

Teaching Evaluations– Joanna Korman

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Introduction to Social and Developmental Psychology

(CEPY0938)

12:45-3:35P MTWRF

June 16-June 27

Metcalf 105

Instructor: Joanna Korman

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Office: Metcalf 403

Office Hours: Wednesday 4-5pm

This two-week course will introduce students to the disciplines of developmental and social psychology through the lens of one capacity important to research in both subfields: having a “theory of mind”. “Theory of mind” refers to a person’s ability to use what they observe about someone’s visible behavior to figure out the “invisible” thoughts, feelings, and motives behind that person’s actions. Psychologists use a range of experimental methods to learn about “theory of mind” in individuals at a range of ages. In this course, we will use existing experimental research on the topic of “Theory of Mind” as a passport to acquiring skills important to the disciplines of social and developmental psychology. These include learning to understand experimental design, evaluate empirical studies critically, and generate testable hypotheses.

How does a young child understand that another person can have beliefs that differ from his own? How does this initial ability grow into a more complex understanding of other people’s perspectives by the age of 6 or 7? Through an in-class simulation of a real experiment, we will also consider how adults, who are more practiced at making sense of other people, efficiently keep track of another person’s perspective during a social interaction. And we will consider cases in which adults are prone to errors in their interpretations of others’ actions.

The concept of “theory of mind” plays an important role in both social and developmental psychology. This course serves as a good springboard for students interested in pursuing further study in these subfields, or for students who are interested in a methodologically and conceptually rigorous introduction to the general study of experimental psychology.

Course goals. Students who complete this course will gain a clear understanding of the concept of “theory of mind,” and its importance to social and developmental psychology. More broadly, students will also gain general facility in reading and critically evaluating articles in the field of

experimental psychology, as well as an understanding of the methodological principles and paradigms employed in this field. Finally, students will begin to develop their skills as experimentalists, such as generating hypotheses and interpreting their own experimental findings.

Format. This course will take an interdisciplinary approach, drawing readings from introductory texts in social and developmental psychology as well as theoretical articles and experimental research in these fields. The course will function **primarily as a seminar**, with short lectures interspersed to introduce key topics. **It is your responsibility to come to class prepared to discuss the assigned empirical and theoretical articles. Lively class participation is crucial to the success of our course.** When I assign textbook reading, this is mostly so you have background before diving into the content of the substantive empirical and theoretical articles. **The more engaged you are with our course readings, the better our seminar will be!** There will also be opportunities in class for group work. One class will be devoted to laboratory time. In this lab, students will participate in an interactive “theory of mind” experiment.

Course materials. Barring technical problems, all course materials will be available to you in hard copy. You do not need to purchase anything from the bookstore. As long as I am able to provide hard copies of the readings, there should be no need for open computers during class, except during designated activities.

Written Work. Writing is a crucial part of the course. Your written assignments allow you to synthesize your thoughts on the readings in preparation for class discussion. They also keep your instructor “up to date” on how you are engaging with the material.

Writing assignments come in three forms. Students will write brief half-page (double-spaced) reading reflections for some classes, a one page critical summary of an empirical article of their choice for **one class**, and a final (about 5-page) paper integrating findings across several course readings. **Please see specific instructions for writing assignments posted on canvas. It is your responsibility to read and follow these instructions.**

Laboratory Exercise. Experiments are the foundation of psychological science. Thus this introductory course aims to introduce students to the basic concepts of experimental psychology as well as the field of “theory of mind” research. Although due to the brevity of the course students are not asked to produce written lab reports, attendance and active participation in the main lab of the course is a crucial part of the course content. Our lab will happen in class on **Thursday, June 19th**. Please make every effort to be there!

Office Hours. I have in-person office hours on **Wednesdays, 4-5pm**. My office is on the fourth floor of Metcalf (Room 403). I welcome you to come by my office, alone or in groups, to discuss ideas for your 1-page paper or final paper, as well as to further discuss course material. Individual appointments outside of office hours are possible, the instructor’s time and schedule permitting.

Evaluation. Evaluation will be based on (1) active, consistent participation in class discussion, (2) the quality and improvement of written work, and (3) successful completion of the lab activity. In accordance with Summer@Brown policy, the instructor will provide individual written evaluations for each student after the course is completed. **You will receive one of two ‘letter grades’ at the completion of the course: either S (‘satisfactory’) or NC (‘no credit’). In order to receive an “S” for the course you must turn in all of the assignments.**

The instructor will evaluate the **one-page paper** and the **final five-page paper** against a college-style rubric, and assign scores so that students can get a feel for college-style evaluation. These scores will also allow students to track their progress from the beginning of the course to the end. Note that the brief half-page responses will **not** be formally scored against a college rubric, although the instructor may choose in some instances to provide informal written comments.

You will be submitting your papers to the Canvas portal. It is your responsibility to ensure that the instructor receives your paper. **A best practice is to double check that your paper has actually been uploaded.**

Student Feedback. Students will have the opportunity to provide suggestions and feedback to the instructor in person during office hours and anonymously on frequent “exit tickets.” For these mini-evaluations, students will be asked to comment on aspects of the days’ class activities that they found enriching or useful, and/or aspects of the activities that they thought could have been changed or improved in some way to help students “get the most out of” the class. Politely worded, constructive feedback is appreciated. These exit ticket evaluations will help the instructor to better adapt the course material and its presentation to the needs of the class as the course progresses.

There will be an opportunity for more extensive anonymous feedback on the instructor and on the course in the students’ final course evaluations.

Policies. All submitted work must be the students’ own. **Copying text or using ideas from any source without citing that source constitutes plagiarism, and will not be tolerated.** Citation of course articles and supplementary material using American Psychological Association (APA) style is encouraged in all papers, as this is the standard citation style used in the field of psychology.

Disability accommodations. If you have a disability that you believe will affect your ability to (for example) keep up with writing assignments or participate in class activities, please notify the instructor and she will work with you to arrange for an accommodation.

Syllabus by Date

Monday June 16th – Introduction: What is the “Theory of Mind?”

No assigned readings

Introductory Lecture, class logistics, & Class Activity

Tuesday June 17th: Representing other minds in the Preschool Years: The False Belief Task and its Variants

Readings:

Wimmer & Perner (1983) – empirical article [designated sections]

Rubio-Fernandez & Guerts (2013) – empirical article

Lecture: Brief intro to Infancy/Infancy methods

Wednesday June 18th: Early Childhood and ‘Mindreading’: Perceiving Goal-directed Action in Infancy

Readings:

Johnson (2000) review article

Woodward (1999) empirical article

A word to the wise: We will devote a good chunk of class to breaking down the methodology used in the Woodward article, and decoding the results.

Thursday June 19th: Laboratory Day and Mind-reading in middle childhood: Beyond False belief

No readings for today – 1st 1-page paper due

Lab goals: Gain the experience of an active participant or observer in a social-psychological experiment. Work with your group to analyze your experience of the experiment in light of what you learn about its purpose.

Friday June 20th: Mindreading in Adulthood: Shortcuts & biases

Readings:

Selections from Gilovich, Savitsky, & Medvec (1998): The illusion of transparency [empirical]

Savitsky (2011): Closeness-communication bias [empirical]

Lecture: When and how do adults succeed at “mind-reading”?

Monday, June 23rd: Autism I: The Theory of Mind Paradox

Readings:

Senju et al. (2009): Mindblind Eyes: An absence of spontaneous theory of mind in Asperger Syndrome [empirical]

Moran et al. (2011): Impaired theory of mind for moral judgment in ASD [empirical]

Excerpts from Frith book: *Autism: Explaining the enigma*

Tuesday, June 24th: Autism II: The Social World from the Viewpoint of Autism

Readings:

Excerpts from Temple Grandin, *Thinking in Pictures*

Klin, Jones, Schultz, Volkmar & Cohen (2002) [empirical]

Lecture: The faux pas task and explanations in TD adults and autism

Wednesday, June 25th: Is Conscious Will an Illusion?

Paper topics due: Individual paper conferences

Readings:

Wegner & Wheatley (1999) [partially empirical]

Excerpts from response to Wegner: Carruthers (2010)

Short lecture: The social psychology of mind perception

Thursday, June 26th: Moral Psychology

Guest lecture by Ryan Miller

Readings:

Young “Edge” review

Plus one additional short empirical piece (TBD)

Friday, June 27th: Mind Perception, Morality, and Social Robots and Catch-up day

Readings:

Gray & Wegner (2007): Dimensions of Mind Perception [empirical]

Briggs & Scheutz (2014): How Robots can Affect Human Behavior [empirical]

Sample student comments

Summer pre-college course '14 (Introduction to Social and Developmental Psychology):

“This course changed my view of human relationships. I learned a lot about the way humans interact with each other, which was very interesting. Most of the things were obvious if I think about it, but it's just something we never think about, so I thought that was really cool. Now I know I need to be less selfish when I'm communicating with my friends!”

“Joanna provided an easy environment for use to raise questions and think critically.”

“I really appreciated how Joanna was open to all of our thoughts and gave us opportunity to participate. After we spoke, she helped us to think further by asking interesting questions which made the discussion more engaging. She also sometimes rephrased what we said in a clearer way so people could understand it better. While lecturing she made us feel engaged and forced us (in a good way obviously) to think and be creative.”

“The small classroom setting was very friendly and everyone's input was interesting and constructive. I felt very comfortable participating, asking questions, and engaging in projects with the other students.”

“I liked that Joanna paid attention to our feedback and modified the course accordingly.”

“I am honestly looking forward to writing my 5-page paper. I know exactly what I'm going to write and I love my topic. Thank you so much. I LOVED THIS COURSE!”

Official Quantitative Evaluations for CEPY 0938, Introduction to Social and Developmental Psychology Summer 2014

Evaluation Template: BASE.XT_PRECOLLEGE_BASE

Evaluation Section Number 2: The Course

Question Number 1: Please choose the appropriate response for each item:

Question Number 1.1: The goals and objectives of this course were clear

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43
Group Total	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43

Question Number 1.2: The course materials (readings, lectures, and course packs) were helpful.

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	3(43.0%)	3(43.0%)	1(14.0%)	0(.0%)	0(.0%)	4.29
Group Total	3(43.0%)	3(43.0%)	1(14.0%)	0(.0%)	0(.0%)	4.29

Question Number 1.3: The course covered topics that interested me

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	5(71.0%)	2(29.0%)	0(.0%)	0(.0%)	0(.0%)	4.71
Group Total	5(71.0%)	2(29.0%)	0(.0%)	0(.0%)	0(.0%)	4.71

Question Number 1.4: I was willing to work hard in this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	4(57.0%)	2(29.0%)	1(14.0%)	0(.0%)	0(.0%)	4.43
Group Total	4(57.0%)	2(29.0%)	1(14.0%)	0(.0%)	0(.0%)	4.43

Question Number 1.5: I found the course intellectually engaging

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average

CEPY0938-01	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86
Group Total	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86

Question Number 1.6: This course gave me a better understanding of the demands of college level learning

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	5(71.0%)	1(14.0%)	1(14.0%)	0(.0%)	0(.0%)	4.57
Group Total	5(71.0%)	1(14.0%)	1(14.0%)	0(.0%)	0(.0%)	4.57

Question Number 2: I learned in this course (select one):

Course Section	more than I thought I would(3)	as much as I expected(2)	less than I thought I would(1)	Average
CEPY0938-01	6(86.0%)	1(14.0%)	0(.0%)	2.86
Group Total	6(86.0%)	1(14.0%)	0(.0%)	2.86

Question Number 3: On average, how many hours per day did you spend working on this course outside of class time?

Course Section	0-1(4)	1-2(3)	3-4(2)	4+(1)	Average
CEPY0938-01	1(14.0%)	4(57.0%)	2(29.0%)	0(.0%)	2.86
Group Total	1(14.0%)	4(57.0%)	2(29.0%)	0(.0%)	2.86

Evaluation Section Number 3: The Instructor

Question Number 1: Please choose the appropriate response for each item

Question Number 1.1: The instructor was consistently well prepared

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86
Group Total	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86

Question Number 1.2: The instructor kept me interested in this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	3(43.0%)	3(43.0%)	1(14.0%)	0(.0%)	0(.0%)	4.29
Group Total	3(43.0%)	3(43.0%)	1(14.0%)	0(.0%)	0(.0%)	4.29

Question Number 1.3: The instructor helped me understand complex questions

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43
Group Total	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43

Question Number 1.4: The instructor inspired me to put substantial effort into this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43
Group Total	3(43.0%)	4(57.0%)	0(.0%)	0(.0%)	0(.0%)	4.43

Question Number 1.5: The Instructor was respectful, friendly and approachable

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86
Group Total	6(86.0%)	1(14.0%)	0(.0%)	0(.0%)	0(.0%)	4.86

Instructor-Solicited Free Response Evaluations for CEPY 0938, Introduction to Social and Developmental Psychology

To enrich my reflective teaching practice, I chose to collect additional evaluations from students in my Summer 2014 pre-college course. This allowed me to ask more targeted summary questions as well as specific questions about activities and practices of the course.

The evaluations below are the complete version of students' open-ended responses (some of which are excerpted in the sample comments, found earlier in this document).

1. Please comment on your learning in this course. What knowledge or skills did this course help you develop?

This course changed my view of human relationships. I learned a lot about the way humans interact with each other, which was very interesting. Most of the things were obvious if I think about it, but it's just something we never think about, so I thought that was really cool. Now I know I need to be less selfish when I'm communicating with my friends! 😊
I have learned so much interesting knowledge about psychology. I got a general basic understanding of this field. I have known that many daily behaviors and habits can be analyzed like this. I am so glad to learn about autism, which I really love.
I had a basic knowledge of psychology. I learned what is the term "theory of mind" being used to human life.
I've learned more about the basics of psychology. I've learned how to use theory of mind to really try to understand what people are thinking. And I've learned how experiments need to be precise and detailed to make sure the results reflect the true nature of our minds.
It helped me develop good reading strategies of empirical papers. I learned a lot about psychology, ToM, and I think that this knowledge + my empirical paper reading skill will help me in college.
Theory of mind, false belief, empirical papers, autism, morality.
This course helped me to get a better sense of what psychology is all about. I never knew what would be taught in class. It was helpful to discuss the article because sometimes it was a bit challenging, but the challenge level went down throughout the course.
I became more aware of what theory of mind is and autism. I've also learned a lot of new things that I wasn't aware were related to psychology, like robots for example.

It helped me to learn and feel more comfortable reading long and dense articles, especially about psychology. I also feel like I understand a bit better human behaviors, the curse of knowledge and of course theory of mind and how it effects us.

Theory of mind! I had never taken a psychology course before this one so I definitely got a taste of what it involves (a lot of it being reading). But mainly it was really interesting to be able to learn about theory of mind capacity and how that changes/enhances with development. I learned how to cite APA style, a skill I will most likely find useful!

I learnt a lot about psychology from this course. Specifically: 1) ToM with false-belief tasks 2) Autism related to ToM & social adaptation 3) conscious will 4) Brain activities & morality 5) Robots behaviors effect on human beings 6) Writing APA style paper

We mainly talked about Theory of Mind. I think this provides one an awesome introduction to psychology.

2. Please elaborate on your responses above, or on anything else you wish to discuss about the course design and content.

I felt like sometimes we focused too much on one specific detail. For example, [for] the first activated we did (writing down three behaviors) I thought we spent too much time on it and although I did learn from the activity I felt like all those [that] time we spent commenting [on] the activity wasn't worth it. But in general I though the couse was effective. Considering it's only 2 weeks course to learn a lot.

I think this course is wonderful. For the first class, I think a more general and easier introduction to psychology will be better because some of us have not had any background in psychology. More explanation of the professional vocabulary will be very useful. For the writing, if Joanna can tell us or teach us more about how to write a college level paper, since some of us have no experience in this [that'd be helpful].

The course materials are very interesting, but somewhat confusing to me. The content of every articles that we read are being discussed during the class, so it helps me to get more thoughts on every topics that we learned.

I like the course design. Everything went in a logical order to me, and all the homework assignments were relevant and usually interesting.

I think that sometimes there was too much on false belief--we did too much reading on it and discussed it too much in class. I didn't like discussing babies because they couldn't verbalize their beliefs, causing a dry/boring/repetitive experiment. I liked discussions of autism and perspective-tracking, but my favorite topic was the illusion of transparency. I wish we had spent more time on the illusion of transparency article as opposed to false belief.

It gave me a very good grasp on the basics, but some details were a bit skinny (?)

It was a lot to understand in a days time because every day I was handed something new.

It was effective in the sense that I now know I want to be getting into psychology in college. Plus, it did help me in a way understand things and human behavior, in a boring way, but I learned nonetheless.

I liked the class but I just felt like the reading was a bit excessive since it wasn't always very useful (we didn't talk about some fo the articles in class).

I didn't think the course was really what I expected in terms of the material with social and developmental psychology. I thought that the developmental aspect lacked some. However, I suppose the fact that we heavily focused on theory of mind combined the two.

I think it is well-designed and the teacher is well prepared every time.

I think we could talk more on how to apply psychological theory in real life other than mostly reading papers.

3. Please elaborate on your responses above, or on anything else you wish to discuss about the instructor.

I really appreciated how Joanna was open to all of our thoughts and gave us opportunity to participate. After we talk, she helps us to think further by asking interesting questions which makes the discussion more engaging. She also sometimes rephrase[s] what we say in [a] clearer way so people can understand it better. While lecturing she makes us feel engaged and force[s] us (in a good way obviously) to think and be creative. The way she taught was pretty effective. The only part I didn't feel like her teaching was effective was when she was explainign math stuff (standard deviation, stats, etc).

Joanna was prepared for every class and our questions. She is eager to answer our questions patiently. The class structure is good, but if there are more labs, then it will be more interesting.

My instructor, Joanna Korman, teaches well and makes the class interesting. The problem is that my self doesn't really understand the course of what we've studied. This is a challenge for me, that this is my first time learning psychology. But, I still enjoy the first time experiment that provides some facts of psychology.

Joanna did a wonderful job in teaching/exploring the material and making class interesting. I literally never got tired of false belief, not even for a second. I was captivated the whole time. One critique I have is that she was slightly insensitive with her wording about disabilities. Earlier today (Friday) she mentioned that people with dementia will talk about nonsense for hours and (maybe it's a personal preference & I'm probably too PC) I prefer to say "a person with autism" rather than "autisitic person" because I think it's important to put the person in front of the illness. I think our class was really fast-paced so we didn't take the tiem to understand that dementia, autism, etc. are actual disabilities taht people experience and we need to be mindful of that and make sure we're not offensive.

It was clear that Joanna had extensive knowledge on topics & experiments & I liked how honest she was about not knowing an answer. She used different techniques in teaching, such as videos & labs, which I liked. I wish we had done another lab. Overall, her teaching was engaging & she had some variety, but sometimes there was too much lecture. Also I think 15 minutes of break instead of 5-10 is fair.

It was very fun! I could tell Joann was interested in what we thought and valued our opinion.

I was glad to know that this class was not lecture based and that its what mad the class more effective and engaging.

I was very excited about this class, and maybe it's my unrealistic high expectations, but it was quite boring and interesting to me.

I liked the way we talked about many subjects, thanks to that, the class was never boring. It felt like always "new" which I found awesome.

I definitely found the readings initially confusing. But talking about them in class cleared up 90% of the confusion. Because we were able to discuss as a class, it was pretty engaging.

<Blank>

Joanna provided an easy environment for use to raise questions and think critically.

4. Please elaborate on your responses above, or on anything else you wish to discuss about the activities we did in the course.

For the debate, I understand why you wanted there to be 2 speakers on each side, but I thought people who didn't have to speak weren't engaged (some not at all), so I think it would've been more effective if you assigned a separate assessment related to the reading for students who didn't have to talk.

All the activities were fun and helpful to learn. The "Temple Grandin" book discussion is my favorite part of the class. Also, the experiments of theory of mind [were] very interesting to do. IT helps me to have a much better understanding of the ToM. However, before the experiment a more easy-understanding instruction will be better.

I really like the lab that we used "theory of mind" to think thoughtfully of [what] our partner is thinking.

a) Explaining partner's behavior: This wasn't super effective because I didn't understand the purpose while I was doing it. I'm still confused about theory of mind. b) I absolutely loved Wimmer/Perner. It was the highlight of the whole course. c) The debate was fun! I felt like it forced everyone to research and understand each viewpoint.

The debate was confusing, irrelevant & boring. I think we should have debated robots like we did on the last day of class--that was simpler and more engaging. I liked the debate, but the topic was too philosophical.

<Blank>

The "conscious will" debate doesn't have an exact answer so that is what was challenging about it.

It wasn't clear to me. Like the whole lesson was a bundle of information and it was just confusing and plain.

<Blank>

Generally, I thought the activities we did that involved direct interaction (like the explaining behaviors activity) were more engaging and proved to be decently effective. The activities that were more engaging were also more effective (a direct relationship!)

<Blank>

I think overall this was really great. However, I think more examples and maybe experiments like the perspective experement that we [are] actually participating [in] will be better.

5. What was your favorite aspect of the course?
Having interesting open discussion.
Love them all! Except the part about statistics, because I just did not get it.
After every topics, we have activities to get more into it.
I really liked the class discussions, especially Wimmer & Perner. I think everyone really understood that one and I was super interested. The debate was great too!
I loved autism & illusion of transparency -- I thought that those units were interesting & engaging. I thought that those were the most applicable units, making them easier to understand.
The psychology (of course!) and the environment. The instructor listened to the whole class and valued our opinions, and the students got on pretty well, too.
Watching psychology-related videos.
Autism
Talking and discussing about a big variety of subjects
Honestly, just learning. My favorite part was learning about autism and reading the Temple Grandin book, because I have long wanted to understand what autism was and not understood.
How everything we talked about was related to each other & effective texts

I loved the class environment. It was easy to focus and learn, raise questions.

6. What was your least favorite aspect of the course?
Too much reading, I guess? But I liked most of them.
See above :)
We read articles everyday.
I didn't like the infant stuff on Day 3. I just thought it was confusing and I didn't really understand the psychology behind it.
I didn't like the debate on will - it was too confusing & philosophical.
I have to admit I was a little confused at some points in the class.
Having to debate about conscious will being or not being an illusion.
Conscious will
The reading
I didn't love the reading, but I understand why it is necessary. I am in no way suggesting that we shouldn't have read the articles, it's just that some of them were kinda tough.
Um... I like it a lot =)

Too many readings and papers...

7. Please provide any additional feedback in the space below.
Thank you so much for everything. I learned so much in 2 weeks and loved the course. You're amazing!!!! :) I'll miss you.
Love this course. It helps me decide I will definitely choose AP Psychology in high school. I found that I really got into psychology. Thanks.
I'm pleasure to be in this class. I'[ve] learned los of information from this class. Thank you!!
I am honestly looking forward to writing my 5-page paper. I know exactly what I'm going to write and I love my topic. Thank you so much. I <u>LOVED</u> THIS COURSE! :)
I liked the course a lot - I learned a ton and I found it interesting.
The empirical articles were pretty onfusing, but most of the questions were cleared up by the end of class.
This 2 week classs, I think, did as well as it could have given the circumstances. A few days could be tweaked but it was an interesting class overall.
Because I love autism so much I found it to be the only thing that's actually engaging, I hope there would be more abnormal mind studies if the course was to be taught again.
<Blank>
Because I haven't taken a psychology course before, I was a little scared that I might not like it (although in theory I would find it interesting). I didn't, so it was good to know that this could b ea possible major for me.
Well, the instructor can be one of the best teachers I have met in my entire life. I really like the course design and find everything engaging and effective. The course opens doorways for me to psychology in a professional and concrete way.

This was a great course. I learnt a lot.

Instructor-Solicited Quantitative Evaluations for CEPY 0938, Introduction to Social and Developmental Psychology Summer 2014

To enrich my reflective teaching practice, I chose to collect additional evaluations from students in my Summer 2014 pre-college course. This allowed me to ask more targeted summary questions as well as specific questions about activities and practices of the course.

Please note the following:

1. The rating scale for these evaluations is the *reverse* of the scale used for official quantitative evaluations above (Here 1 is the *highest/best* rating, and 5 is the lowest).
2. Instructor-solicited evaluations were voluntary and collected on the last day of class. They reflect a larger subset of the class (N = 12, out of a class of 14) than the official evaluations above (N = 7), which were solicited remotely by the University after the conclusion of the course.

Overall Ratings	Mean rating
1) Please indicate your evaluation of the effectiveness of the course overall. 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.88
2) Please rate how effective (at conveying an understanding of the material being studied) the instructor (Joanna Korman) was. 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.67
3) Please rate how engaging (interesting/able to hold my attention) the instructor (Joanna Korman) was. 1 = Very Engaging, 2 = Engaging, 3 = Somewhat Engaging, 4 = Not very engaging, 5 = Not engaging at all	1.67

Ratings of Specific Activities	Mean rating
4) How effective (at conveying an understanding of the material being studied) and engaging (interesting and able to hold your attention) were each of the following class activities? [Please rate each activity on both dimensions]	
A1) "Explaining your partner's behavior" activity on Day 2, 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	2.42
A2) "Explaining your partner's behavior" activity on Day 2, 1 = Very Engaging 2 = Engaging 3 = Somewhat engaging 4 = Not very engaging 5 = Not engaging at all	2.00
B1) Going over the Wimmer/Perner experiment in class 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.62

B2) Going over the Wimmer/Perner experiment in class, 1 = Very Engaging 2 = Engaging 3 = Somewhat engaging 4 = Not very engaging 5 = Not engaging at all	1.96
C1) Theory of mind in the Blind/Deaf activity 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	2.17
C2) Theory of mind in the Blind/Deaf activity 1 = Very engaging, 2 = Engaging, 3 = Somewhat engaging, 4 = Not very engaging, 5 = Not at all engaging	2.08
D1) Laboratory task with objects in the grid - taking your partner's visual perspective 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.33
D2) Laboratory task with objects in the grid - taking your partner's visual perspective 1 = Very engaging, 2 = Engaging, 3 = Somewhat engaging, 4 = Not very engaging, 5 = Not at all engaging	1.33
E1) Discussion of Temple Grandin book 1 = Very Effective, 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.42
E2) Discussion of Temple Grandin book 1 = Very engaging, 2 = Engaging, 3 = Somewhat engaging, 4 = Not very engaging, 5 = Not at all engaging	1.42
F1) "Faux pas" activity for autism 1 = Very Effective 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	2.00
F2) "Faux pas" activity for autism 1 = Very engaging, 2 = Engaging, 3 = Somewhat engaging, 4 = Not very engaging, 5 = Not at all engaging	2.12
G1) Debate on "conscious will" 1 = Very Effective 2 = Effective, 3 = Somewhat Effective, 4 = Ineffective, 5 = Very Ineffective	1.92
G2) Debate on "conscious will" 1 = Very engaging, 2 = Engaging, 3 = Somewhat engaging, 4 = Not very engaging, 5 = Not engaging at all	2.00
8) Rate the following statement: I found the short writing assignment enhanced my learning in the course. 1 = Strongly agree, 2 = Agree, 3 = Neither agree nor disagree, 4 = Disagree, 5 = Strongly disagree	1.92
9) Rate the following statement: I found the instructor's feedback on the short writing assignment helpful. 1 = Strongly agree, 2 = Agree, 3 = Neither agree nor disagree, 4 = Disagree, 5 = Strongly disagree	1.58

Official Quantitative Evaluations for CEPY 0938, Introduction to Social and Developmental Psychology Summer 2013

Evaluation Section Number 2: The Course

Question Number 1: Please choose the appropriate response for each item:

Question Number 1.1: The goals and objectives of this course were clear

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	8(47.0%)	5(29.0%)	4(24.0%)	0(.0%)	0(.0%)	4.24
Group Total	8(47.0%)	5(29.0%)	4(24.0%)	0(.0%)	0(.0%)	4.24

Question Number 1.2: The course materials (readings, lectures, and course packs) were helpful.

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	5(29.0%)	7(41.0%)	5(29.0%)	0(.0%)	0(.0%)	4.00
Group Total	5(29.0%)	7(41.0%)	5(29.0%)	0(.0%)	0(.0%)	4.00

Question Number 1.3: The course covered topics that interested me

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	7(41.0%)	4(24.0%)	5(29.0%)	1(6.0%)	0(.0%)	4.00
Group Total	7(41.0%)	4(24.0%)	5(29.0%)	1(6.0%)	0(.0%)	4.00

Question Number 1.4: I was willing to work hard in this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	5(29.0%)	10(59.0%)	2(12.0%)	0(.0%)	0(.0%)	4.18
Group Total	5(29.0%)	10(59.0%)	2(12.0%)	0(.0%)	0(.0%)	4.18

Question Number 1.5: I found the course intellectually engaging

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
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CEPY0938-01	6(35.0%)	6(35.0%)	4(24.0%)	1(6.0%)	0(.0%)	4.00
Group Total	6(35.0%)	6(35.0%)	4(24.0%)	1(6.0%)	0(.0%)	4.00

Question Number 1.6: This course gave me a better understanding of the demands of college level learning

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01	7(41.0%)	8(47.0%)	2(12.0%)	0(.0%)	0(.0%)	4.29
Group Total	7(41.0%)	8(47.0%)	2(12.0%)	0(.0%)	0(.0%)	4.29

Question Number 2: I learned in this course (select one):

Course Section	more than I thought I would(3)	as much as I expected(2)	less than I thought I would(1)	Average
CEPY0938-01	7(41.0%)	4(24.0%)	6(35.0%)	2.06
Group Total	7(41.0%)	4(24.0%)	6(35.0%)	2.06

Question Number 3: On average, how many hours per day did you spend working on this course outside of class time?

Course Section	0-1(4)	1-2(3)	3-4(2)	4+(1)	Average
CEPY0938-01	0(.0%)	4(24.0%)	9(53.0%)	4(24.0%)	2.00
Group Total	0(.0%)	4(24.0%)	9(53.0%)	4(24.0%)	2.00

Evaluation Section Number 3: The Instructor

Question Number 1: Please choose the appropriate response for each item

Question Number 1.1: The instructor was consistently well prepared

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	9(53.0%)	8(47.0%)	0(.0%)	0(.0%)	0(.0%)	4.53
Group Total	9(53.0%)	8(47.0%)	0(.0%)	0(.0%)	0(.0%)	4.53

Question Number 1.2: The instructor kept me interested in this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
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CEPY0938-01: Korman, Joanna(P)	3(18.0%)	5(29.0%)	7(41.0%)	2(12.0%)	0(.0%)	3.53
Group Total	3(18.0%)	5(29.0%)	7(41.0%)	2(12.0%)	0(.0%)	3.53

Question Number 1.3: The instructor helped me understand complex questions

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	4(24.0%)	8(47.0%)	4(24.0%)	1(6.0%)	0(.0%)	3.88
Group Total	4(24.0%)	8(47.0%)	4(24.0%)	1(6.0%)	0(.0%)	3.88

Question Number 1.4: The instructor inspired me to put substantial effort into this course

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	6(35.0%)	3(18.0%)	7(41.0%)	1(6.0%)	0(.0%)	3.82
Group Total	6(35.0%)	3(18.0%)	7(41.0%)	1(6.0%)	0(.0%)	3.82

Question Number 1.5: The Instructor was respectful, friendly and approachable

Course Section	strongly agree(5)	agree(4)	neutral(3)	disagree(2)	strongly disagree(1)	Average
CEPY0938-01: Korman, Joanna(P)	12(71.0%)	3(18.0%)	2(12.0%)	0(.0%)	0(.0%)	4.59
Group Total	12(71.0%)	3(18.0%)	2(12.0%)	0(.0%)	0(.0%)	4.59