

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

This course I would say profoundly shaped my first year experience and would recommend this course to absolutely every person at UBC, regardless of year, faculty, or degree of interest in psychology. I can affirm that I am not only a better, more well-rounded student after taking this course, but an enriched human being. I could go on for much, MUCH longer about how incredibly life-altering this course has been, but my hand is beginning to hurt.

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This was absolutely the best, most worth-while course that I have taken at University. While the workload was intense, I got a lot from it in both respect to my education but also my life. Really helped me to take this, I wish it had been two semesters. After taking this I am ready to take almost any psych class @ UBC. Maybe simple comments but I have Nothing honestly nothing bad to say about this course.

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This was one of the best courses I took in my life, mainly because the instructor, Adele Diamond, was so good. She really inspired me to work hard and I learned a lot out of the course.

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I really enjoyed this course. Everything we read could always be applied to real life situations and you always helped us make those connections. The material I learned here, I'll carry with me into the future. It was challenging and very rewarding - would definitely recommend you to other people.

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she is amazingly intelligent and a great inspiration to her students.
However the course was just too much pressure for students with a full course, a part time job and other activities. But as a teacher she is by far one of the best.
Thank you Adele!

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I totally enjoyed this course. For the first introductory lesson, it wasn't really representative of what/how the whole course was conducted - the course was definitely more interesting, relevant and related to daily aspects of life.

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Thank you so much for a very stimulating, transformative class - we were encouraged to engage at all levels with the material, and I certainly did.

This course has informed my approach both to academia and to life!

My one wish is that there weren't so many readings. I know each of them is relevant & important, but I personally found my engagement in the course waning; stress mounting at times when I felt too overwhelmed with reading. As we learned, anxiety is the emotion that most breeds inaction/paralysis...

But on the whole, each + every one of the classes was a wonderful experience + I thoroughly enjoyed them.
Thanks again

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This course was outstanding - the best course by far in my entire university experience (I have already completed 1 undergrad. degree).

Active learning opportunities were great - better than some classes with 200+ students in which I might as well be taking a distance course.

One thing 5000 many readings meant not enough time to discuss in depth. Also - I would have liked to spend more time reading less articles. to get more out of them. Overall → amazing course.

Department of Psychology
Undergraduate Course Evaluation Results (Long Form Inventory)

Total Responses: 11

Course no.: 205-

Section: 006

Instructor: *Diamond, Adele*

Year/Term: 2006-07 T2

ITEM/KEY WORD SUMMARY	No. of responses by option						count (1 - 5)	Proportion of responses					DEPARTMENT NORMS *				
	0	1	2	3	4	5		0	1	2	3	4	5	M	SD	M	SD
1 Participation Encouraged	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.77	0.61
2 Evaluation Unfair	2	8	0	1	0	0	9	0.18	0.73	0.00	0.09	0.00	0.00	1.22	0.63	2.09	0.45
3 Patient Assistance	0	0	0	1	0	10	11	0.00	0.00	0.00	0.09	0.00	0.91	4.82	0.57	3.90	0.42
4 Tests Understanding	0	0	0	1	0	10	11	0.00	0.00	0.00	0.09	0.00	0.91	4.82	0.57	3.64	0.54
5 Poor Response to Criticism	1	10	0	0	0	0	10	0.09	0.91	0.00	0.00	0.00	0.00	1.00	0.00	2.04	0.42
6 Well Prepared	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.28	0.33
7 Verbally Abusive	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.42	0.30
8 Available to Students	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.78	0.39
9 Practical Applications	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.15	0.35
10 Commun. Level Too High	0	6	3	1	0	0	10	0.00	0.60	0.30	0.10	0.00	0.00	1.50	0.67	2.04	0.43
11 High Standards Set	0	0	0	1	2	8	11	0.00	0.00	0.00	0.09	0.18	0.73	4.64	0.64	3.71	0.34
12 Identified Personal Comments	0	0	1	4	3	3	11	0.00	0.00	0.09	0.36	0.27	0.27	3.73	0.96	3.44	0.40
13 Effective Speech Qualities	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.90	0.48
14 Poor Use of Class Time	0	10	1	0	0	0	11	0.00	0.91	0.09	0.00	0.00	0.00	1.09	0.29	1.84	0.41
15 Encourage Independent Thought	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.75	0.50
16 Course Poorly Organized	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.87	0.40
17 Answered Questions Well	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.33	0.27
18 Good Rapport	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.96	0.48
19 All Students Respected Equally	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.41	0.22
20 Demeaning Wrt Fe/Male	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.51	0.21
21 Demeaning Wrt Race/Culture	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.42	0.18
22 Motivated Students	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.42	0.49
23 Instructor Had Knowledge	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.39	0.29
24 Students as Individuals	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.79	0.42
25 Inspired Interest	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.57	0.57
26 Respected Students	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.18	0.30
27 Instructor Uninterested	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.48	0.27
28 Requirements Clear	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.00	0.33
29 Course Importance	0	0	0	0	4	7	11	0.00	0.00	0.00	0.00	0.36	0.64	4.64	0.48	3.64	0.47
30 Textbook/Readings Rating	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	3.62	0.50
31 Instructor Rating	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.03	0.50
32 Course Rating	0	0	0	0	4	7	11	0.00	0.00	0.00	0.00	0.36	0.64	4.64	0.48	3.70	0.50

Scale Scores (1=low, ..., 5=high)	Mean		Std Dev		Department Norms *	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Scale 1 - Instructor Competence	4.85	0.16	4.02	0.35		
Scale 2 - Respect for Students	4.96	7.93	4.27	0.27		
Scale 3 - Academic Standards and Motivation of Students	4.72	0.23	3.75	0.35		



Note: Response Formats:

Items 1 to 29: 0=don't know, 1=strongly disagree, ..., 5=strongly agree; items 30 to 32: 1=very poor, ..., 5=very good.

* Departmental Norms: unweighted means and SDs for more than 500 classes in 1992-97, i.e., means and SDs of the distribution of class means for 32 items and 3