SOE Course Evaluations

Students   Instructors   TAs   Logout

Evaluation for EDU110, sec. 002

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Q	responses	
1	**Termcode**	
	Empty	0
	Non-empty	65
	Average submission length in words (ex blanks)	0.00
2	**CRN**	
	Empty	0
	Non-empty	65
	Average submission length in words (ex blanks)	0.00
3	**Course Number**	
	Empty	0
	Non-empty	65
	Average submission length in words (ex blanks)	1.00
4	**Instructor**	
	Empty	0
	Non-empty	65
	Average submission length in words (ex blanks)	1.00
5	**Instructor ID**	
	Empty	0
	Non-empty	65
	Average submission length in words (ex blanks)	0.00
6	**Major (optional)**	
	Left Blank	46
	User entered value	19
	Average submission length in words (ex blanks)	2.21

- B.A. Psychology B.A. Chicana/o Studies Minor: Education
- Economics
- Human Development
- Psychology
- Psychology, B.S. (biology emphasis)
- Human Development
- English
- Biological Sciences
- Communication
- English
- Biomedical Engineering
- ECN
- Psychology
- Human Development
- Agriculture and Environmental Science Education
- Psychology
- Human Development
- Exb
- hde

Course and Instructor

7		Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly	Mean
	The course stimulated my thinking.	1	5	7	26	26	4.09
	The course helped build my understanding of concepts and principles.	1	4	7	29	24	4.09
	The instructor had command of the course's subject matter.	0	1	8	18	37	4.42
	The course was well organized.	1	4	8	19	33	4.22
	Course assignments were valuable.	0	2	10	25	27	4.20
	The instructor treated me fairly.	0	0	4	14	47	4.66
	The instructor showed respect for divergent points of view.	0	0	2	16	47	4.69

Q responses						
	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly	Mean
Grading practices in this course were fair.	0	2	7	16	40	4.45
Overall, the instructor did a good job of teaching.	2	3	8	17	35	4.23
Overall, this course was a valuable learning experience for me.	2	5	10	19	29	4.05

What would you identify as strengths of this course?	
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User entered value	44
Average submission length in words (ex blanks)	19.59

- The strength would be the outlines and slides he provides for studying.
- It really helped understand the key points of instruction through the annotated and highlighted outlines of the readings. Also, it was awesome that the papers were P/NP which helps relief stress of performing well. In all actuality not assigning a grade for the papers allowed me to explore with my opinions and arguments more than if I would have been graded. Felt less nervous to commit towards an argument.
- I really appreciated the emphasis on evidence- based research and teaching methods rather than just saying here's the newest, best ideas available in teaching. The fact that Dr. Mundy is a researcher it makes sense that his lectures would be evidence-based and even contradict the textbook at times when he did additional research and found that the text was incorrect. I appreciate that this professor modeled how to think critically about the information we are subject to every day and often take it for its word.
- One of the main strengths of this course would be Professor Mundy's vast knowledge of the subject. He was able to answer almost all questions, and willing to look up answers for questions he did not know. I learned a lot from him.
- there are a lot of information in this course
- Slides available online before class and pointing out the main concepts that are important to know.
- The different topics that were covered were really interesting.
- The Professor really wanted students to learn the important things that can be applied outside of lecture and want students to understand the important concepts.
- Chapter outlines were super-helpful. The scientific papers for the writing assignments were well-picked, interesting, and the first batch was short enough to be manageable for students unfamiliar with that type of literature. Prof. Mundy's love for the topic = a major strength (I would normally expect to find 2 hours of a psychology lecture unbearable, but he's so chipper and happy about it that you think "ok, maybe there's something cool about this and I should pay attention.")
- the professor really made sure the students would excel on the test. He helped us out and provided great study material

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- Helps understand the learning process for students and helps future teachers as well.
- important topics covered
- Online assingment and readings. Available readings online.
- The professor was very knowledgeable and great at presenting the material!
- This course really promotes critical thinking in students.
- Professor's knowledge of the course
- The course was very well organized and the teacher was always prepared to answer questions, even with questions that seemed completely arbitrary he knew the answers or where to find them and related information. He also admitted when he was less informed on a topic raised in class but that only happened twice. The thing that I loved the most was that he really puts into practice what he teaches with the way he runs his classes and interacts with students. He is an all around great guy and instructor.
- Prof. Mundy had a lot of interesting studies to go with the topics at hand.
- All components of the course were of equal standing, I felt.
- Very organized. The examples helped me to better remember the material.
- In class discussions and debates. I learned a lot of information that suck with me throughout the quarter without having to do daily refreshers.
- I liked how Prof. Mundy ran his class. He is organized, clear, and concise in his lecture style. I liked how he was open to discussion that helped others stay engaged and allowed me to understand in a different light. It was difficult for me to pay attention solely because of the material being uninteresting.
- Power Point slides
- It was interesting material, subject matter
- Open to comments and opinions
- -The professor really encouraged discussion and alternative view points. -Very clear assignments
- Professor really knew the topic.
- The articles that are presented in lecture are the strengths in this class.
- Good subject matter
- The instructor seemed to really care for the students' well-being. I appreciate that he takes the time to highlight important information in the study guides.
- Realistic lessons to learn from and topics are relatable

Q	responses
	o The professor was very knowledge and a very nice person.
	o The strengths were that the professor knew what he was talking about. He knew how to answer all of the student's questions
	o Segmenting the different aspects of education then bringing them together at the end of each class to make a comprehensive whole.
	o Lots of info.
	o The professor was awesome!
	o N/A
	o availability of notes
	o I did appreciate that Dr Mundy emphasized the importance of evidence in educational psychology. I found it very refreshing and not wishy-washy-feel-good like I thought the class would be.
	o He was an expert teacher.
	o The instructor was very knowledgable, well organized, and helpful.
	o Lot's of information. relatively easy. Pass fail assignments were nice because there was less pressure.
	o I would identify the open discussions as a strength of this course. It allowed me to pay attention throughout this 2 hour course.
	o Professor Mundy is a very knowledgeable person and is very enthusiastic about the subject as well.

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

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User entered value	35
Average submission length in words (ex blanks)	19.51

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	o Maybe have a break or videos to break up the 2 hour lecture. Two hours is a long time to sit in a class. A discussion section might also be beneficial instead of having 2 hours straight of class.
	o N/A
	o I'm sorry to Dr. Mundy, but his classes usually bore me because there's generally little interaction and we wind up being talked- at. Even when a discussion was started it all went back to Dr. Mundy's expertise instead of learning which occurs from speaking and discussion with your peers.
	o the powerpoint are too lengthy and too much information it will be better if the powerpoint are more straight to the point and shorter.
	o Clearer grading policies on assignments. Describing an assignment as "pass/fail" and not elaborating much is not helpful to students. Change up the format a bit, Prof. Mundy! You're an intelligent and enthusiastic professor, but the monotonous lecture format puts your students to sleep! (Admittedly, part of that was the utter lack of air flow in that room, but still..) Have mock debates? More discussion? If someone is asking question after question about Teach for America, halt the questions and say that this is not pertinent to the material, please feel free to come to office hours to discuss it further, but we need to get back on track..
	o Make the lectures more interactive and engaging!
	o Split the course into smaller time frames. 2 hour+ periods are a bit too long and people start to lose focus after the first hour or so.
	o While the studies provided in lecture to support evidence were good, I felt that it was taking away too much from learning the material. I would have believed the information without the many papers as evidence. The book did a good job of providing examples of things every other paragraph. I think that would have sufficed as opposed to a whole discussion on the papers.
	o I would add an essay or weekly quizzes to reduce how much the exams are worth. Maybe send emails with informative videos relating to course.
	o No
	o None.
	o make the class a four day class with an hour each.
	o I think it would help to do quizzes just 2 short ones before exams to help with recall.
	o None.
	o Perfect as is.
	o narrow the scope a bit and needs better organization
	o The method of teaching was dull
	o -
	o Structure.
	o The teachers teaching style was dry. Sometimes made the material uninteresting.
	o I would recommend the instructor to do more than lecture. It was ironic that he would lecture us about the ineffectiveness of strictly lecturing.
	o In class activities, a break from lecturing
	o It felt like the syllabus was constantly changing, I found that frustrating and stressful.
	o I couldn't follow class sometimes, there is a lot of examples he presents
	o Making the lectures more interesting, such as expanding on research mentioned and concepts.
	o Less info? It seems like common sense so it makes it overwhelming at the same time. And boring and more the hsitory of educational psych rather than how srudents themselves think.
	o More of an interactive class structure.
	o N/A

Q	responses
	○ try to be a bit more interesting
	○ Lectures were not engaging. Too many slides with just abstracts. Connection between concept and examples were not always clear.
	○ I felt like the tests focused too much on memorization of lawsuits and individual studies rather than concepts
	○ To be less monotone, more interactive activities
	○ More focus in lectures on what we need to know. Lectures were often far denser than what we needed to know.
	○ To engage students more by show of hands about a topic or even clickers
	○ The powepoints and lectures were unorganized. I always had a difficult time accessing the slides online for the day's lecture. It was a lot of information, so it was very difficult to keep up if you didn't have access to the powerpoint slides in the exact order presented in class. This made studying for midterms and final very difficult as well. In the future I would suggest organizing the lectures more it would be extremely helpful for other students in the future.

What was the best work you did for this class?

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User entered value	36
Average submission length in words (ex blanks)	7.94

10	
	○ My first writing assignment.
	○ Writing both of the papes was a rather challenging ye enjoyable experience. It helped me understand the subject more on a public policy context.
	○ The midterm exam.
	○ the reading assignment
	○ The reading writing assignments.
	○ The writing assignments were probably the best work in my case.
	○ the writing assignments
	○ Assignment 2. Comparing arguments in different educational psychology papers. Useful assignment.
	○ The writing assignments really got me thinking
	○ the final
	○ Assingments
	○ The second reading assignment
	○ The best work I did for the class was the mine assignments he assigned throughout the quarter.
	○ My second essay response to the papers we were given.
	○ study for the exams
	○ I really enjoyed the reading and writing assignments. The reading was intimidating but I learned a lot.
	○ Studying well for the midterm exam and only missing 3 questions on the exam.
	○ In class discussions.
	○ the study guides and exam slides
	○ Reading Writing assignment
	○ writing assignments
	○ The first part of my second assignment.
	○ Written assignment.
	○ The best work I did for this class is writing the papers summarizing research articles.
	○ Paper 1
	○ I would say I enjoyed the writing assignments. I appreciate that it was short and sweet because it forced me to really see what I was analyzing.
	○ Writing assignments on the articles
	○ The 2 page reading assignments.
	○ my 1st essay :)
	○ The first writing assignment in which we had to read and discuss three papers.
	○ My writings.
	○ N/A
	○ my test and papers
	○ The reading assignments.
	○ I felt the best work was my two papers.
	○ I enjoyed the essay assignments. The readings assigned were interesting and it definitely stimulated my thinking because it would encourage me to apply the concepts I learned in class and in the readings to real life situations.

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

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User entered value	35
Average submission length in words (ex blanks)	8.89

Q   responses

- The most challenging assignment was probably just the midterm which was expected.
- N/A
- Paper 1.
- I found the 2nd paper to be more challenging than the first.
- The midterm was more challenging than the reading assignments for me, but it wasn't too difficult if you put in the effort.
- nothing was too challenging, but reading the articles and taking the main point to write the paper was good practice
- Assignment 2
- The writing assignments were pretty challenging
- staying awake for a full 2 hours
- Both were equal
- The exams throughout the quarter
- They were all reasonable and fair.
- the papers
- The reading and writing assignments.
- The most challenging assignment was the first written assignment.
- Reading all the articles for the second writing assignment took quite a bit of time.
- 2nd writing assignments. The readings were long and dense.
- the second paper because I had trouble critically analyzing it when the authors analyzed and countered other papers which then interwove them together.
- The midterm
- -Nothing much, the assignments were appropriate difficulty for an upper level course.
- Midterm.
- The most challenging assignment is reading the articles, the methodology or the results are sometimes a bit hard to follow. However, it did not affect my ability to understand the main ideas the paper was trying to present.
- Paper 2
- The first assignment was slightly difficult for me because I did not know what to expect.
- Exams
- The exams
- The tests were hard to understand sometimes, but he let us know how to study for them.
- The second reading assignment, articles were longer and more challenging to summarize
- The final.
- The tests.
- N/A
- the final
- Midterm and final
- I felt the midterms and the final were most difficult because they were only out of 35 points and worth a big chunk of the overall grade.
- Studying for the midterms and final was very difficult because of the powerpoints.

From which course readings, activities and assignments did you learn the most?	
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User entered value	37
Average submission length in words (ex blanks)	9.19

- I learned in general from all readings because of the in depth study guides he provides.
- From lecture and lecture slides. They are detailed and informative. All of the information is there.
- The readings for paper 2.
- I learned the most from the detailed chapter notes.
- I learned the most from the writing assignments. The research and applied critical thinking helped me learn course material better.
- the readings students had to read for the 2 writing assignments
- Papers for Assignment 1

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- lectures
- the book and the studies/papers
- The writting assingments
- The second reading assignment
- The text book readings were helpful as well as his lecture slides and book outlines. The way he presented material for the course was what helped me learn the most!
- The book.
- learned the most from studying all the chapters for the exams
- The lectures hands down. They were so thorough.
- I learned the most from the second written assignment.
- Specific examples helped the most. Especially the videos of a certain situation or a simple class room example.
- The in class discussions were the most helpful part of this class.

Q	responses
	o the readings I personally enjoyed were the ones we did for the writing assignment
	o Motivation
	o readings for the writing assingments
	o All the readings were interesting.
	o Lectures and research articles.
	o I learned the most from the articles I read, as well as from the articles that were presented in class.
	o Paper 1
	o I learned the most from the second assignment because he had us read an argument and then counterarguments for that.
	o Online articles
	o The reading/writing assignments
	o I learned the most from the essays
	o I believed I learned the most from studying reading highlights and lecture slides for the midterm and final.
	o Learned some new facts from reading the articles.
	o Lectures.
	o N/A
	o lecture
	o The reading assignments.
	o I really liked writing about paper 2, which was involved several authors points of views on how students should be taught.
	o The readings that went with the essay assignments. I am still able to recall the information I learned in the readings/essays.

	For administration use only	
13	Left Blank	0
	User entered value	0
	Average submission length in words (ex blanks)	0