



Project Title: **2184- Teaching Survey Spring 2018**

Total Enrollment: **31**

Responses Received: **19**

Response Rate: **61.29%**

Subject Details

Name	PS 1233 - POLITICAL PSYCHOLOGY - 1020 - Lecture
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	30078
COURSE_NUMBER	1233
SECTION_NUMBER	1020
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Emily
Last Name	West
RANK_DESCR	Assistant Professor
TENURE	TS

Report Comments

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Instructor and Course Survey Results:

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

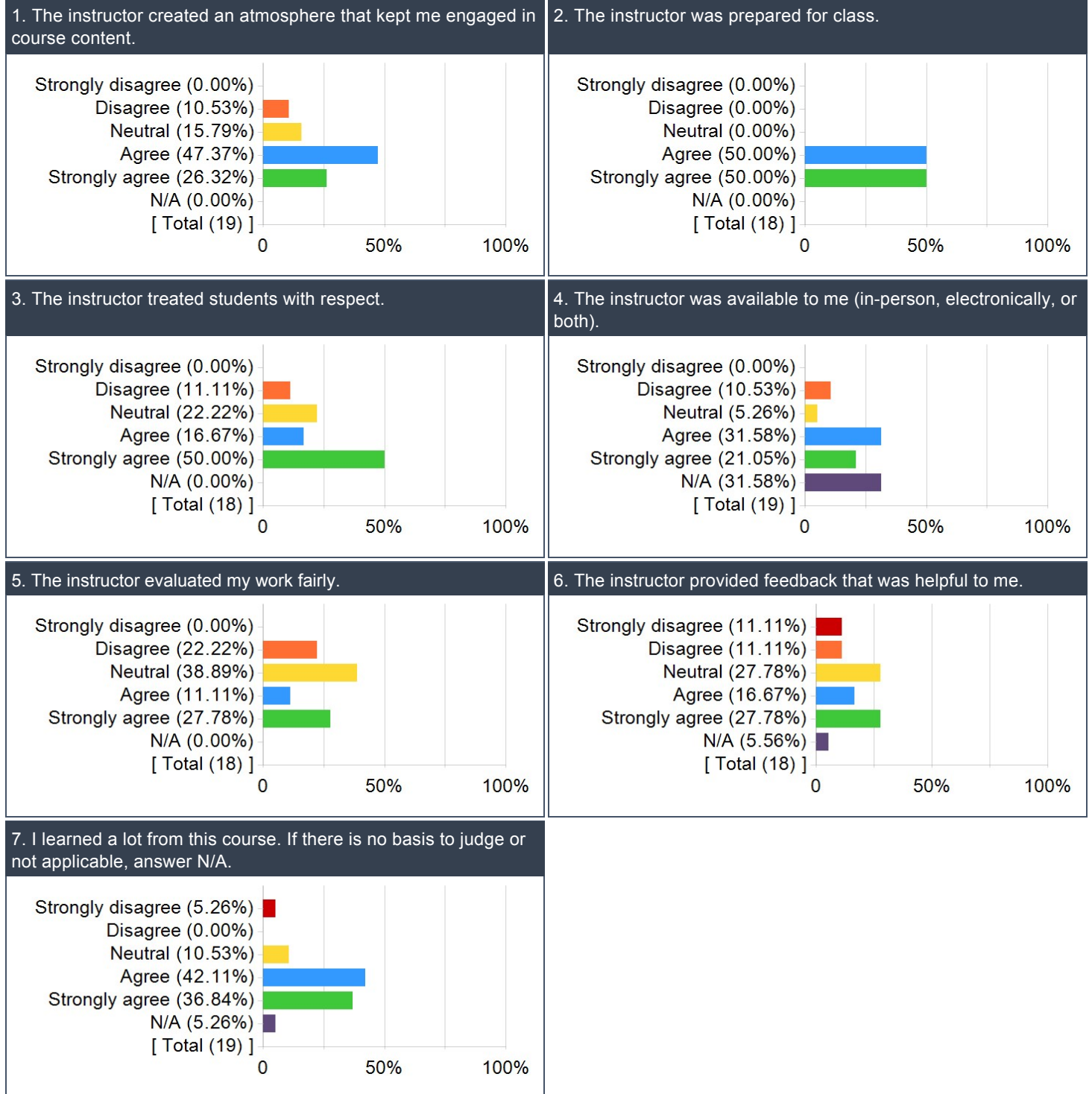
Creation Date: **Thu, Sep 13, 2018**

Arts and Sciences Questions

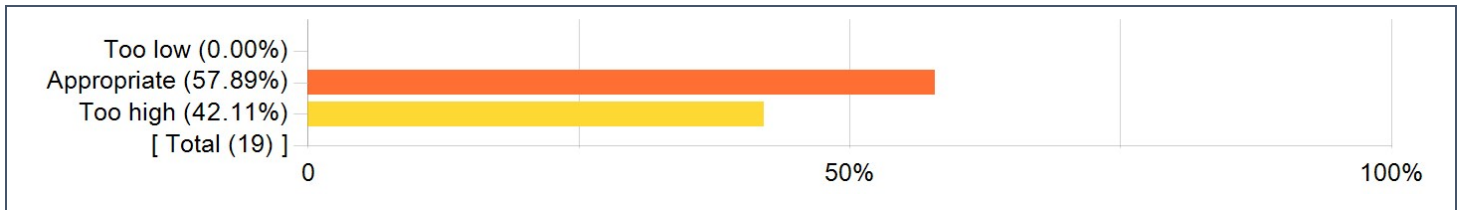
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	19	3.89	0.94
The instructor was prepared for class.	18	4.50	0.51
The instructor treated students with respect.	18	4.06	1.11
The instructor was available to me (in-person, electronically, or both).	13	3.92	1.04
The instructor evaluated my work fairly.	18	3.44	1.15
The instructor provided feedback that was helpful to me.	17	3.41	1.37
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	18	4.11	1.02

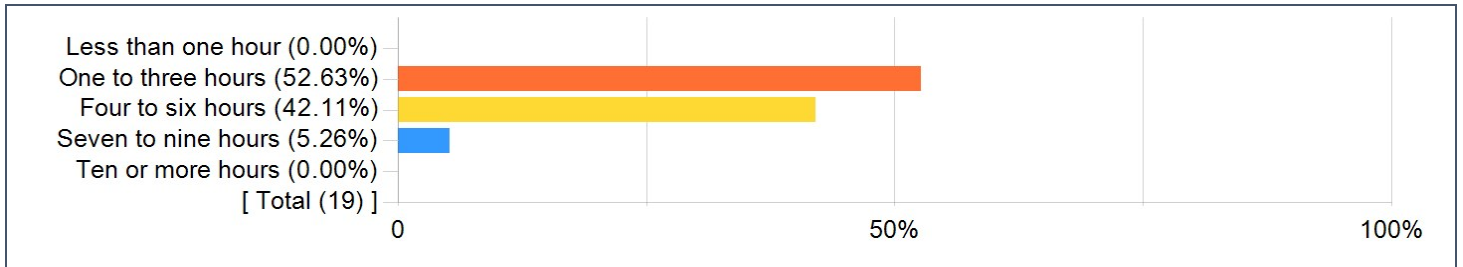
Detailed Responses



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
I liked the real world examples– ie the class on the stanford prison experiments, and the rwanandian genocide
I liked how the first half taught us "the basics" of psychology and the second half utilizes these concepts learned. Experiments and concepts were explained very well.
I really liked how the psychological concepts tied into politics. It is a fantastic interdisciplinary course.
I liked the range of topics that were covered in the course and and the homework assignments were pretty straight forward and mostly easy to complete (homework #2 probably being the hardest and the least clear in the expectations). The structure of the midterm was also easy to understand and was a fair amount of work. Changing the presentation to a quiz and summary project was very much appreciated and a much better way of giving another study resource.
I really enjoy how Emily asks us about our own personal opinions on course topics. She remained very unbias and kept a good environment.
The atmosphere of the class both Professor West and Amanda were experts in this area. It was fun and relaxed environment suited for learning.
I liked when we related things to modern politics. Also the impact of the Obama election was interesting to see.
The powerpoints were helpful and she was very detailed in her lectures.
Not too much work, decent discussion
Amanda was extremely helpful and clearly wanted us to learn and succeed in this course. She was also very responsive to emails and meeting with her was always helpful.
The topics themselves were fairly interesting, but i found it hard to take any of the theories seriously, as there was no real science to back up anything she said. She seems really passionate about teaching political psychology.
I enjoyed all of the example cases that were presented in class because they were able to bridge the gap between theory and practice.
I liked learning about the different experiments that pair with the theories because it made the concepts less daunting and more interesting.
we went from learning a topic to discussing a specific experiment or study done on that topic, made the topics sink in clearly and not get lost in space
Not very much
It is interesting learning how the brain works concerning politics.
The content seemed pretty easy.
I enjoyed the environment that was set throughout this course. There was a lot of important information and examples given.

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

Comments
I would use more actual real world political examples to explain topics. For instance how for the rwandian genocide class we learned about the genocide then went back and discussed how it happened, and the political psych phenomenon involved
N/A
Emphasize the more important studies that we go over in lecture. Assign less readings. The textbooks are not as important as initially expected.
There are far too many supplementary materials (weekly articles) than what there should be; in my opinion, the instructor required too much weekly reading (2 textbooks plus articles).. While the range of topics covered was appreciated, it also felt like the instructor was trying to cram as much information into the course as she could which could be overwhelming at times and made for difficult final exam preparation.
Shorten the readings? It discourages students from reading them in the first place if every reading is 40 pages long. The grading seemed a little unfair, we were given homework assignments without much instruction except to follow the directions but then they graded pretty harshly. Some topics could use a little more explanation but that's on the students to ask themselves I guess. Extra credit opportunity for this class would be really helpful for upcoming students as well. Especially for tests, the multiple choice questions seemed a little open to interpretation, as did the open ended questions, but then these were graded very detailed and somewhat overly criticized.
The grading for the course needs to be overhauled so that students understand what is being asked of them on assignments. It

Comments
often felt like the standards for the homework were not entirely explained properly which would lead to poor performance. It felt like Professor West was too focused on making sure this was not an "easy A" and may have set standards higher than necessary. It really does the class a disservice because the course is fantastic and Professor West is easily one of the best teachers in the department.
I would maybe include less experiments to explain each concept. It sometimes felt like we were getting so many cases thrown at us without much of a flow of information. I still really liked the course.
The exams were extremely difficult and asked vague questions. The short answers in the exams were graded harshly and so were the homeworks. There is a ton of material to have to know for the exams too. I went to every class, took extensive notes, and studied 10+ hours for the exams too. Also, Professor West was somewhat condescending.
The class material was taught with a clear liberal bias. Felt very uncomfortable when she said that "white people are often inherently racist." Didn't really address issue in an objective way. Not extremely surprised due to the nature of the class, but it was pretty uncomfortable at times.
Emily is clearly very knowledgeable about this topic, but her teaching methods are not the best. She flies through material way too quickly and justifies it by saying the slides are online. The slides she does post are edited down with the most important info taken off, so I often miss key things even though I always attended class. Even if I do manage to get the notes, she goes through like 10 topics per class without spending time to get the concept across. I emailed her multiple times with questions, but her answers were not helpful at all. I prepared for the exam weeks in advance, met with the TA several times, and still did not do as well as I wanted to on the exam because it was graded much too harshly. I am a senior, and have never taken a course this stressful or had an exam that meticulously nit-picked and torn apart. I was really excited to take this class and was very interested in the material, but the teaching methods and lack of engagement made this class the worst I have taken within the polisci department.
1) The expectations for the course were very high. She assigned 100 pages of readings that were expected to be read before lecture. For someone taking 15–17 credits, it was not doable and fairly ridiculous for an "intro" course. I ordered two textbooks and only used one for the course. She never tested on the material in one of the books.
2) Doesn't set clear standards for the homework. The assignment with the social experiment had the list of what she wanted for the assignment, but it seemed like there was miscommunication between the TA and the professor. The TA took points off for not being specific enough, however the assignment had to be 3 pages long, so there isn't enough room for an entire dissertation. Basically, she listed the requirements but graded it based off of different requirements.
3) Seems really friendly in class, but not that way during office hours.
4) Tests were fairly hard, and some questions were based on specific readings and details that she did not go over in class.
5) I would add more exams or just add more opportunities to make up for missed points, make the grading criteria more detailed and actually grade it based off the requirements, and I would assign readings that are actually based on the lecture material.
Sometimes, it would be very difficult to be able to write down all of the information presented by hand. If I had been using a computer, I have little doubt that I would have been able to record all of the information. However, I find computers very distracting, so I write by hand. Maybe if there was a more clear way to articulate what is not included in the slides so that I would have known what to prioritize in the writing (such as it is underlined), I might have been able to record more important information.
I might try to create some sort of study guide or review list to help students know what more to focus on when studying for tests.
more outside of the classroom work
<ul style="list-style-type: none"> – I would put less focus on the individual ideologies of students taking this course, so that more liberal students did not feel attacked throughout – I would keep my expectations more reasonable for an intro level course. Some students like myself were only taking this course as a general education requirement, and had it significantly drop our GPAs – I would allow students time to take notes of off slides in class if I was not going to upload them to courseweb for later viewing – I would be more clear about what details of the course are salient for exams – I would create exams in a format that allowed students enough time to comfortably complete the exam in the amount of time given – I would teach about "white identity" in a way as to not make it sound like it is a good thing – I would not announce my partisanship and/or professional involvement with a certain political party at the beginning of teaching this course so as not to make my students feel threatened – I would not pretend that all of my students are doctorates in political psychology, and instead treat them as undergrads who may or may not be following the same career path as me – I would offer extra credit if I saw that the majority of my students were struggling with certain assignments, which is probably therefore my fault – I would treat students with respect regardless of their views, and not degrade their in-class comments or show favoritism
Not make students feel stupid when answering questions. Provide less lecture material – not an information overload. Understand that we are undergraduate students not graduate. Make exams more information based not "trying to trick you" based.

Comments
While most of the content was fairly common sensically having to do with social psychological phenomenons, it seemed that the lectures and the readings had nothing to do with each other. Doing the reading would seem pointless after going to class the next day. The content did also seem scattered sometimes and disconnected; organization seemed to be lacking. Emily/Amanda (not sure who) also grades the homework assignments pretty harshly and with so little criticism, that it doesn't make sense why you didn't get a perfect grade, it just seems super subjective based on whether or not your assignment was liked.
N/A