

SOE Course Evaluations

Students Instructors TAs Logout

Evaluation for EDU110, sec. 002

| | | | | | | | |
|---|--|----------|---------|-------|----------------|------|------|
| Q responses | | | | | | | |
| Termcode | | | | | | | |
| 1 | Empty | 0 | | | | | |
| | Non-empty | 75 | | | | | |
| | Average submission length in words (ex blanks) | 0.00 | | | | | |
| CRN | | | | | | | |
| 2 | Empty | 0 | | | | | |
| | Non-empty | 75 | | | | | |
| | Average submission length in words (ex blanks) | 0.00 | | | | | |
| Course Number | | | | | | | |
| 3 | Empty | 0 | | | | | |
| | Non-empty | 75 | | | | | |
| | Average submission length in words (ex blanks) | 1.00 | | | | | |
| Instructor | | | | | | | |
| 4 | Empty | 0 | | | | | |
| | Non-empty | 75 | | | | | |
| | Average submission length in words (ex blanks) | 1.00 | | | | | |
| Instructor ID | | | | | | | |
| 5 | Empty | 0 | | | | | |
| | Non-empty | 75 | | | | | |
| | Average submission length in words (ex blanks) | 0.00 | | | | | |
| Major (optional) | | | | | | | |
| 6 | Left Blank | 60 | | | | | |
| | User entered value | 15 | | | | | |
| | Average submission length in words (ex blanks) | 2.13 | | | | | |
| | ◦ History/Political Science/Civil Engineering | | | | | | |
| | ◦ Psychology | | | | | | |
| | ◦ Human Development | | | | | | |
| | ◦ Psychology | | | | | | |
| | ◦ Human Development | | | | | | |
| | ◦ Human Development | | | | | | |
| | ◦ English | | | | | | |
| ◦ Psychology | | | | | | | |
| ◦ Human Development/Religious Studies | | | | | | | |
| ◦ Sociology and Psychology Double Major | | | | | | | |
| ◦ Communication | | | | | | | |
| ◦ Computer Science | | | | | | | |
| ◦ Psychology and Spanish | | | | | | | |
| ◦ Psychology | | | | | | | |
| ◦ Psychology | | | | | | | |
| Course and Instructor | | | | | | | |
| | Disagree Strongly | Disagree | Neutral | Agree | Agree Strongly | Mean | |
| | 6 | 1 | 12 | 31 | 25 | 3.91 | |
| | 5 | 2 | 6 | 34 | 28 | 4.04 | |
| | 4 | 1 | 1 | 25 | 43 | 4.38 | |
| 7 | The course stimulated my thinking. | 4 | 4 | 5 | 33 | 29 | 4.05 |
| | The course helped build my understanding of concepts and principles. | 4 | 2 | 10 | 34 | 24 | 3.97 |
| | The instructor had command of the course's subject matter. | 3 | 0 | 9 | 28 | 35 | 4.23 |
| | The course was well organized. | 4 | 0 | 5 | 27 | 38 | 4.28 |
| | Course assignments were valuable. | 2 | 2 | 10 | 30 | 30 | 4.14 |
| | The instructor treated me fairly. | 5 | 3 | 7 | 25 | 35 | 4.09 |
| | The instructor showed respect for divergent points of view. | | | | | | |
| Grading practices in this course were fair. | | | | | | | |
| Overall, the instructor did a good job of teaching. | | | | | | | |

Help

For questions or assistance regarding this online evaluation tool, please contact Kerry Hasa: klhasa@ucdavis.edu

| Q responses | Disagree Strongly | Disagree | Neutral | Agree | Agree Strongly | Mean |
|---|-------------------|----------|---------|-------|----------------|------|
| Overall, this course was a valuable learning experience for me. | 6 | 1 | 8 | 26 | 32 | 4.05 |

What would you identify as strengths of this course?

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| User entered value | 43 |
| Average submission length in words (ex blanks) | 14.91 |

- o [The lectures and slides were strengths. Prof. Mundy's knowledge of the topic was great. When asked hypothetical questions, answers were insightful and respectful.](#)
- o [I like that everything was very organized. It was easy to understand the material, because it was presented in a very organized manner.](#)
- o [Having review slides to focus on what we need to know for exams is really helpful.](#)
- o [I appreciated that Mundy gave so many materials to help us while we studied. It was our job to utilize it, which I did.](#)
- o [The writing assignments were really beneficial to my understanding of course themes.](#)
- o [All of the information provided really helped prepare me for my aspiration of becoming a teacher. I feel like I truly understand the most effective ways of teaching and which methods to avoid.](#)
- o [The professor explicitly defines the subject content of the course and presents the information as a survey course, which explains clearly what certain kinds of students will get out of the course.](#)
- o [Such consistently high content knowledge.](#)
- o [He explained topics well](#)
- o [Course workload was fair.](#)
- o [The way the professor explained the concepts. He was very knowledgeable.](#)
- o [I thought the review slides and review lectures were very helpful. I also liked the way the instructor did a data analysis for the exams.](#)
- o [The professor's lectures and the writing assignments](#)
- o [the professor](#)
- o [Little to no strengths.](#)
- o [The professors passion and energy made the class engaging and increased my knowledge immensely. Best professor I have ever had.](#)
- o [This course went over many important concepts and how they may relate to teaching.](#)
- o [Being given all the material that we need, the review slides for midterm and finals were very handy as the lectures are ridiculously long to study all of.](#)
- o [As a survey course, it exposed me to the different mental processes involved in learning, and gave formal definition to subjects that I previously understood but did not actively think about.](#)
- o [Instructor is very fair and posts all of the material online in order for students to have important information available. Also prior to midterm and final, the instructor does a great job in posting study guides, which are super helpful!](#)
- o [n/a](#)
- o [The different approaches teachers can take in teaching.](#)
- o [The instructor is obviously extremely knowledgeable on the subject.](#)
- o [The Professor took the time to go over the tests afterwards and give students credit for unfair test questions.](#)
- o [Dr. Mundy is a great lecturer. He is very knowledgeable in educational psychology and he gets his points across clearly. I really appreciated his enthusiasm in lecture and willingness to work with his students in order for them to learn.](#)
- o [assignments and class material](#)
- o [His slides were very straight-forward and easy to understand He explained in depth and didn't rely on the slides Eye contact, hand gestures, movement Gave some examples that helped clarify some concepts Straight-forward Exams Provided Review Slides](#)
- o [The is a lot of course material to cover which makes the course interesting.](#)
- o [The professor made clear what was expected.](#)
- o [It was organized](#)
- o [the lectures and syllabus was clear and organized](#)
- o [Writing assignments were useful for preparing for exams, and they helped install information that instructor hoped to emphasize.](#)
- o [The lectures were very helpful and the readings were interesting](#)
- o [A lot of valuable information](#)
- o [This course was well organized and well taught and I think that the information that was taught can help in the future for students who will continue in the field of education.](#)
- o [Easy to understand main points of education focus](#)
- o [The study guides and review sessions were extremely helpful.](#)
- o [The detailed PPT's.](#)
- o [Dr. Mundy is an outstanding lecturer, with high expertise in the subject matter.](#)
- o [the professor makes a dry course very interesting](#)
- o [I really could not say. I have a lot of complaints toward it.](#)

Q responses

- [A lot of information](#)
- [The assignments and tests helped me learn the material.](#)

What suggestions do you have, if any, to strengthen this course?

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| Average submission length in words (ex blanks) | 26.17 |

- [Change the textbook. Change the test from multiple choice to a diverse test with identifications and short answer.](#)
- [I personally do not like blue powerpoint backgrounds. I find it very distracting. I prefer plain white backgrounds to powerpoint. Additionally, since it was a morning class, I would have appreciated it if the lights were turned on all the time. Sometimes it was too dim, and it was hard to stay awake. I wish there were more interactive activities or discussions. Because there is no discussion section, it would have been nice to be able to share with a partner my opinions or experiences. Lastly, I think this class should start using clickers. I have attended all the lecture classes, but I can see that majority of the class didn't. It wasn't really fair to me that on the day that mattered \(midterm day\), I wasn't able to get a seat, because everyone who never showed up to class had to go that day. Clickers would also be a good way to make sure students are understanding the material correctly.](#)
- [The course structure is good, but it was unclear for whether the assignments were pass/fail or not.](#)
- [I think that with such an early class time, it was hard to attend or stay awake in the class. I know that this might have been inevitable, but it would be great if it were later. Other than that, the class needed to be engaged.](#)
- [Present the material in a more engaging way.](#)
- [Honestly, I very much enjoyed everything about the course.](#)
- [To break up lectures into shorter sessions or the schedule breaks in between longer presentation time to allow students to rest and process the bulk of the information.](#)
- [Use a microphone during lecture. It helps maintain attention.](#)
- [Maybe go slower on lecture slides and to better point out the main points](#)
- [If this class was offered at a later time during the day, I think more students would attend lecture and it would have been a more enjoyable experience.](#)
- [I think the professor should have clicker questions as participation points. This will help us know if we understand the material or not.](#)
- [I think the exams should have more questions so that if we miss a few, it won't affect our grade so drastically.](#)
- [Don't have the lecture at 8am!](#)
- 9 ◦ [dont make it 8am](#)
- [Have more specific guidelines for writing assignments and allow more time between assignments so that students can view errors in their first papers and can prevent them in future assignments.](#)
- [If you want to present as much information as there was this quarter, it needs to be done in a different manner. It is very inefficient to have 30+ words per slide. Trying to read the slide, listen, and take notes is impossible in this class.](#)
- [Perhaps add more visual things like videos. Watching videos on autism and ADHD were very interesting.](#)
- [Cut down the lectures by a lot, just way too much info that goes out the door and a lot to take in for 1.5 hours even when we've learned about the different learning styles in this class. Maybe add a few clips to engage students.](#)
- [None in particular. As a survey course, it is intentionally broad and achieves this goal.](#)
- [The only thing I would suggest having grades available for the two writing assignments we were assigned in order to have some feedback prior to the final. This is particularly frustrating because we have two relatively short papers that are worth 30% of the course and none of the scores have been available yet so this makes the final much more stressful in my personal opinion.](#)
- [n/a](#)
- [More examples to go with the different theories.](#)
- [The presentation of the subject matter could be enhanced. Student interaction would be preferred. The slide show approach was not very beneficial](#)
- [Write better tests that actually test on the material that we are taught.](#)
- [Morning classes are usually rough, especially when attendance is not mandatory. Few students showed up and missed out on lectures from a great professor. I would recommend in the future using some method where attendance is required, such as Iclicker.](#)
- [Slow down when he's speaking More student engagement or participation -an example of engagement is writing down how one is personally motivated and recognize whether one is intrinsically or extrinsically motivated \(this was done by one of his TA's, Arash, when he lectured himself"](#)
- [Since this course does cover a heavy load of material, I suggest that the class could be broken down in sub-courses.](#)
- [It took a long time to grad the papers, making it hard for students to know how they are doing in the class before the final.](#)
- [Learn essential public speaking skills, change in tone and rhythm is advisable](#)
- [Shorter but more frequent writing assignments or reading-reports could be useful for knowledge](#)

Q responses

- retention.
- o Either more assignments or the use of clickers in class
- o Introducing clickers to get more student involvement
- o I think this course would have been much better if the information was more clearly organized. I felt like the instructor jumped from one topic to the next without really illustrating a clear connection between the topics. Also, when there was confusion or something wasn't adequately explained, the instructor would explain that he would come back to the topic of confusion later in his lecture but then never would. I spent a lot of class time trying to figure out how his lecture was structured and was confused about how things related to one another
- o Although this course was taught well, I think that podcasts would be extremely helpful.
- o This was an interesting subject but lecture style teaching made it difficult to participate.
- o I would suggest making the tests longer because only missing one question really hurt a grade.
- o Not have at early in the morning.
- o Nothing at all - a very good course!
- o More questions on the midterms
- o More positive attitude for the teacher(the first day of class he supplied himself excuses for being unable to teach in a large lecture format engagingly); more relevant curriculum (the curriculum was a crappy review of basic psychology concepts, not engaging whatsoever); asking students to discuss relevant concepts they can contribute to w/ their personal experiences with a partner or discussion about readings during class with a partner could help engagement; limit focusing on historical perspectives of psychology and talk about more ground breaking research
- o Lessen the cognitive load
- o The class was informative, but it would be nice to have more videos and perhaps clicker questions to make it more engaging.

What was the best work you did for this class?

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| User entered value | 37 |
| Average submission length in words (ex blanks) | 10.51 |

10

- o Both papers. I did a good job.
- o I really like the second writing assignment. I was genuinely interested in the topics of the readings; thus, writing the paper was more enjoyable. I learned a lot of things that I could apply to my future career as a teacher.
- o The writing assignments.
- o I believe that I did well on the midterm which I found to be incredibly fair in terms of content and grading.
- o The papers.
- o I did very well on the midterm.
- o Writing assignment 2.
- o Writing assignments
- o The second writing assignment.
- o I spent a lot of time writing my papers.
- o The Writing Assignments
- o the professor
- o The only work was the writing assignment. I find this question non-informative for this class and should be removed in future surveys.
- o My notes for the class were hands down the best.
- o None as I did poorly or just about passed.
- o I enjoyed reading about the different attributions that students give to success, and hope to incorporate this information into future interactions with students.
- o The process of analyzing and writing two papers which were overall helpful in understanding the course.
- o n/a
- o The best work was the first writing assignment that was assigned.
- o The best work I did for the class was the writing assignments.
- o The writing assignments really made me think and explain what I learned succinctly and clearly. These are good exercises to maintain in the course.
- o the tests
- o The 2nd essay assignment about incremental vs. entity perspectives on IQ. It was an interesting topic.
- o The best work I did for this class is the Writing Assignments. The course required students to complete two short writing assignments that allowed students to illustrate their understanding and comprehensions of scholarly articles that were related to course material.
- o ...
- o I feel pretty good about the 1st writing assignment.
- o Essay
- o The two written papers
- o Writing assignments were challenging but they stimulated my thinking.
- o Writing assignments

Q responses

- The essay really forced me to think critically instead of just memorizing concepts from lecture.
- N/A
- While submitted a bit late, my writing assignments were well-written.
- the essays, because it stimulates my thinking
- There were just two summary/synthesis writing assignments focusing on understanding research papers. I wouldn't say either one was my "best" work that I would be proud of, just easy busywork
- The subject was interesting
- The two writing assignments

What was the most challenging assignment you completed for this class?

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|--|-------|
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| User entered value | 38 |
| Average submission length in words (ex blanks) | 12.76 |

- Midterm, I disliked the format.
- The midterm was pretty difficult. The questions weren't particularly hard; I knew the material for most of the questions. However, some answers threw me off. Also, in regards to the articles discussed during class, I didn't really know what to focus on for the midterm. (I haven't taken the final yet, so I don't know if I found that hard or not)
- Assignment #2 was a little challenging because some of the articles did not seem as clear.
- It was hard to start the assignments that were given, but as the materials were given earlier, I should've put more effort into starting it right away. I found the articles to be much longer than I expected, and it was difficult for me to understand some of what they were saying.
- The midterm was pretty difficult.
- The writing assignments were challenging, but they very much aided in my understanding of the coursework and helped me apply it to my life.
- Writing assignment 2.
- Tests
- The first writing assignment.
- One of the writing assignments was easy, but the second one was difficult.
- I thought the writing assignments were hard because we got different instructions from the tas and the instructor. Also the readings for writing assignment one were difficult to understand.
- The Exams
- the midterm
- Writing assignment 1 was a bit confusing and hard to understand all the concepts.
- The essays were a bit difficult because there was so much information that needed to be presented.
- The writing assignments
- 11 ◦ None really the overall class is very structured and as a students, I know exactly what is expected of me at all times.
- the paper
- The most challenging assignment I completed was the second paper assignment.
- The most challenging assignment was the midterm because it was just a scantron test.
- The writing assignments were difficult, but doable.
- the second writing assignment
- The 1st writing assignment because one of the articles we had to write about was ambiguous and I was not sure if I had a good grasp of the subject matter (ex: what differentiated PBL learning and IL learning)
- In hand, the most challenging assignment I completed for this class were the writing assignments. While these assignments were beneficial to my understanding of the course, they were rather difficult to develop.
- ...
- The 2nd writing assignment felt like it dealt with a smaller set of information.
- Essay and Midterm
- The two written papers
- The two wiring assignments for this course were very challenging because they required that you read four research articles of sometimes very different opinions and try to synthesize the information.
- Writing assignments for this class were really challenging.
- Exam
- The biggest challenge was making it to class because it was at 8 a.m.
- The tests.
- The final exam.
- The final, because i was not prepared
- One of the tests. There was a lot of information
- Writing assignment #1
- The two assignments were equally challenging.

12 From which course readings, activities and assignments did you learn the most?

| | |
|---|-------|
| Q responses | |
| Left Blank | 36 |
| User entered value | 39 |
| Average submission length in words (ex blanks) | 13.44 |
| <ul style="list-style-type: none"> o The articles for the papers we had to right were very insightful and interesting. o I really enjoyed reading the course textbook. Though it wasn't explicitly talked about during class, it was a good read. I learned a lot, and I plan on keeping the book, because I know it will benefit me in the future. Additionally, I really like reading the articles for the second writing assignment. I found the material very interesting and relatable to life. o I learned the most from the overlaps between class lectures and the writing assignments. o I learned the most from the lecture slides, especially the review slides that Mundy made that shortened the length of the lectures to what was most important. o The readings about learning types really taught me a lot. Basically the material covered for the two writing assignments taught me the most and they were extremely interesting! o Prof. Mundy's lecturing helped me learn the most. He explains information incredibly clearly and from multiple perspectives so many people can understand. o Writing assignment 2 o The lecture about cognitive development o The second set of readings pertaining poverty and academic success. o The powerpoints. o I learned the most from the writing assignments because of the articles we had to read. o the lecture o I loved learning about how poverty, nutrition, led, and thoughts about yourself impact learning. o I learned the most from lecture and the review slides. o Neutral o as above o I would have to say the written assignments because it included a lot of researching and de constructing the essays in our own opinion. o n/a o I learned the most from lectures and the readings. o I learned the most from the reading and writing assignments. o I learned the most by going to lecture, then working on the writing assignments. o lecture slides o Social-Psychological Interventions in Education: They're not Magic (Yeager)- had interesting studies that supplemented my understanding on CBT interventions Poverty Impedes Cognitive Function (Mani et. al)- It used comprehensive language and was overall a well-done study and easy read o I learned the most from the required reading of the scholarly articles. These articles allowed me to gain a different perspective of the material presented in lecture. o I learnt about autism and ADHD. o Both the writing assignments were useful, and the study-guide lecture slides were great. o Both writing assignments really helped me learn a lot about scaffolding, naturalistic ways of teaching, poverty and attribution, etc. o I learned the most from lectures o The research papers we read o I learned the most from the two writing assignments for this course o Course lecture power points. o Writing assignments o I learned more from writing the essays and attending lectures. o The essays. o Hard to choose - learned a great deal from all of them. o I enjoyed learning about how poverty affects students in the classroom and learning about premature infants and some of the lasting effects that it could have on children in the future. o One of the writing assignments. I don't feel like I learned a lot but I was the more engaged than studying for the tests and probably retained more for longer o I liked the presentation by Ari o The two assignments were equally helpful. | |
| For administration use only | |
| 13 Left Blank | 75 |
| User entered value | 0 |
| Average submission length in words (ex blanks) | 0 |