

DEVELOPMENTAL PSYCHOLOGY (2017-2018 Summer)

Term: **2017-2018 Summer**

Subject: **PSYCH**

Catalog & Section: **113S 1**

Course Title: **DEVELOPMENTAL PSYCHOLOGY**

Instructor: **Yoon, Erica**

Enrollment: **19**

Responses Incl Declines: **10**

Declines: **0**

Learning Goals

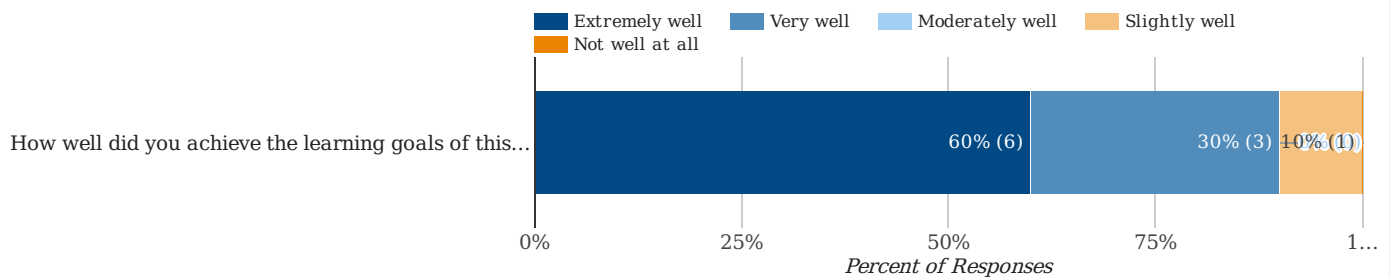
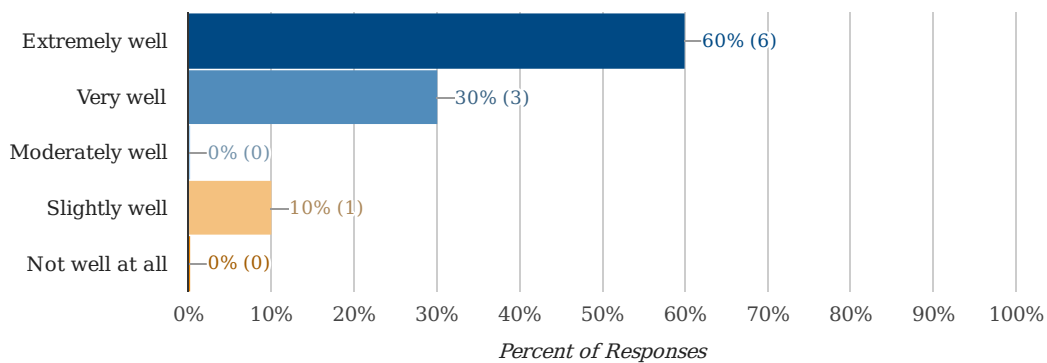
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3) to answer one question.

Students are most likely to say their learning goals have been met when

- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (<https://evals.stanford.edu/end-term-feedback/how-write-learning-goals>).

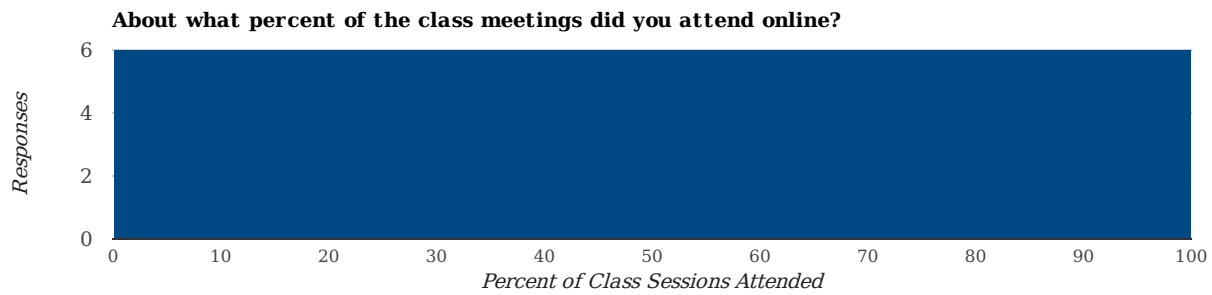
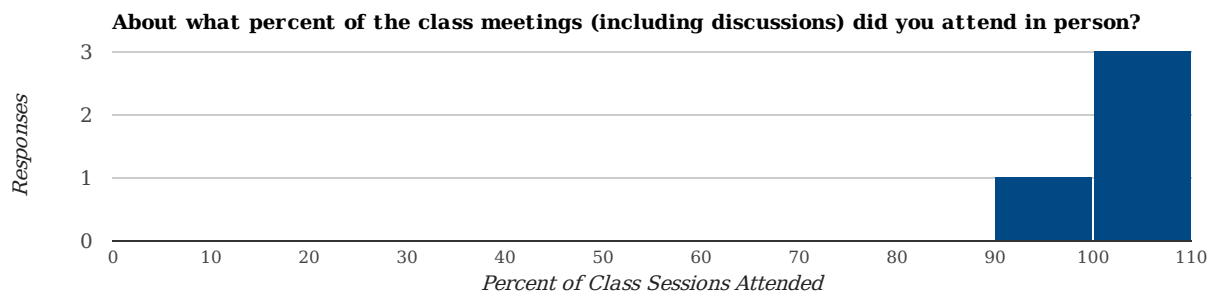
How well did you achieve the learning goals of this course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How well did you achieve the learning goals of this course?	10	52%	4.4	5	0.9	60%	30%	0%	10%	0%

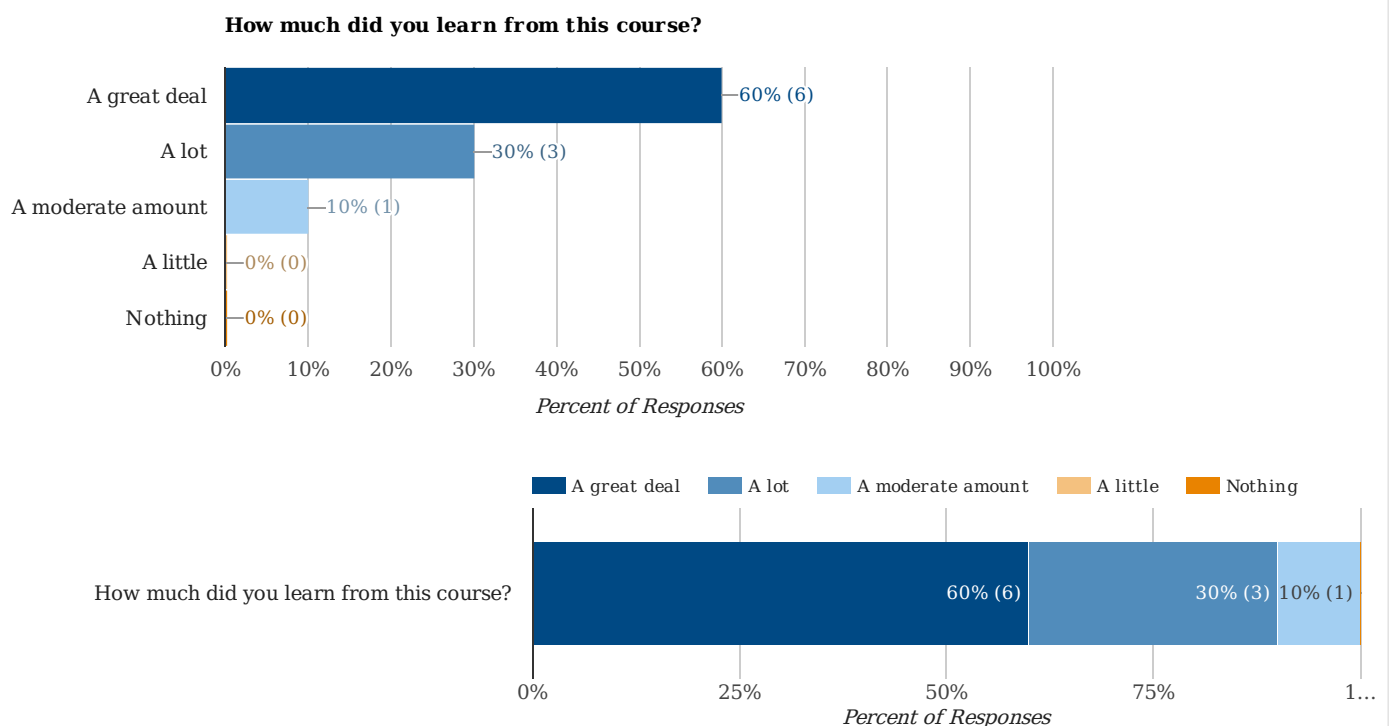
Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

Attendance and Engagement



Student Learning

For information on factors that contribute to students' learning, please see [Interpreting Your Course Evaluation Report](https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations) (<https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations>).



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
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How much did you learn from this course? 10 52% 4.5 5 0.7 60% 30% 10% 0% 0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;

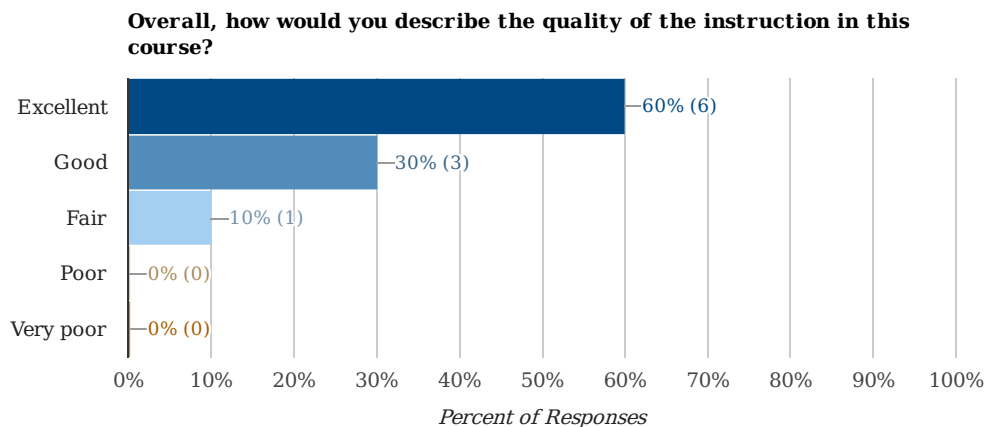
(6 comments)

Q: What skills or knowledge did you learn or improve?

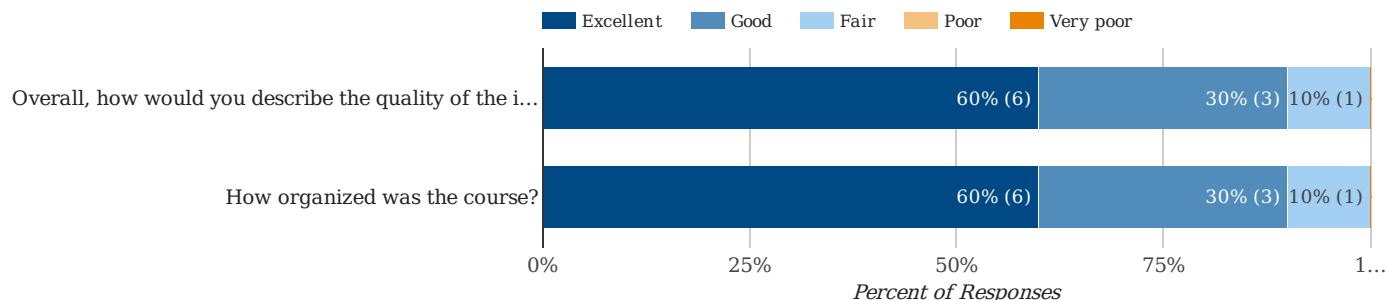
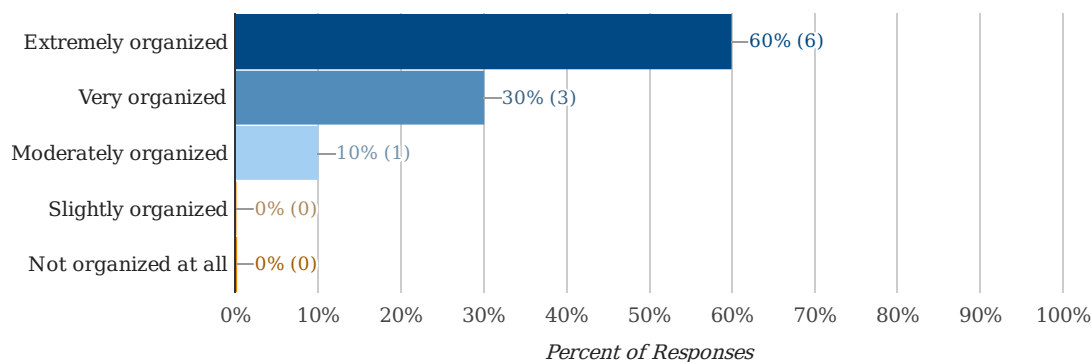
- 1 I learned how to effectively read and evaluate case studies and research designs
- 2 -Extracting critical information from scientific articles
-Evaluating authors' claims & developing alternative explanations
-Interpreting studies from opposing perspectives (e.g., empiricist v. nativist)
-General developmental psych knowledge
- 3 I improve my critical thinking and learn much about infancy development.
- 4 I learned how to better develop a concise and coherent argument.
- 5 I gained knowledge in the matter of child development.
- 6 I improved the skills of how to read research papers really effectively. I also improved how to write a paper about scientific articles. It has taught me how to look at different articles in different perspectives and always keep in mind the alternative explanations of the data and how the method can be biased in ways.

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).



How organized was the course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	10	52%	4.5	5	0.7	60%	30%	10%	0%	0%
How organized was the course?	10	52%	4.5	5	0.7	60%	30%	10%	0%	0%

Note: 5:Excellent; 4:Good; 3:Fair; 2:Poor; 1:Very poor;

Course Elements

No Data.

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to VPTLevaluations@stanford.edu (<mailto:vptlevaluations@stanford.edu>).

(7 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

- 1 This class is definitely worth taking even if you have no plans of majoring in psychology. The material you learn in this class is incredibly applicable to everyday life

- 2 If Erica Yoon is teaching, you should definitely take this class. I am a senior at Stanford and took this only out of mild interest, in order to fulfill unit requirements. However, Erica was so enthusiastic and caring that I came to LOVE this class, despite my 'meh' opinion of the material. I truly looked forward to attending class. Another huge plus: there isn't any busy-work; all of the assignments are constructive and consolidated the info taught in class.
- 3 This course innately emphasizes critical thinking and experiment methodology to a great extent.
- 4 This course requires a lot of critical thinking which is very helpful to help develop argumentative writing.
- 5 Was not particularly interesting for me. But the instructor made very good efforts to bring in children and demonstrate experiments.
- 6 Great professor!
- 7 I would tell the student to always get their reading responses done in advance because some of the articles can take longer to read so it is easier to do them earlier on. I would also tell them to read the articles carefully and always reread their responses.

(5 comments)

Q: Would you like to provide any other comments about this course?

- 1 I loved the class discussions and video models of previous studies
- 2 Erica should be a professor. Hands down one of the most organized, efficient, and engaging classes I have taken over the 160 units I've completed at Stanford.
- 3 Very pleasant and fruitful experience.
- 4 no
- 5 The class is great! The professor is really nice and she tries to give as many opportunities to the students. The course should implement more hands on activities. Overall, great class and students learn a lot.

Instructor Added Questions

Close-Ended Questions

No Data.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [VPTL Consultation Request Form \(https://vptl.stanford.edu/getting-started-vptl\)](https://vptl.stanford.edu/getting-started-vptl)