



Fall 2017 - Teaching Survey Report for Emily West

PS 1233 - POLITICAL PSYCHOLOGY - 1020 - Lecture

2181 - Teaching Survey Fall 2017

Total Enrollment 34

Responses Received 22

Response Rate 64.71%

Subject Details

Name	PS 1233 - POLITICAL PSYCHOLOGY - 1020 - Lecture
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	30103
COURSE_NUMBER	1233
SECTION_NUMBER	1020
TERM_NUMBER	2181
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	35
First Name	Emily
Last Name	West
RANK_DESCR	Assistant Professor
TENURE	TS

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Fri, Jan 12, 2018

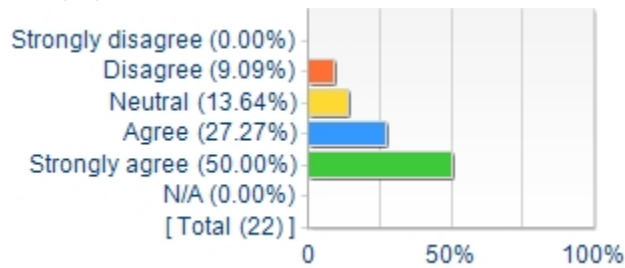
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

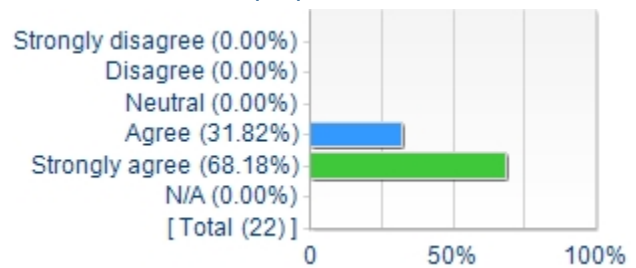
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	4.18	22	1.01
The instructor was prepared for class.	4.68	22	0.48
The instructor treated students with respect.	4.45	22	0.80
The instructor was available to me (in-person, electronically, or both).	4.70	20	0.47
The instructor evaluated my work fairly.	4.09	22	1.02
The instructor provided feedback that was helpful to me.	3.76	21	1.14
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	4.36	22	0.73

Detailed Responses

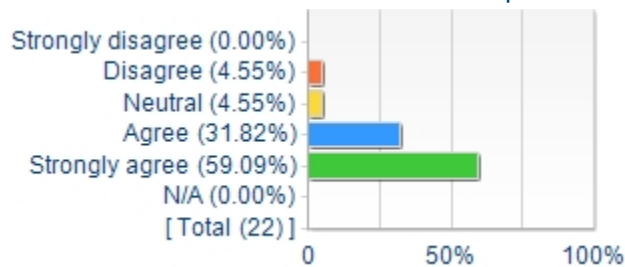
1. The instructor created an atmosphere that kept me engaged in course content.



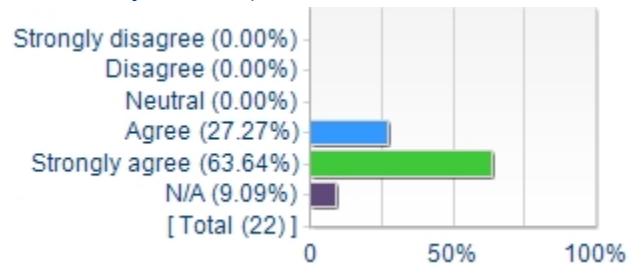
2. The instructor was prepared for class.



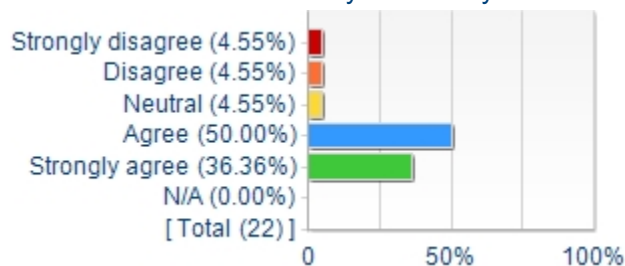
3. The instructor treated students with respect.



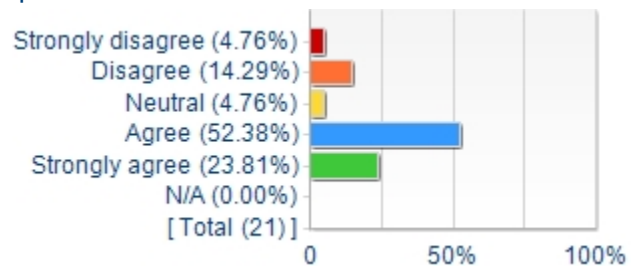
4. The instructor was available to me (in-person, electronically, or both).



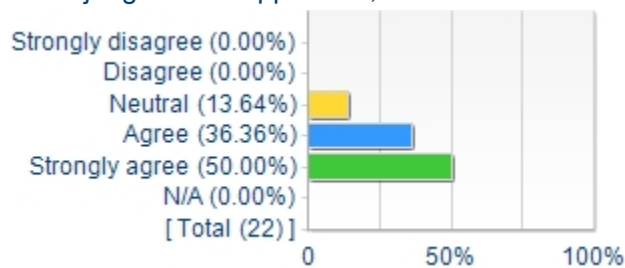
5. The instructor evaluated my work fairly.



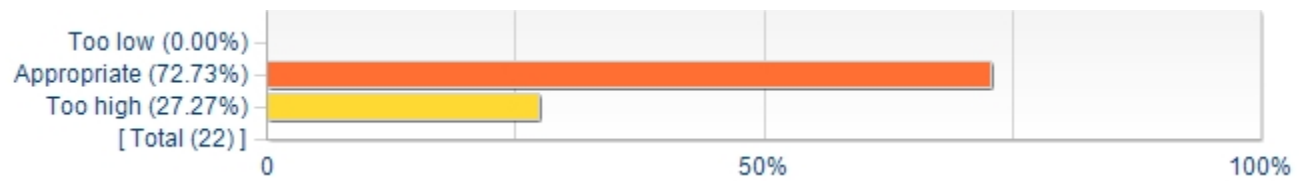
6. The instructor provided feedback that was helpful to me.



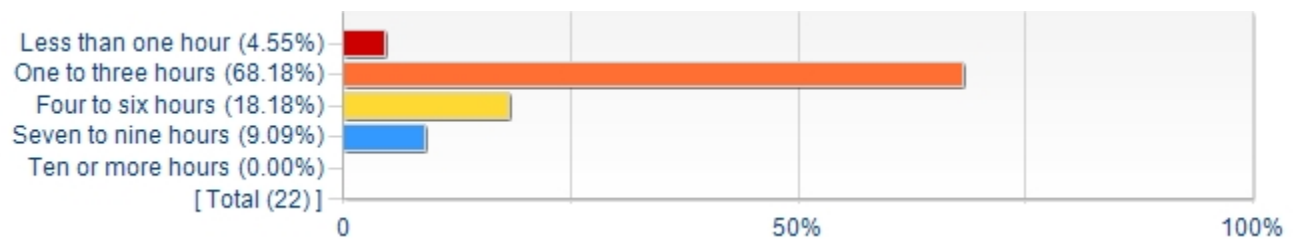
7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
Emily focused a lot on experimental studies and data, this really helped show the concepts we were learning in a real life scenario.
Professor West creates a very exciting classroom environment and gives day to day references for students to gain deeper understanding of terms.
The subject itself was really great and had a lot of depth
I felt that I learned a LOT in this class and thoroughly enjoyed the subject matter, but Dr. West came off as highly condescending and I felt like she treated students as if we were dumb. Sometimes, she would ask for opinions, but more often than not your opinion would be shot down as 'wrong' (which is ridiculous since opinions can't have truth components). I think that I suffered a decline in self-esteem attending this class.
Nothing
The case studies used to convey class concepts were generally interesting and engaging. Professor encouraged participation.
Good balance between lecture material and supplemental information
detailed slides
I thought the content was really interesting
I thought she was very, very knowledgeable about the subject. You could tell she genuinely cared and wanted us to do well.
it was interesting and interactive
I liked that we took a slower pace in class. The notes were in depth but we didn't cover a ton of topics or experiments each day to the point where I felt overwhelmed. I also liked the style of having mostly lecture, with some class discussion/responses.
Incredibly engaging and fun, really made the material come alive. One of those professors who truly deserves tenure; if there were more Emily Wests teaching at Pitt, I'd happily give this university money that it currently does not deserve.
Interesting experiments
A lot of examples from research to support topics we were learning, relevant/new information and articles that applied to the current political environment
I liked the topics we discussed and the instructor was well prepared.
I liked how passionate Professor West was. You could tell she was really interested in what she was teaching so it was easy to pay attention.
everyone in the class teaches one another about psychological studies and the important aspects that can be generalized to how decisions and outcomes are affected in politics...engages public speaking

If you were teaching this course, what would you do differently?

Comments
Less text per powerpoint and put powerpoint online prior to exams. It is difficult to keep up in class at times as slides typically have a lot of information and are up for a short time.
There were a lot of times it felt like i was just in a regular psych class. The professor always lead with theories and then asked students for examples. I think it would be a lot more powerful if interesting examples were discussed and then the professor offered psychological theories to explain them
Also, not to be petty, but....did you go to NYU?!?!?
The material could be difficult at times and the exams brought up very specific facts that weren't heavily focused on. Grading criteria for homework assignments were sometimes vague and it was difficult to meet the seemingly high

Comments

expectations within the page requirement.

I would actually give the students enough time to get the notes off of the slides or if I insist on going so quickly in class, upload the powerpoints to the CourseWeb class page. I would also not patronize my students when they tell me that they have a problem with the way I lecture in class. The fact of the matter is that the exams are based on the notes on the slides in class, and no one has enough time to get the notes down. This is asking for students to not do well on the exams.

Nothing

not enough time to take notes, goes too fast. needs to be slowed down

I feel like I would write a study guide out for the exam or give us more info on exams before it because I felt like the amount of information was overwhelming

The slides were ridiculous. They weren't posted on Courseweb for future reference, so you couldn't get the information down. You honestly had to be able to type 1,000 words a minute. I had trouble concentrating on what she was saying because I was so busy typing my notes to be able to study from. I would make slides available in the future.

spend more time on the slides so notes can be completed or post slides on courseweb

I did not like the Marcus "Political Psychology: Neuroscience, Genetics, and Politics" textbook. I don't think it related enough to class material, in that in class, we didn't really talk about the science of the brain and psychology. I usually just skimmed the readings from PPNGP because they were hard to get through, not super interesting to me, and didn't often relate heavily to what we talked about and were tested on. The other textbook really related to class notes and concepts and was helpful for understanding material.

Maybe give a bit more specifics with regard to what you're looking for in the presentations and homework, but the grading was very fair.

Have more interactive presentations, less text-heavy slides

This is not a huge issue for me most of the time, but I do find that the pace of the class is very quick just in terms of taking notes and having time to actually record the information you are presenting. Other than that, I have really enjoyed the class and feel like I have learned more than I normally do/am actually remembering the information more than I do in other classes.

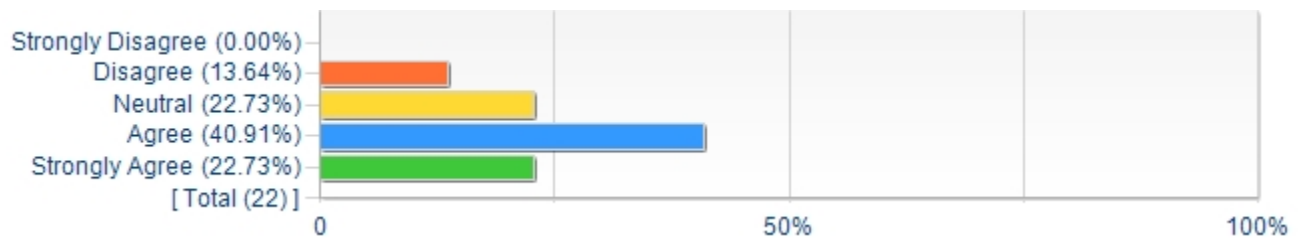
Make the powerpoint slides available online before class. I had trouble taking down all the notes in class and I found it to impede on being able to listen to the professor. Although students may not come to class if the notes can be found online, I think it is more important that those who do come to class will be able to listen better because they will not have to worry about getting all the notes down. Additionally, I believe there should be less reading for the class. I tended to fall behind because the chapters that we had to read were so large, if more specific sections of the chapters were chosen to read, I feel this would be more useful. Also, the group presentations seemed to be useful only to the people presenting them. When I looked around the room during them, very few students were paying attention. I would either eliminate this project or have the groups create small multiple choice quizzes after the presentation to ensure students listen and learn from it.

Either put less information directly on the slides, or give more time to copy the information. I typically like to handwrite notes, and on the first day I missed most of the material. I switched to typing them and still find myself missing things and I am a relatively quick typer. Also I would make the homework more in line with what we are learning at the time. Switching homeworks 2 and 3 would have been helpful. Homework 3 was about campaign ads and we talked about them on the midterm so it didn't really align with what we were doing in class.

Make the slides available to the class via blackboard. The powerpoints are filled with a lot of information and it is difficult to copy everything down in class or filter through important aspects of the content. I understand that it would make it difficult to enforce attendance in class this way, but at least students will have slides readily available since content is very quickly taught.

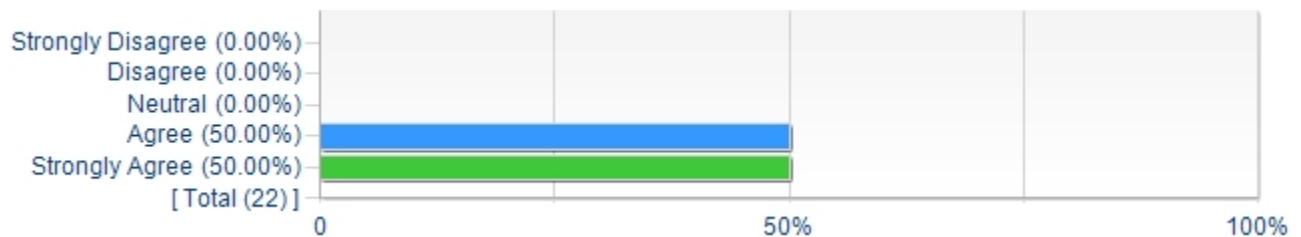
Personalized Questions

Classroom activities made a valuable contribution to my learning.



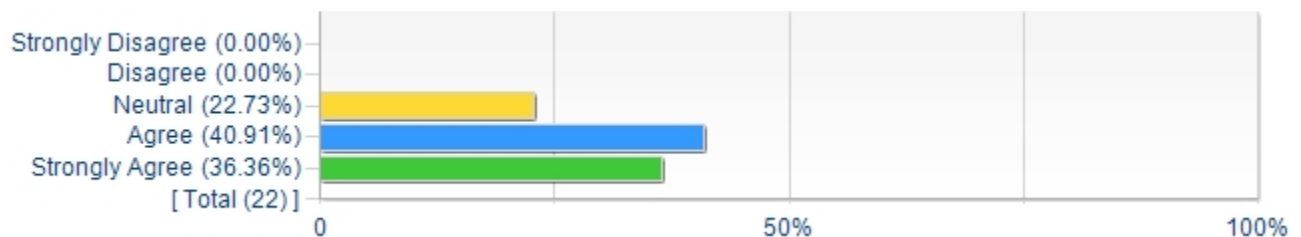
Statistics	Value
Mean	3.73
Standard Deviation	0.98

The instructor followed the syllabus closely.



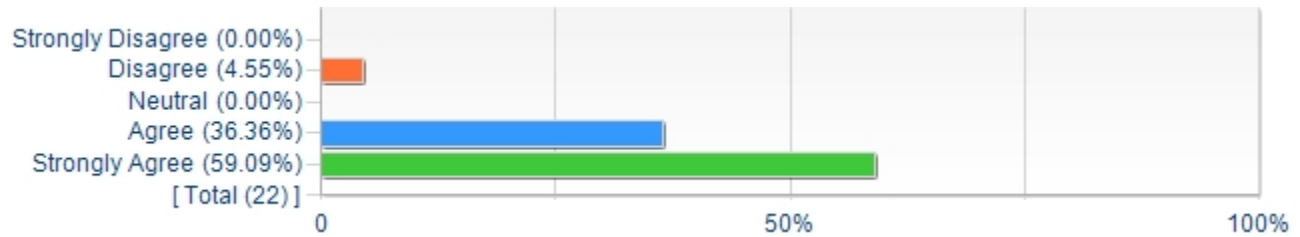
Statistics	Value
Mean	4.50
Standard Deviation	0.51

Class discussion contributed positively to learning in this course.



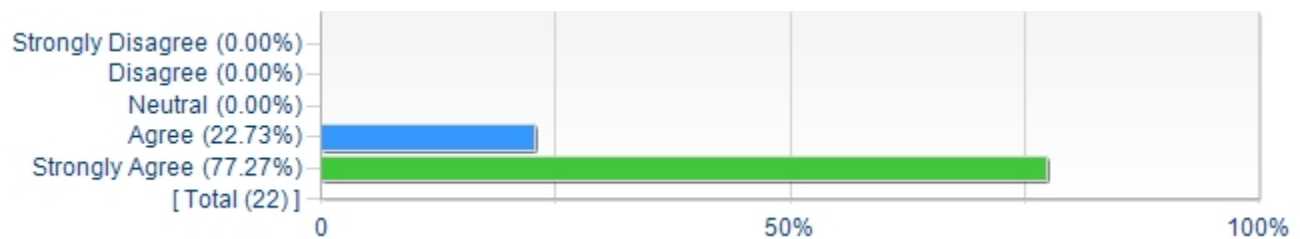
Statistics	Value
Mean	4.14
Standard Deviation	0.77

The instructor kept class discussion focused on key issues.



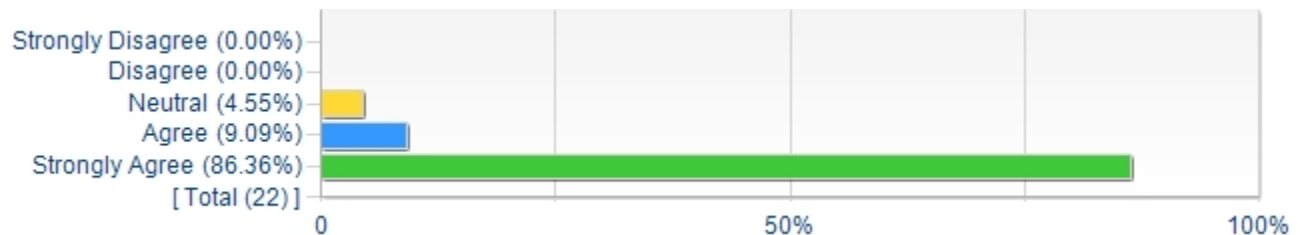
Statistics	Value
Mean	4.50
Standard Deviation	0.74

The instructor returned graded materials promptly.



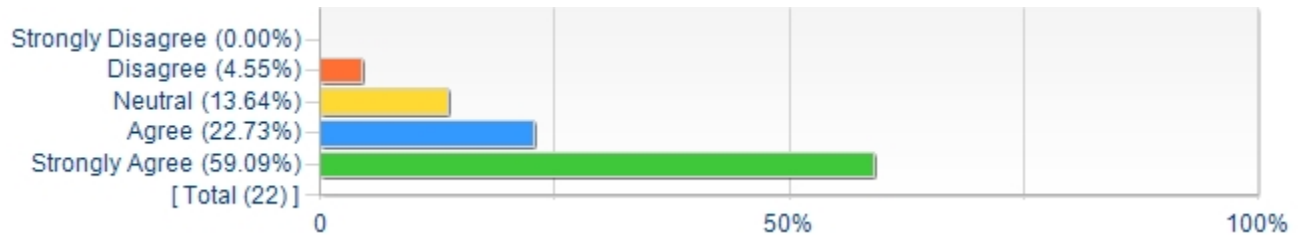
Statistics	Value
Mean	4.77
Standard Deviation	0.43

Instructor conveyed knowledge of the subject matter.



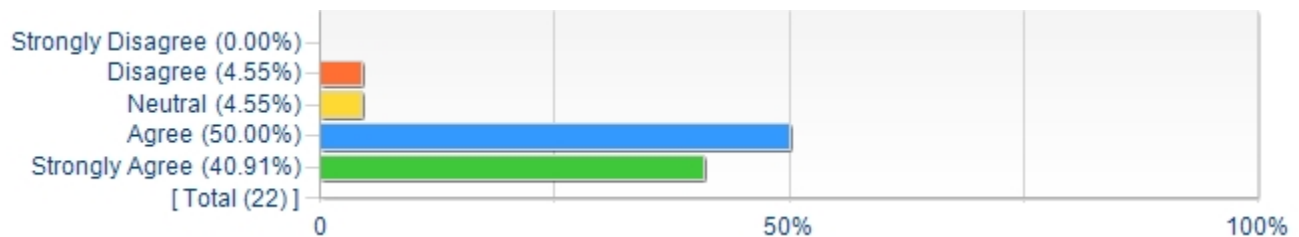
Statistics	Value
Mean	4.82
Standard Deviation	0.50

The online course materials were easy to use.



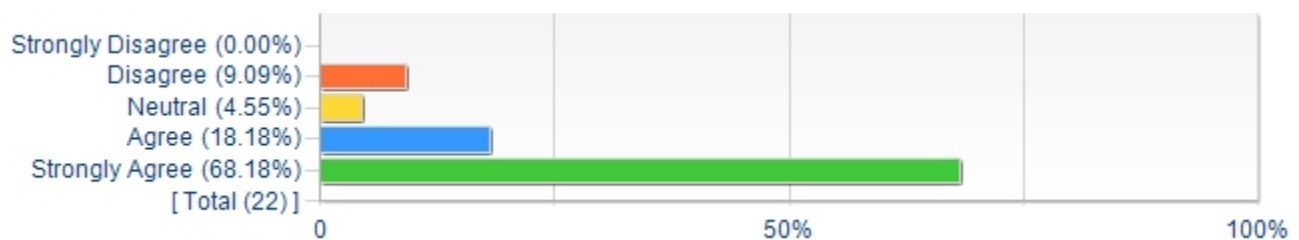
Statistics	Value
Mean	4.36
Standard Deviation	0.90

The online course materials found in Blackboard made a valuable contribution to my learning.



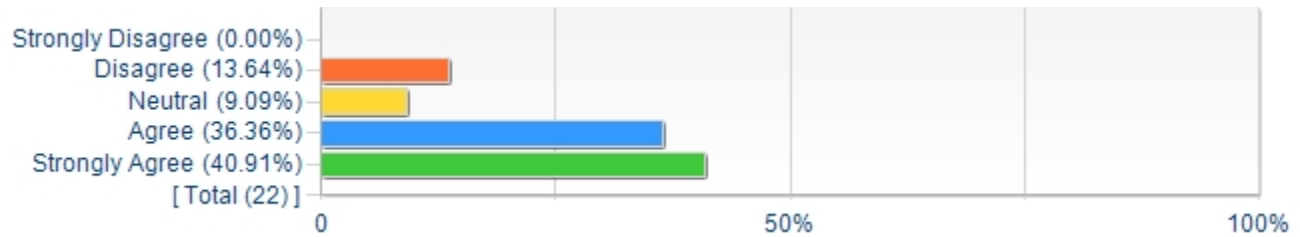
Statistics	Value
Mean	4.27
Standard Deviation	0.77

The instructor clearly explained the course objectives.



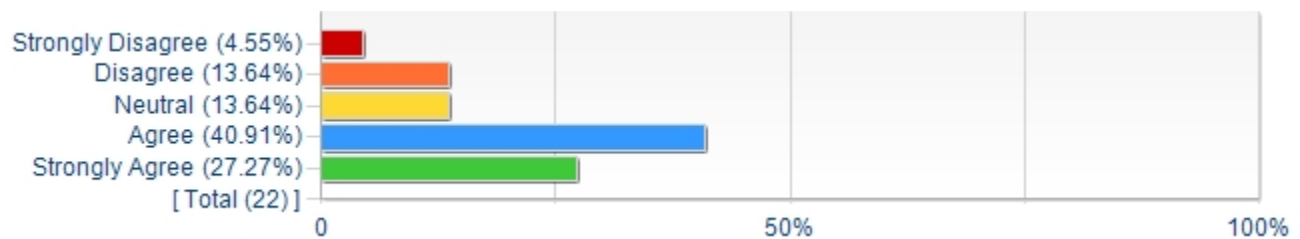
Statistics	Value
Mean	4.45
Standard Deviation	0.96

The presentations provided a meaningful learning experience.



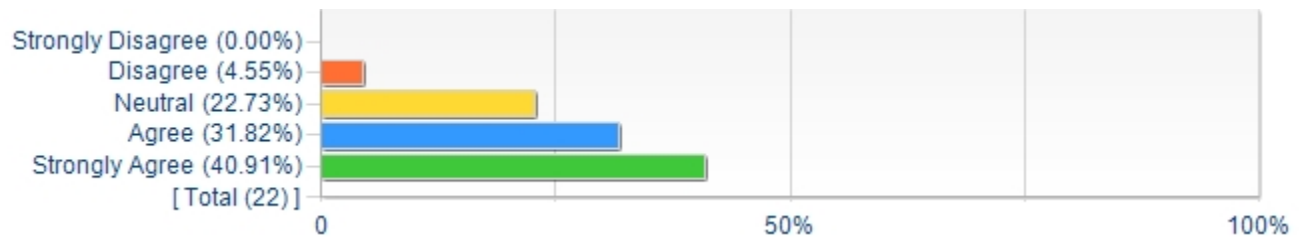
Statistics	Value
Mean	4.05
Standard Deviation	1.05

Group work contributed to my understanding of the course material.



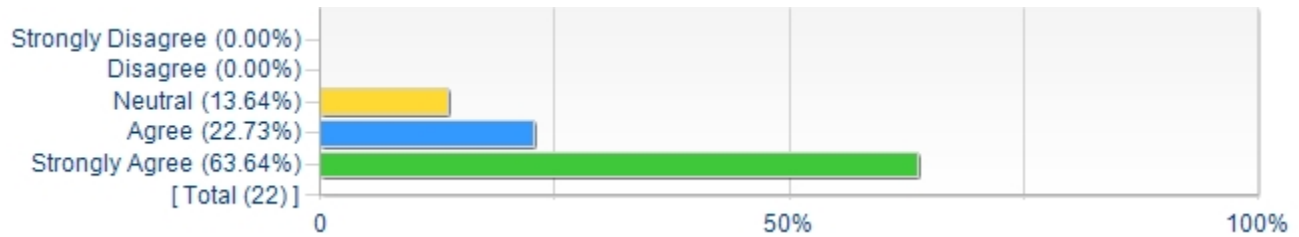
Statistics	Value
Mean	3.73
Standard Deviation	1.16

The instructor helped me become more aware of cultural diversity issues.



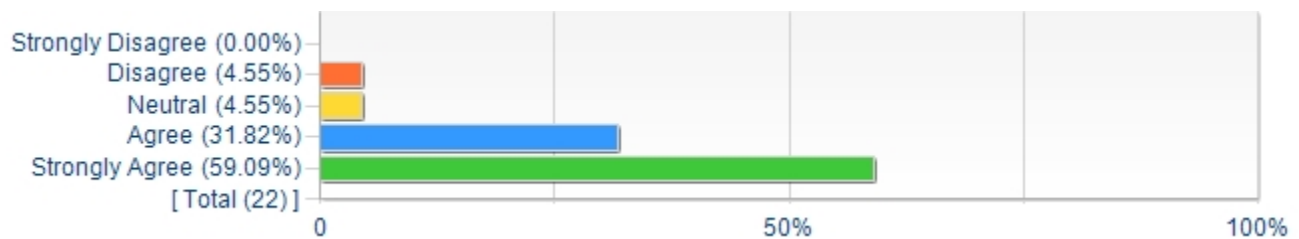
Statistics	Value
Mean	4.09
Standard Deviation	0.92

This course helped me learn to apply concepts from this course to new situations.



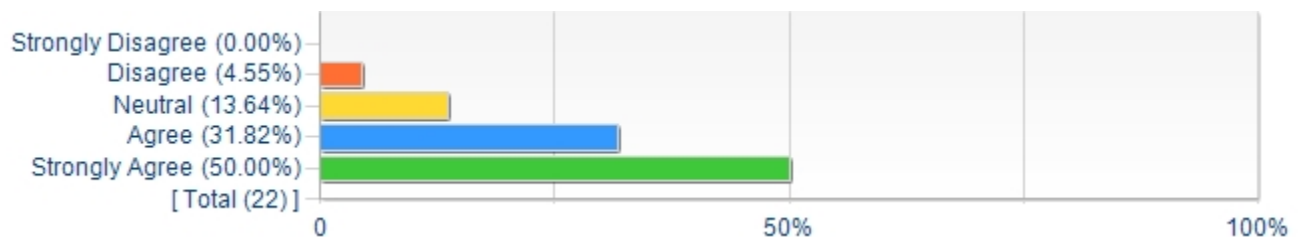
Statistics	Value
Mean	4.50
Standard Deviation	0.74

This course helped me communicate clearly about this subject.



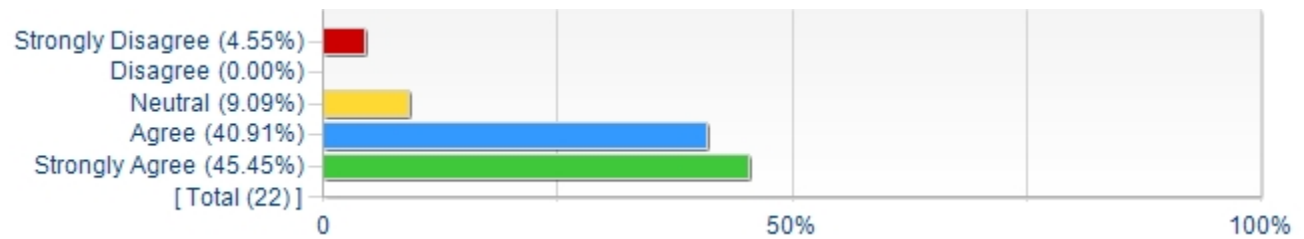
Statistics	Value
Mean	4.45
Standard Deviation	0.80

This course enabled me to critically evaluate research in this field.



Statistics	Value
Mean	4.27
Standard Deviation	0.88

The instructor actively engaged students in the learning process.



Statistics	Value
Mean	4.23
Standard Deviation	0.97