

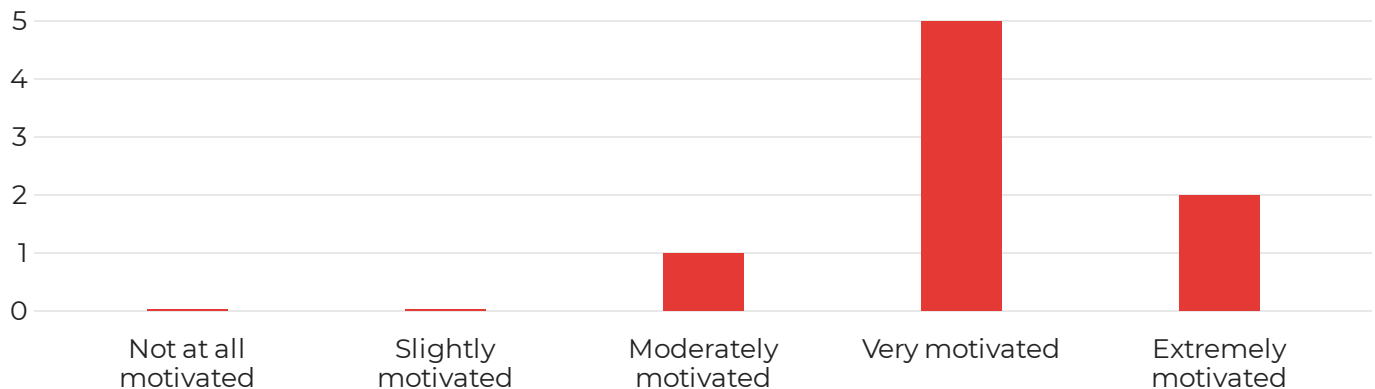
PSY102: Introduction to Cognitive Psychology

Summer 2019, Instructor: Christina Bejjani

Final Course Feedback Survey

Characteristics of the Students

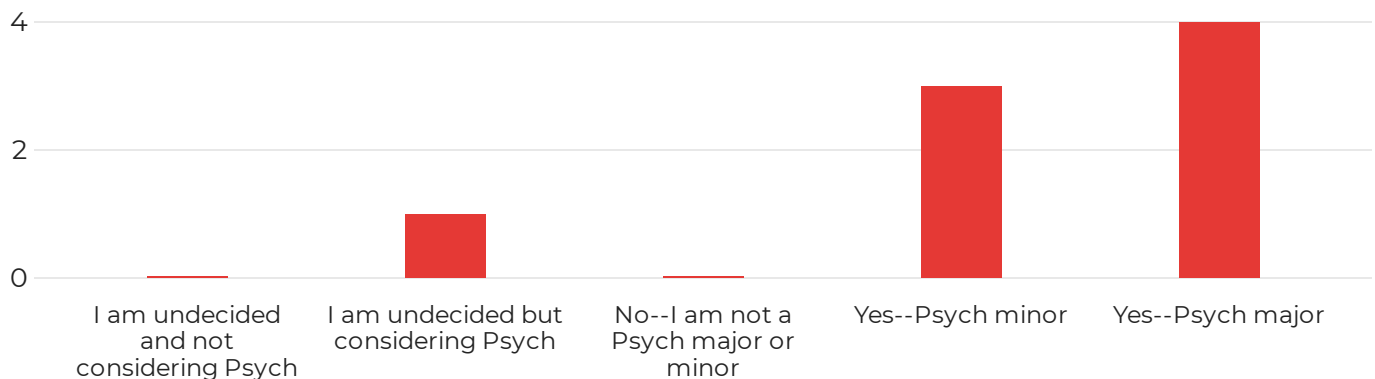
How motivated were you to learn the material in this course?



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



Are you a Psych major or minor?



Understanding how students felt about the course

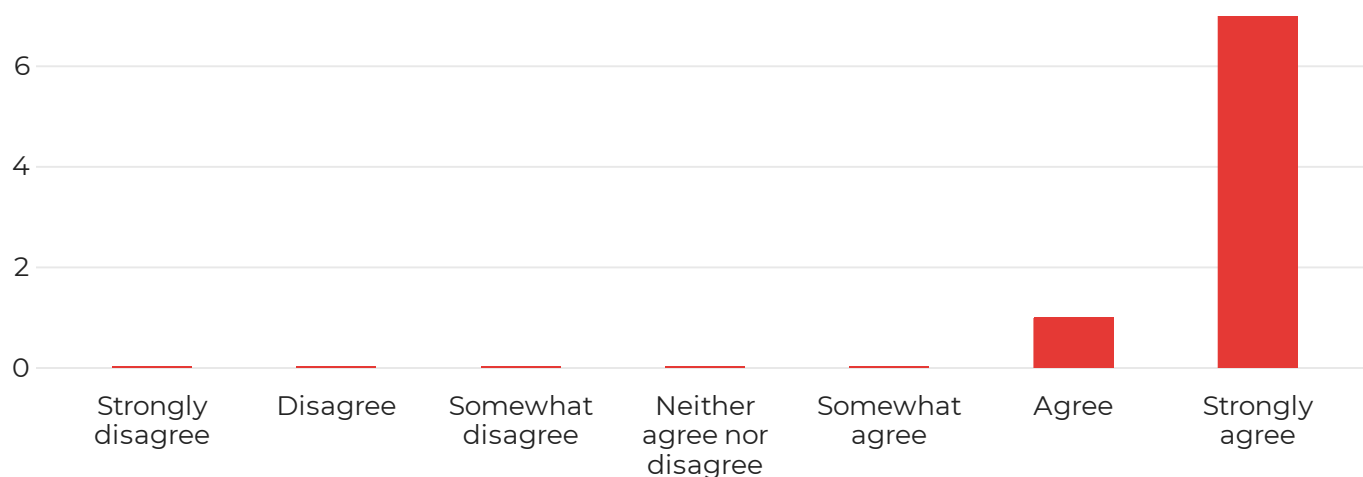
Class Overall

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

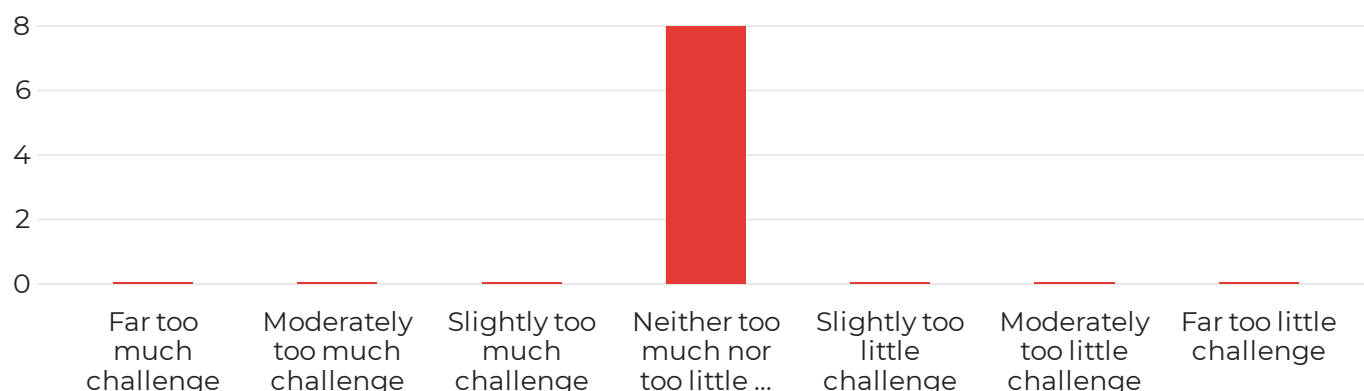
My class:

Field	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
... is interesting and engaging.	0	0	0	0	0	2	6
... goes into depth about the topics we cover.	0	0	0	0	3	0	5
... is an appropriate level of difficulty.	0	0	0	0	0	2	6
... had an appropriate level of interactive components.	0	0	0	0	1	1	6
... challenges and develops my thinking.	0	0	0	1	0	1	6
... feels like a community.	0	0	0	0	0	0	8

I feel comfortable participating in class.



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



What do you like about the class?

I enjoyed the discussions we had as a class since it made me actively think about the material.

It is very welcoming and the class atmosphere is conducive to participating

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.

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 loved the community and the topics we covered

The active discussion we had regarding current research in the field. The class was very fairly constructed and fun and engaging.

I liked that we focused on research instead of only book chapters

I liked that we had a lot of freedom to take our learning in whatever direction we wanted.

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

N/A

focus a little more on content in the beginning fo the course

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.

Maybe in the wording of some of the quiz questions. They were just a little confusing.

No

The lecture format

none. she did a fantastic job

Less crammed in work at the end

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

N/A

Perception; it would be helpful to provide definition for perception

I think that memory should have been focussed on more.

Emotion and Decision-making

Quiz prep

Clarity of lectures

certain topics were grazed over without much depth

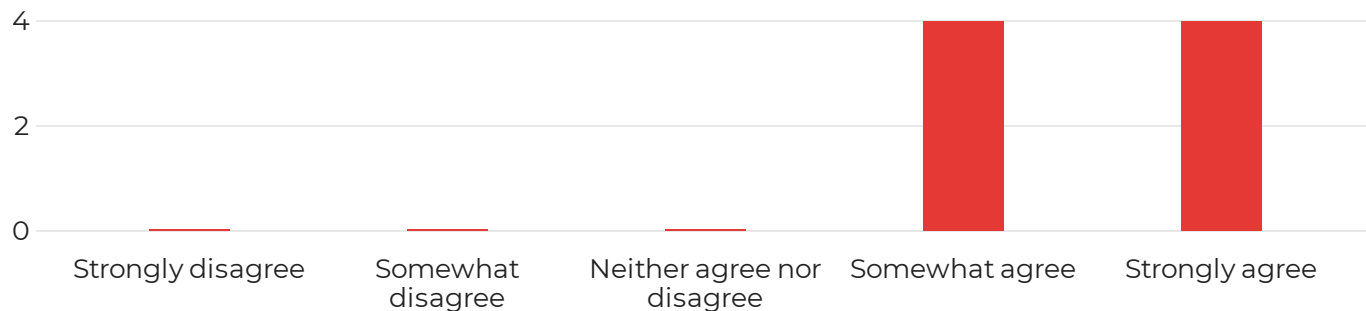
spreading out the work

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

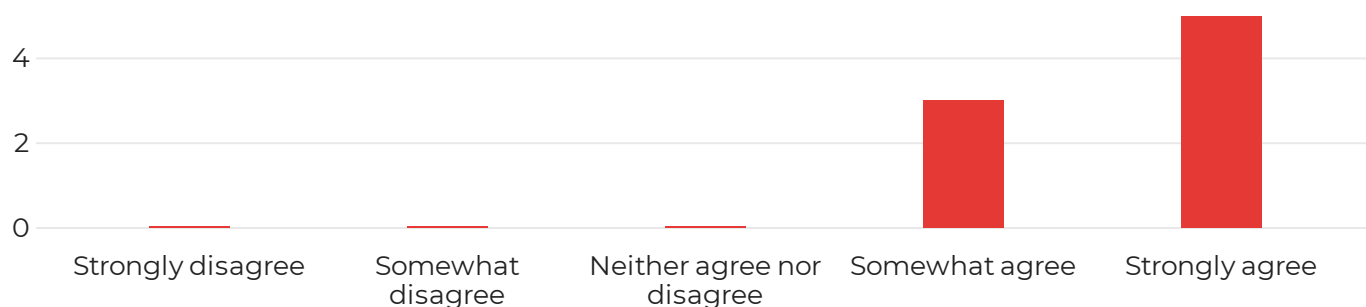
Yes [100%, 8]

My SoTL research and teaching mentor, Dr. Bridgette Martin Hard, developed a "Course Engagement" scale, which is comprised of the 5 items described below.

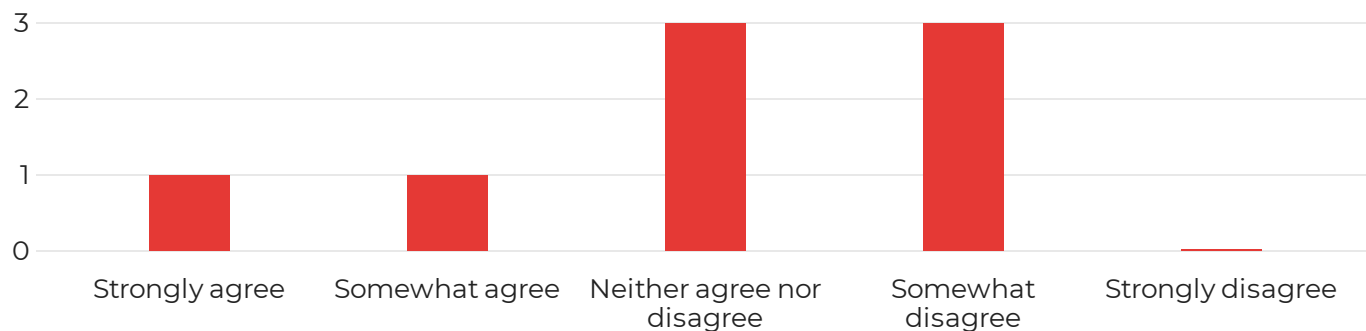
The content of PSY 102 truly interests me.



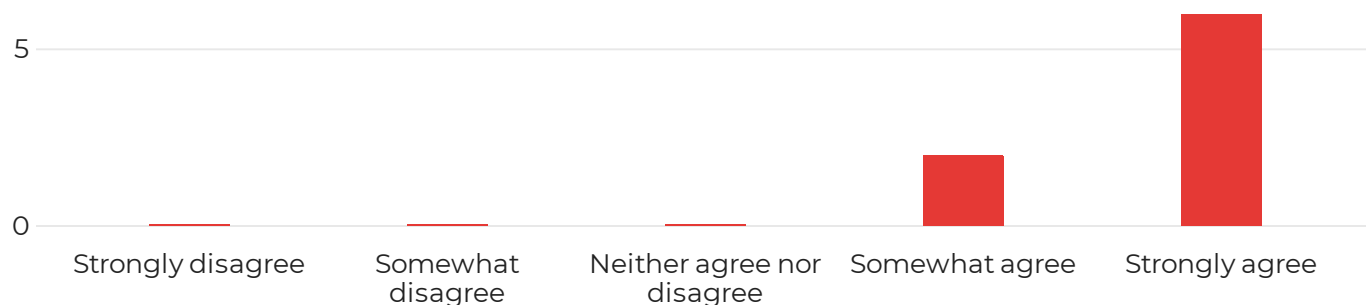
In PSY 102, I have found topics that I am excited and passionate about.



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



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



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



In response to the prompt, "Why are you taking this course?", you wrote the following: "[Field-whycourse]" Has this course fulfilled those reasons?

Yes. It has also made me a better consumer of scientific research.

yes

yes

Yes

Very much so

Heck yeah

Yes

yes

In response to the prompt, "Briefly describe your goals for taking this course", you wrote the following: "[Field-goalscourse]" Have you fulfilled those goals by taking this course?

Yes

yes

yes

Somewhat, however, we did not go too much in depth about brain structure

Yes

Heck yeah

Very much so

yes

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?

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.

Yes!

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, extremely.

Yes

Yes

It is spot on

yes

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

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

Understanding how students felt about the course instructor

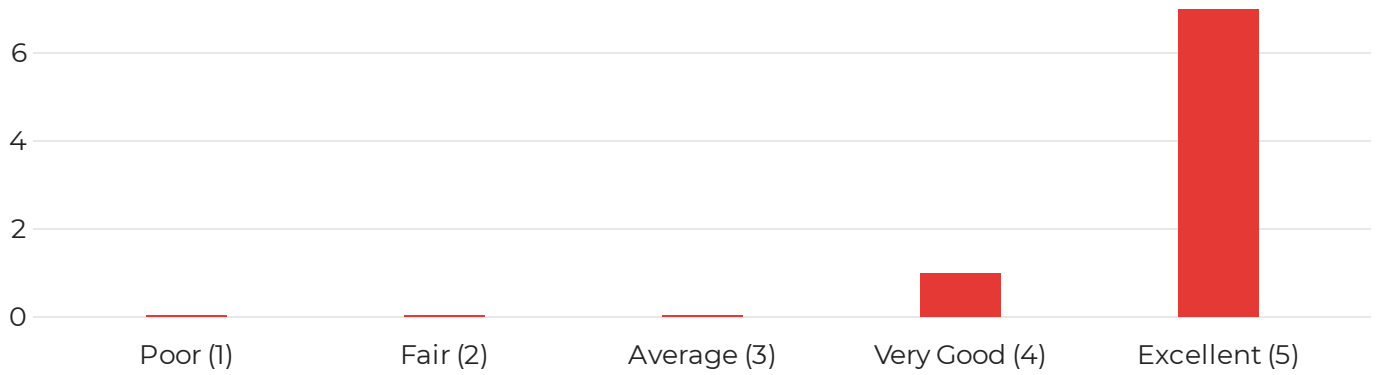
Please rate your agreement with each of the follow statements.

Professor Christina Bejjani:

Field	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
...was prepared for class.	0	0	0	0	0	1	7
...made class interesting and engaging.	0	0	0	0	0	2	6
...presented material clearly.	0	0	0	0	1	2	5
...answered questions clearly and concisely.	0	0	0	0	1	2	5
...was effective at getting students thinking.	0	0	0	0	0	2	6
...had a positive and encouraging attitude toward students.	0	0	0	0	0	1	7
...was available and responsive when I needed help.	0	0	0	0	0	1	7
...cared about supporting my learning.	0	0	0	0	0	1	7
...provided helpful feedback on the writing assignments.	0	0	0	0	0	0	8
...evaluated my work fairly.	0	0	0	0	0	1	7

...made positive improvements to the course based on student feedback at the mid-semester.	0	0	0	0	0	0	8
...created an inclusive environment for students.	0	0	0	0	0	1	7

Professor Bejjani's overall teaching effectiveness:



In what way could the instructor better support your learning?

N/A

na

Maybe by offering office hours?

n/a

Communicated very well, making me feel heard

More concrete examples to help demonstrate difficult topics

she did everything she could to support it. very happy with her performance

She was great

Understanding how students felt about the summative assessment

Weekly Quizzes

Instead of having three giant tests, we had six low-stakes weekly quizzes where you could correct your mistakes and 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 and science communication feel relevant.

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

Field	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)
number of quizzes	0	0	1	3	4
format of quizzes	0	0	3	4	1
how well quizzes tested your knowledge	0	0	1	4	3
how well quizzes contributed to your learning	0	0	1	4	3
how well the additional practice items at the back of slides helped	0	0	0	3	5

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

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.

N/A

N/A

N/A

More multiple choice but shorter lengths

Questions at times were a bit vague, I would suggest more specific knowledge testing questions.

I liked the format of the quizzes. other than questions about readings, the quizzes were pretty good

no

Understanding how students felt about the academic articles & science communication

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.

Field	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)
number of articles (no more than 2 per day)	0	1	2	3	2
overall article accessibility	0	0	0	4	4
overall article quality (how interesting it was)	0	0	0	6	2
how the articles illustrated current cog psych research	0	0	2	1	5
how articles were interspersed with other material (podcasts, textbook chapters, etc.)	0	0	0	3	4
how the articles were used in relation to science communication	0	0	1	3	3
the Duke articles chosen	0	0	0	2	5

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

N/A

sometimes I feel like we read ahead, and some of the super cognitive articles are hard to understand without having the knowledge background

N/A

N/A

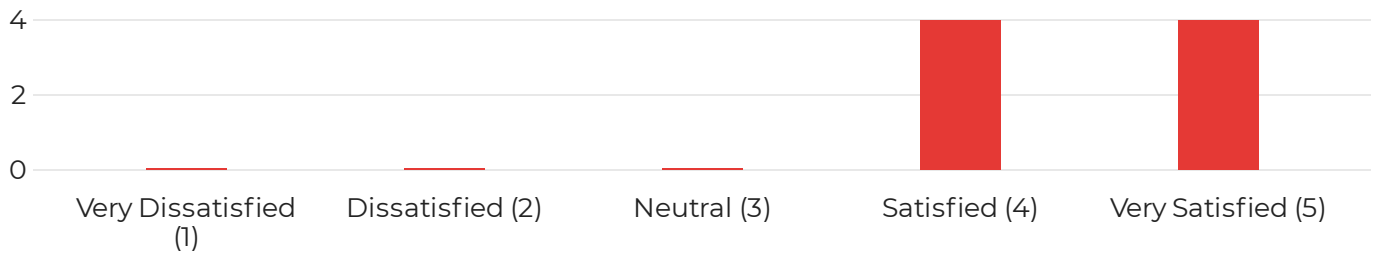
No, I enjoyed most of them

N/A

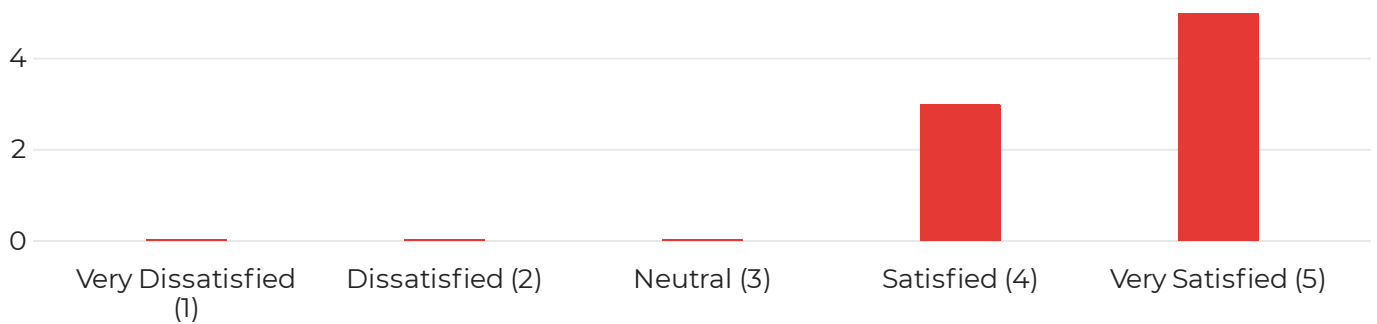
nah

no

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?



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:



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

N/A

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.

N/A

N/A

I really enjoyed this class!

N/A

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

no

Understanding how students felt about the open pedagogy approach

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 and 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.

Field	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)
design of the website	0	0	2	1	5
resources available as student	0	0	0	1	7
seeing the website change over time	0	0	0	3	5

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

N/A

N/A

N/A

It was a little annoying how a new tab would open up every time a new lesson plan was clicked.

No

Needing a new window for each weekly plan got really annoying after a while

N/A

no

Understanding how students felt about the formative assessment

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 & SciSum, 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.

Field	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)
peer feedback on early assignments	0	0	1	3	4
how well the feedback gave you a goal to work towards	0	0	0	2	6
how specific and concrete the feedback was	0	0	0	4	4
how well the feedback improved your writing	0	0	0	3	5
how well the feedback improved your communication skills	0	0	1	1	6

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

N/A

Thank you for all the detailed feedbacks!

N/A

N/A

I did not like it when we placed the assignments on the wall and left comments

N/A

no

no

Understanding how students felt about the SciComm assignments

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).

Field	Not At All Useful	Not So Useful	Somewhat Useful	Very Useful	Extremely Useful
Headlines	0	0	3	0	5
Tweet Summaries	0	2	1	1	4
Opening SciComm paragraph	0	0	1	3	4
SciComm pitch	0	1	1	2	4
Multiple SciComm paragraphs	0	0	1	2	5
Opening SciSum paragraph	0	0	0	4	4
Biography of Wikipedia profile	0	0	2	1	5
Outline of Duke SciComm piece	0	0	0	0	8
Multiple SciSum paragraphs	0	0	1	1	6
Draft of Duke SciComm piece	0	0	0	1	7
Outline of SciSum piece	0	0	0	1	7
Outline of Wikipedia research profile	0	1	1	1	5

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

I typically don't make outlines, but in this class, they really helped me successful and quickly finish my papers

na

N/A

N/A

I really enjoyed how it was all broken down

N/A

I like the idea of breaking down assignments

i wish we didnt have to start a new paper for the scisumm so late

Understanding how students felt about their agency in their own learning

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.

Field	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)
self-grading your participation	0	0	1	1	6
choosing articles for assignments	0	0	0	1	7
dropping your two lowest quiz scores	0	0	0	0	8
dropping your two lowest participation scores	0	0	1	1	6
correcting items on the quiz	0	0	2	0	6
how your feedback was taken into account for course design generally	0	0	0	1	7
giving daily feedback via minute papers	0	1	1	1	5

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

no