PSY 310 (R09-END): RESEARCH AND WRITING IN PSYCH

Spring 2019 | Elizabeth Inman

Quantitative

	A	B	C	D	F		N	DNA	SD	M
Overall Grade	68.42% (13)	15.79% (3)	15.79% (3)	0% (0)	0% (0)		19	0	0.75	4.53

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N	DNA	SD	M
The instructor was effective in teaching the subject matter.	63.16% (12)	21.05% (4)	15.79% (3)	0% (0)	0% (0)		19	0	0.75	4.47

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N	DNA	SD	M
Instructor Expectations	63.16% (12)	26.32% (5)	10.53% (2)	0% (0)	0% (0)		19	0	0.68	4.53

	Agree	Grading did not match the syllabus	There was no syllabus	I did not read the syllabus	I don't know		N	DNA	SD	M
Grading Matched Syllabus	100% (19)	0% (0)	0% (0)	0% (0)	0% (0)		19	0	-	-

	Agree	Disagree	I did not read the required materials	No text, readings or resources were required		N	DNA	SD	M
Text/Resources Valuable	57.89% (11)	15.79% (3)	26.32% (5)	0% (0)		19	0	-	-

	Agree	Sufficiently used but not worth the cost	Not sufficiently used	No cost required	I did not read the required materials		N	DNA	SD	M
Text/Resources Worth Cost	36.84% (7)	15.79% (3)	26.32% (5)	0% (0)	21.05% (4)		19	0	-	-

	SBC requirement	Major Requirement	Minor Requirement	Upper-Division Credit	Personal Interest	Other (please specify)	DNA	SD	M N
Reason for Taking Course	0% (0)	100% (19)	0% (0)	0% (0)	0% (0)	0% (0)	0	-	- 19

	Office Hours	Before or After Class	Email	Telephone	I Never Contacted the Instructor	Other (please specify)	DNA	SD	M N
Best Way to Contact Instructor	29.41% (15)	35.29% (18)	35.29% (18)	0% (0)	0% (0)	0% (0)	0	-	- 51

	0-3 Hours	4-6 Hours	7-9 Hours	10+ Hours		N	DNA	SD	M
Hours Spent Studying	10.53% (2)	73.68% (14)	15.79% (3)	0% (0)		19	0	-	-

U	I Don't Know	A	B	C	D	F	P	S N	DNA	SD	M
Anticipated Grade		31.58% (6)	52.63% (10)	5.26% (1)	0% (0)	0% (0)	0% (0)	0% (0)			
0% (0)	10.53% (2)							19	0	-	-

	Always	Most of the time	About half the time	Before exams	Very infrequently		N	DNA	SD	M
Attendance	73.68% (14)	26.32% (5)	0% (0)	0% (0)	0% (0)		19	0	-	-

	A great deal	A lot	A moderate amount	A little	Nothing	I don't know	DNA	SD	MN
How much did you learn from this course?	31.58% (6)	26.32% (5)	31.58% (6)	10.53% (2)	0% (0)	0% (0)	0	1	3.79 19

	Extremely well	Very well	Moderately well	Slightly well	Not well at all	I don't know	DNA	SD	MN
How well did you achieve the learning goal(s) in this course?	31.58% (6)	26.32% (5)	26.32% (5)	5.26% (1)	5.26% (1)	5.26% (1)	0	1.13	3.78 19

Qualitative

What, if anything, did you find most valuable about this course? -

- Recitation really helped me write and organize my paper the correct way.
- Liz was an amazing instructor. She was very clear with her instructions and expectations and was always willing to help out during or outside of class. She made the recitation portion of the course extremely enjoyable. Writing the research paper can be very intimidating, but she helped us to understand how to approach and write our paper and gave feedback on how to improve.
- nothing, absolute waste of time
- Liz is a very understanding instructor. She is very helpful throughout the semester, helping students forming each section of the paper. I am very impressed by how detailed her comments and gradings are for our assignments. And although I don't laugh, the memes are truly appreciated :)
- I have a lot of complaints about this course however, Elizabeth Inman was the ideal educator going above and beyond to help the students in her class which made up, in my mind, for the short comings of the lecture portion of this course.
- Writing the paper helped understand how to read other research papers. The TA was awesome, she really gave you the time and attention that you wanted (even if you wanted no attention, she'd respect that too). Wonderfully effective and probably the best TA I've had in Stony Brook.
- Splitting up the paper so that it was to be done in sections was honestly the best way to get something like this done. I had been very scared that this class would have been a nightmare, but it was actually one of the most pleasant experiences ever. Furthermore, Elizabeth was an amazing TA and she made the recitation section something actually worth going to. She has a great teaching style and is very relatable, and extremely EXTREMELY helpful. You can tell she actually cares about helping her students/
- The smaller size of the recitation made contacting the TA easier.
- Although I've written APA research papers prior to taking this course, practice is always nice. Liz is AMAZING! She did such a great job and she's incredibly approachable. I'm so grateful for her as she really did everyone's best interest at heart and was extremely flexible in meeting with me. Her feedback was always thoughtful and helpful. I would LOVE to have her as a TA again or even as a professor! GIVE HER 5 DOCTORATES!
- how to write a scientific research paper
- Learning how to create a study and write a paper on it.
- the recitation portion of this class was extremely valuable, Liz Inman was extremely helpful and available to us. Even when I had late night last minute question emails, Liz responded right away and gave very useful corrections, cheered us on throughout the semester and really made this semester as pleasant as possible

In what ways, if any, could the course be improved? -

- I really wish the lecture wasn't weighted so heavily into our grade. We put so much work into writing our research paper from January until may. Between each section due, presentations and peer reviews, it was really a lot more work than lecture and I feel that should reflect in our grade. I just didn't understand how 3 test grades could reflect the same weight as everything we did in recitation.
- The recitation portion was phenomenal. The main class was poorly conducted.
- lectures are so boring and completely unnecessary -- get rid of them
- The assignments at the end of the semester (the methods section onwards) are due back to back with the last two to three weeks having an assignment due every class. To remedy this, maybe start the actual writing process of the paper sooner so there can be one assignment due each week? Or break up the weeks were multiple assignments are due so they're not all back to back?
- Making all the powerpoints available to students would be helpful.
- Perhaps include an abstract draft assignment.
- due dates in the recitation and presentations should consider exam dates in the lecture portion of the class. once there were presentations the same day of exams. which is very unreasonable.
- I suppose i am biased in saying this as I've done much better in the recitation portion of this class than the lecture, but i believe that the grades in the recitation should be worth more than the test grades from the lecture. I say this as i am just generally a bad test taker and feel my efforts and understanding of the course material are better represented by the recitation portion of this course.
- Maybe not be held in a computer lab so we can actually see the instructor.
- - more class times offered - towards the end of the semester the workload and assignments all piled up and I think it could've been avoided if the assignments were spread out more throughout the semester, it was super stressful
- Nothing. Liz did a great job!
- N/A