

Summary of Student Evaluations
Psychology 130: Cognition
Georgetown University
Spring 2014

At Georgetown, Cognition is a sophomore-level that fulfills one of the “Cognitive and Biological Basis” area of study requirements for undergraduates major or minoring in psychology. At the end of the semester, students can elect to complete an online evaluation of the instructor and the course. Twenty-eight out of 57 students completed the online survey. The table below reports the mean, median, mode, and standard deviation for these evaluations. Scores range from 1 (Low) to 5 (High).

Question	Mean	Median	Mode	Std. Dev
<i>Instructor</i>				
Does the instructor seem consistently well prepared for class?	4.56	5	5	0.79
Is the quality of classroom presentation stimulating (consider the effectiveness of discussions, demonstrations, and lectures)?	4	4	5	1.20
How available, willing and helpful is the instructor in advising and assisting students outside of class?	4.46	5	5	0.89
Does the instructor establish high standards, challenge you, and encourage you to do your best work?	4.04	4	5	1.09
What is your overall evaluation of the instructor?	4.29	5	5	0.99
<i>Course</i>				
To what degree were the stated objectives of the course met?	4.46	5	5	0.94
How effective were readings, research, and other requirements in helping you meet these objectives?	4.14	4.5	5	1.06
Did the exams or other graded material fairly represent the content and skills taught in the course?	4.61	5	5	0.86
To what degree do specialized forms of study (labs, language drills, field trips, etc) contribute to the value of the course?	3.81	4	5	1.14
How much have you learned in this course? (Your assessment of the quality and extent of that learning)	4.21	4.5	5	1.01

Students also had the opportunity to comment further on their ratings of the course and the instructor. The majority of these comments expressed enjoyment of the class, the assignments, and the instructor. Selected comments appear below:

“One of the best psych[ology] course I’ve taken, which I was not expecting. [I] learned a lot.”

“[There were] lots of little assignments in the course that add up, on top of exams. Although it may become frustrating to always have a small task due, the variety of assignments (labs, articles, books, papers, exams) allow for greater retention of knowledge and appreciation for [the] material.”

“Professor Seaman was very clear and thorough, she made a subject I thought I would dislike into a very enjoyable class! One of the best lecturers I’ve had a Georgetown!”

“Professor Seaman is very earnest in her desire to teach, and she has a lot of energy in class which makes lecture a little more interesting. I appreciate her efforts to spice things up by having us do readings and quick essays on research articles, and she required us to read three non-academic books throughout the course. It

would help, though, if during these discussions she helped us make clear connections between what the books say and specific cognitive functions we learn[ed] about. A very fair teacher and a pleasant presence.”

“Professor Seaman was always beyond energetic and overly prepared for every class session – could definitely tell that she really invested in her students... Not only was the material incredibly interesting and relevant, but Professor Seaman herself just made me want to show up for class! Very receptive to student concerns, and always presented information clearly, in well-organized manner, and with the happiest attitude!”

“Prof[essor] Seaman was a very thoughtful instructor. She included several components of material (rather than just using the textbook) and I found that to be enriching. She was always prepared for class, and I felt like I could always add to discussion.”

“I have never enjoyed a psychology class this much and didn’t expect to enjoy this one since I am not particularly interested in cognition[. H]owever, Professor Seaman did an incredible job of structuring her class and making assignments interesting. She is an incredible professor.”