we were learning new things every day and how he encouraged us to look further into what we were learning about. The structure of the class allowed us to decide what we wanted to take away from the course which I thought was beneficial because it helped me to focus on retaining information rather than memorizing and regurgitating.
- I think it'd be better if there was 2-3 student teachings per day, rather than one a day. Like group together certain topics, have a student for each, then the next day you yourself go through an overview. It would lessen stress on everyone, and would also give you more opportunities to teach. Also, the whole portfolio/artifacts things was confusing. Some of the major artifact options are a LOT harder than others, and some of the minor artifacts should definitely be considered major artifacts (10-minute animation, the 10 minute video, etc). Also, at some point early in the semester, you had a picture of a Nintendo DS up on your PowerPoint, but called it a Wii. Also you made us get twitter accounts that we didn't use
- I really liked taking a course with Jake. I felt as if he was very knowledgeable and was able to explain and help me with anything I needed. I also liked how quickly he responds to emails. Overall I would recommend this course to anyone.
- I absolutely loved the creative nature of the class...the portfolio assignment encouraged creativity beyond simply writing essays or papers. I really enjoyed the lack of exams and focus on the reflections and portfolio, as I think I actually retained more information. I like the discussion based nature of the class as well. For someone who does not have much of a neuroscience background, I was eased in to the concepts.
- Good, Fun class :)
- I really enjoyed flipping the classroom and learning through the projects. However, I wish there was more instruction on the material so there were more learning opportunities and you are able to explain the neurological aspects of disorders better than students are able to.
- had a great time in class and learned alot . thank you for all the hard work u put into teaching us .