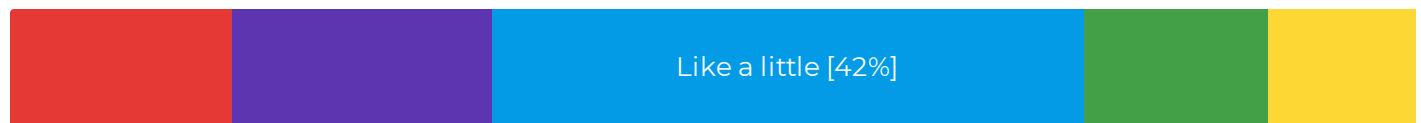


NEUR212/PSY257: Introduction to Cognitive Neuroscience

Fall 2017, Instructor: Tobias Egner
TA: Christina Bejjani
Survey on Academic Articles

Please rate the response articles according to how much you enjoyed reading and writing about them.

Fox et al. (2005):



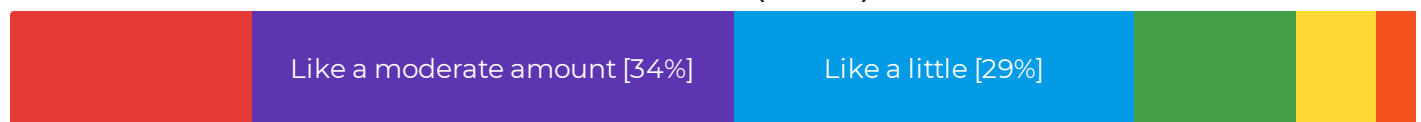
- Like a great deal [16%, 6]
- Like a moderate amount [18%, 7]
- Like a little [42%, 16]
- Neither like nor dislike [13%, 5]
- Dislike a little [11%, 4]
- Dislike a moderate amount [0%, 0]
- Dislike a great deal [0%, 0]

Gauthier et al. (2000):



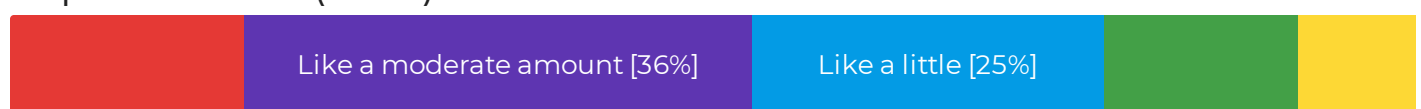
- Like a great deal [29%, 10]
- Like a moderate amount [23%, 8]
- Like a little [17%, 6]
- Neither like nor dislike [6%, 2]
- Dislike a little [14%, 5]
- Dislike a moderate amount [6%, 2]
- Dislike a great deal [6%, 2]

Kanwisher, McDermott, and Chun (1997):



- Like a great deal [17%, 6]
- Like a moderate amount [34%, 12]
- Like a little [29%, 10]
- Neither like nor dislike [11%, 4]
- Dislike a little [6%, 2]
- Dislike a moderate amount [3%, 1]
- Dislike a great deal [0%, 0]

Asplund et al. (2010):



- Like a great deal [17%, 6]
- Like a moderate amount [36%, 13]
- Like a little [25%, 9]
- Neither like nor dislike [14%, 5]
- Dislike a little [8%, 3]
- Dislike a moderate amount [0%, 0]
- Dislike a great deal [0%, 0]

Maguire and Mullally (2013)



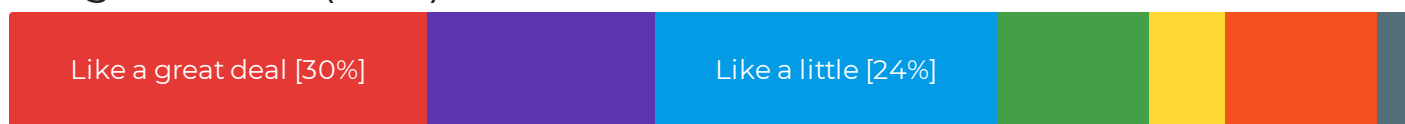
- Like a great deal [31%, 11]
- Like a moderate amount [17%, 6]
- Like a little [17%, 6]
- Neither like nor dislike [23%, 8]
- Dislike a little [11%, 4]
- Dislike a moderate amount [0%, 0]
- Dislike a great deal [0%, 0]

Braver (2012):



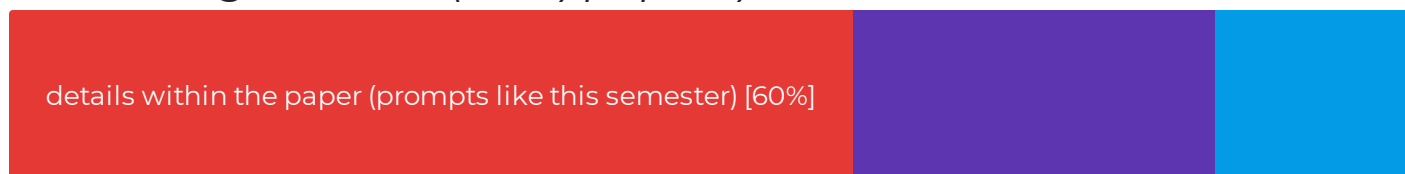
- Like a great deal [23%, 8]
- Like a moderate amount [29%, 10]
- Like a little [23%, 8]
- Neither like nor dislike [17%, 6]
- Dislike a little [9%, 3]
- Dislike a moderate amount [0%, 0]
- Dislike a great deal [0%, 0]

Delgado et al. (2016):



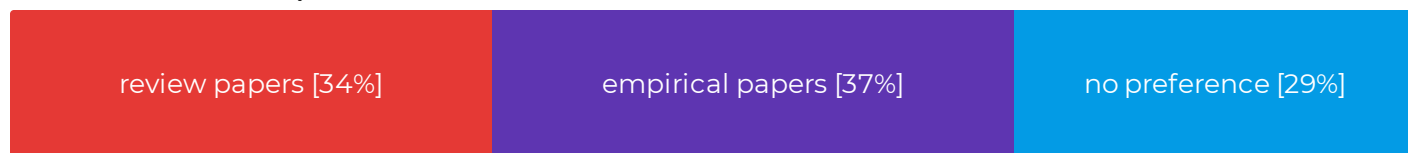
- Like a great deal [30%, 11]
- Like a moderate amount [16%, 6]
- Like a little [24%, 9]
- Neither like nor dislike [11%, 4]
- Dislike a little [5%, 2]
- Dislike a moderate amount [11%, 4]
- Dislike a great deal [3%, 1]

Would you prefer response paper prompts oriented to details within the paper (e.g., what you wrote about this semester) or oriented to broad-level thinking (e.g., what are the strengths and weaknesses of the economic valuation perspective as proposed in the Delgado et al (2016) paper?)?



- details within the paper (prompts like this semester) [60%]
- broader-level prompts [26%]
- no preference [14%]

Did you enjoy reading review papers (e.g., Maguire and Mullally; Braver; Delgado) or empirical papers (e.g., Asplund, Kanwisher, Gauthier, Fox) more?



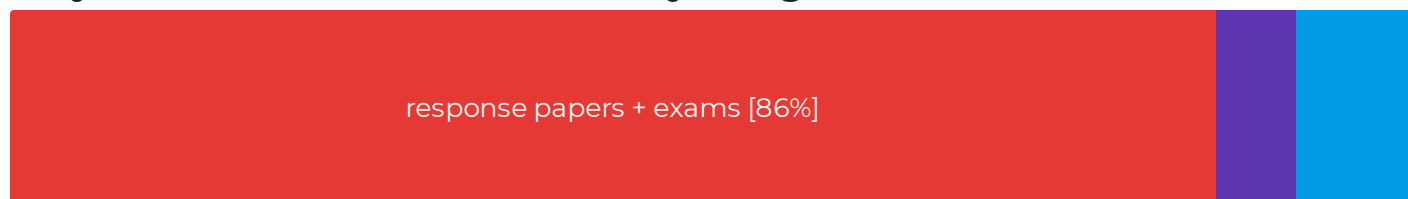
● review papers [34%, 12] ● empirical papers [37%, 13] ● no preference [29%, 10]

Would you prefer to read articles that cover topics before they have been discussed in lecture, while they are being discussed in lecture, or after they are discussed in lecture?



● before lecture (as an introduction) [3%, 1] ● around lecture time (to ground lecture in current research) [54%, 19]
 ● after lecture (after you know the topic better) [37%, 13] ● no preference [6%, 2]

Would you prefer to write response papers and take exams, or only take exams to determine your grade in the course?



● response papers + exams [86%, 30] ● exams only [6%, 2] ● no preference [9%, 3]