SELF-DEVELOPMENT AT MID-SEMESTER - STUDENT EVALUATION OF TEACHING

3/20/2014   SPRING A.Y. 2013-2014

CAMPUS: DURHAM	COLLEGE: LIBERAL ARTS			
DEPT: PSYC	CREDITS: 4.00	FRESHMEN: 9	FEMALE: 9	MAJOR: 5
CRSE: 401	ENROLLMENT: 19	SOPHOMORES: 5	MALE: 6	NON-MAJOR: 10
SECT: 05	TOTAL STUDENTS RESPONDING: 15	JUNIORS: 1		MAJOR ONLY: 1
CRN: 51873	% STUDENTS RESPONDING: 78.95 %	SENIORS: 0	GENED: 0 13	MINOR: 0
INSTR: Barlow Bonnie		GRADUATE: 0	NON-GENED: 0 2	NON-MINOR: 14
		OTHER: 0	GENED ONLY: 0 9	MINOR ONLY: 0

NUMBER OF STUDENTS EXPECTED THE FOLLOWING GRADE IN THIS COURSE

AVG. EXPECTED GRADE

A -------->	9	A	C
B -------->	5	A-	C-
C -------->	0	B+	D+
D -------->	0	B	D
F -------->	0	B-	D-
PASS/CREDIT ->	1	C+	F
AVERAGE ---->	3.64		

MAJOR AND GEN ED: 4
MINOR AND GEN ED: 0

HOURS SPENT ON THIS COURSE
MEAN: 3.47
MODE: 3.00

NUMBER OF CLASSES MISSED
MEAN: 1.07
MODE: 1.00

NOTE: PERCENTAGES OF RESPONSES BELOW ARE ROUNDED

	STRONGLY AGREE 5		4		3		2		STRONGLY DISAGREE 1		DOESN'T APPLY X		DON'T KNOW Y		OMIT		MEAN	STDEV
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
1. OBJECTIVES CLEARLY PRESENTED	6	40	8	53	1	7	0	0	0	0	0	0	0	0	0	0	4.33	0.617
2. CONTENT REFLECTED OBJECTIVES	7	47	7	47	1	7	0	0	0	0	0	0	0	0	0	0	4.40	0.632
3. ASSIGNMENTS RELATED TO OBJECTIVES	5	33	10	67	0	0	0	0	0	0	0	0	0	0	0	0	4.33	0.488
4. WELL-PREPARED FOR CLASS	8	53	5	33	2	13	0	0	0	0	0	0	0	0	0	0	4.40	0.737
5. PRESENTED MATERIAL EFFECTIVELY	4	27	5	33	6	40	0	0	0	0	0	0	0	0	0	0	3.87	0.834
6. ENCOURAGED DISCUSSION QUESTIONS	11	73	2	13	2	13	0	0	0	0	0	0	0	0	0	0	4.60	0.737
7. ANSWERED QUESTIONS EFFECTIVELY	4	27	8	53	3	20	0	0	0	0	0	0	0	0	0	0	4.07	0.704
8. ENTHUSIASTIC ABOUT SUBJECT	12	80	3	20	0	0	0	0	0	0	0	0	0	0	0	0	4.80	0.414
9. FAIR WITH STUDENTS	11	73	3	20	1	7	0	0	0	0	0	0	0	0	0	0	4.67	0.617
10. AVAILABLE OUTSIDE OF CLASS	10	67	4	27	1	7	0	0	0	0	0	0	0	0	0	0	4.80	0.632
11. SHOWED RESPECT FOR STUDENTS	12	80	3	20	0	0	0	0	0	0	0	0	0	0	0	0	4.80	0.414
12. GRADING DESCRIBED TO STUDENTS	4	27	9	60	1	7	1	7	0	0	0	0	0	0	0	0	4.07	0.799
13. GRADED IN FAIR MANNER	2	13	10	67	2	13	0	0	0	0	0	0	1	7	0	0	4.00	0.555

*** MEAN OF Q1-Q13 (NON-ZERO) MEANS   4.38

	EXCELLENT 5		4		3		2		POOR 1		DOESN'T APPLY X		DON'T KNOW Y		OMIT		MEAN	STDEV
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
14. OVERALL RATING OF INSTRUCTOR	3	20	10	67	2	13	0	0	0	0	0	0	0	0	0	0	4.07	0.594

Bonnie Barlow
Psyc 401-5
Mid semester, Spring 2014

Would like to have more clear exam review.

Bohnie likes to do interactive activities with the class. I understand what she is trying to accomplish but many times they are kind of difficult to explain and very lengthy especially for a 50 minute class. The time it takes to do these activities, I would rather be learning from her in a different way. They seem silly and I don't take away much from them. Other than that, she is a very sweet person. Also goes through powerpoint very quickly.

The slides during class could be on blackboard so if someone misses them they could go back and reread them.

I like having small discussion groups. I also like when there are pictures and videos or even charts/graphs in the lecture.
I don't really like the abstract activities where a person is part of the brain. The activity where we pretended to be researchers in a sleep lab didn't really help me.

The entirety of the course is nicely layed out in the syllabus packet. For the assignments however, I feel like we are being asked to jump through hoops because our grade is determined by many different things. For example, we have no idea how our attendance gets incorporated in our final grade, and I'm a little unsure of how the test grades work. I do like the lectures though, and enjoy the way Bonnie teaches us in class.

I would rather more lecturing and note-taking rather than group activities and discussions. I learn better from looking at a power-point and writing my own notes based off of the slides and you lecturing with the slides.

I think it would be helpful to have the powerpoints on blackboard, and to have a review session before the exams so that we have a better idea of what to study for.

I do not like the activities. They break up the class awkwardly and they really don't help because i'm not in kindergarden. Other than that I think this class it structured fairly well and I enjoy my time here.

15. When going over slides the organization is very confusing. Sometimes we're given a list of items and then we talk about some and not others, but everything shows up on the exam. Also the blackboard collaborate is extremely ineffective.

1. Lecture slides can be confusing. Not enough info and sometimes out of order.
2. She says not to write everything on slides because its in the book, then says she won't have everything from the book on exams. Makes it hard to tell which material is relevant.
3. Bonnie is very enthusiastic about the material and will try to answer any questions the best she can.
4.

The hands-on activities like the dendrite/axon one really helped me to understand that concept. I like those kinds of activities in this class.

Bonnie is a great Professor. Her slides need to be a little more organized though.

The text was really specific, but the lectures were really broad, so it was difficult to know where to focus for exams. Activities were very helpful. Exams were very general and had many possible options. Her dedication was great.

I feel that only parts of the readings are covering which makes it hard to understand clearly what is expected of us to know because some things on the exam where not discussed in great detail in class.

I like lectures a lot more than doing activities. I think that I learn better from lectures. It allows me to take notes and refer back to them which is really helpful since there is so much info in the book. When we do lectures in class it helps highlight the important things we need to know for the exam.