

## 188 PSYCHOLOGY

### Introduction

The PSA, a group of "committed" individuals, is not content to rest on its laurels after an award-winning year of serving St. George PSY students. Last year, courageous volunteers maintained test libraries, provided graduate school information and dispensed valuable advice from our Sid Smith base of operations. These hard-working souls were even occasionally seen outside the building, particularly during PSA events such as Wine & Cheese socials, BBQs, Bake Sales, and the Dr. Freud Competition. Along with all these activities, we have lots of new ideas for the upcoming year, so come check us out! Visit the Bat-Cave at Sid Smith 509 (ground floor), give us a call (416-978-6762) or check out our website (<http://www.psych.utoronto.ca/~psa>) for all the latest PSA news and information.

#### PSA Executive

### PSY 100Y1Y Introductory Psychology

Instructor(s): M. Wall

	Resp: 568							Retake: 79%
	1	2	3	4	5	6	7	Mean
Presents	0	0	1	4	15	37	39	6.1
Explains	0	0	1	3	17	40	36	6.0
Communicates	0	0	0	4	13	35	45	6.2
Teaching	0	0	1	3	13	37	44	6.2
Workload	0	0	1	18	31	32	16	5.4
Difficulty	0	0	0	25	34	26	13	5.3
Learn Exp	0	0	1	12	30	30	25	5.6

Students generally agreed the size of the class was an immense barrier to delivery quality of lectures, but Wall well-surpassed their expectations. His lectures were informative, humorous, and thought-provoking. The website and online tutorials helped students better grasp the minute details of the material and Wall was more than forthcoming in offering his time to help students outside of class. The only criticism made by an overwhelming majority were the tests. The multiple-choice format was overly specific and basically required regurgitation of minute details from within the material and did not properly reflect students' grasp of knowledge.

Instructor(s): M. Wall

	Resp: 537							Retake: 74%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	17	38	36	6.0
Explains	0	0	0	6	18	40	33	6.0
Communicates	0	0	0	6	16	36	39	6.0
Teaching	0	0	0	6	14	37	40	6.1
Workload	0	0	1	16	29	31	20	5.5
Difficulty	0	0	2	20	30	32	13	5.3
Learn Exp	0	0	2	17	25	30	23	5.5

The majority of students considered Wall to be an exceptional lecturer who succeeded in delivering his lectures to an enormously large class with style, poise, and humorous introjections. Wall made the class enjoyable, informative and an exceptional learning experience. The students felt the tests were unfair and unrepresentative of the material covered.

### PSY 20H1F Statistics I

Instructor(s): D. Todorovic

	Resp: 121							Retake: 17%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	12	19	33	31	5.8
Explains	2	1	3	15	20	34	22	5.4
Communicates	0	2	6	14	31	31	12	5.2
Teaching	0	1	3	13	29	40	10	5.3
Workload	0	0	5	44	30	13	4	4.6
Difficulty	0	0	5	36	31	16	6	4.8
Learn Exp	3	6	13	52	12	10	1	4.0

Todorovic presented the material in a comprehensive manner and made the tedious material engaging. His sense of humour was welcomed and made the class more enjoyable. A few thought that he followed the textbook too closely and they would have appreciated additional examples. Many students suggested tutorials would have been useful.

Instructor(s): D. Todorovic

	Resp: 43							Retake: 17%
	1	2	3	4	5	6	7	Mean
Presents	0	0	4	6	11	34	41	6.0
Explains	0	0	6	20	20	23	27	5.4
Communicates	2	0	13	23	25	20	13	4.9
Teaching	0	2	4	19	16	38	19	5.4
Workload	4	4	11	35	21	16	4	4.3
Difficulty	4	0	11	28	23	28	2	4.6
Learn Exp	0	9	12	65	6	3	3	3.9

Todorovic was a very well-organized and knowledgeable instructor. He explained concepts clearly and provided detailed web notes. Todorovic was humorous and made the dull course material more interesting.

Some students suggested that problem sets would have been helpful.

### PSY 210H1F Introduction to Development

Instructor(s): D. Goldstein

	Resp: 210							Retake: 99%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	1	10	34	52	6.4
Explains	0	0	0	0	6	24	68	6.6
Communicates	0	0	0	0	4	24	70	6.6
Teaching	0	0	0	1	4	27	66	6.6
Workload	0	2	15	69	10	2	0	4.0
Difficulty	0	7	22	62	3	2	0	3.7
Learn Exp	0	0	0	7	19	36	36	6.0

Nearly everyone loved the course and Goldstein's teaching style. Goldstein was describe by many to be an enthusiastic, humorous, well-organized and knowledgeable instructor.

There were a few qualms that people had, like lacking a course website, and some had problems with testing evaluations and getting midterms back, but the overall evaluation of the course was that it was definitely worth taking.

### PSY 220H1S Introduction to Social Psychology

Instructor(s): G. Goldberg

	Resp: 117							Retake: 87%
	1	2	3	4	5	6	7	Mean
Presents	0	1	13	27	31	19	6	4.7
Explains	0	1	0	15	18	35	27	5.7
Communicates	0	0	0	2	14	31	51	6.3
Teaching	0	0	0	16	24	44	13	5.5
Workload	0	5	10	77	5	0	0	3.8
Difficulty	1	3	29	65	0	0	0	3.6
Learn Exp	0	1	4	16	35	23	18	5.3

Goldberg was considered to be enthusiastic and humorous but his lectures were highly unorganized and were not aligned with the text readings. His tests were a little too easy but students appreciated the chance to apply course material to every day life problems on tests. Students enjoyed Goldberg's use of videos and interactive assignments.

**PSY 230H1S Personality and Its Transformations**

Instructor(s): J. Peterson

	Enr: 144							Mean
	Resp: 78							
	1	2	3	4	5	6	7	
Presents	1	0	4	18	22	30	23	5.5
Explains	0	1	4	4	16	30	42	6.0
Communicates	0	0	0	1	2	17	78	6.7
Teaching	0	0	0	6	6	28	58	6.4
Workload	0	0	0	13	30	30	25	5.7
Difficulty	0	0	0	26	41	26	6	5.1
Learn Exp	0	0	1	11	17	15	53	6.1

Comments such as "outstanding professor" and "a profound learning experience" were typical responses to this course. Many students enjoyed Peterson's lecture style, as well as his knowledge and enthusiasm. However, some students found that the lectures lacked structure. As well, many felt that there was too much reading for this course, especially since it was a half-year class.

**PSY 240H1F Introduction to Abnormal Psychology**

Instructor(s): T. McFarlene

	Enr: 155							Mean
	Resp: 111							
	1	2	3	4	5	6	7	
Presents	0	0	0	2	18	38	39	6.2
Explains	0	0	0	0	20	32	46	6.2
Communicates	0	0	0	1	16	38	42	6.2
Teaching	0	0	0	2	15	46	33	6.1
Workload	0	0	0	51	29	15	2	4.7
Difficulty	0	0	3	62	29	3	0	4.3
Learn Exp	0	0	0	16	25	31	27	5.7

McFarlene was a very good instructor who gave extremely interesting and enjoyable lectures. She was enthusiastic, organized, communicated clearly and students liked her teaching style. Specifically, the talks about her own experience and real life examples, as well as the video presentations were very helpful. Students also appreciated the bonus assignments and the fact that the lecture slides were made available before each class.

The multiple choice questions on the tests were said to be way too detailed and specific, and the second test was too long. There were a few complaints about the textbook and the large amount of reading.

Instructor(s): N. Rector

	Enr: 175							Mean
	Resp: 126							
	1	2	3	4	5	6	7	
Presents	0	0	3	9	24	50	12	5.6
Explains	0	0	1	11	36	39	10	5.5
Communicates	0	0	3	11	29	44	11	5.5
Teaching	0	1	3	13	31	40	8	5.3
Workload	0	0	3	47	36	9	2	4.6
Difficulty	0	0	5	61	26	6	0	4.3
Learn Exp	0	2	3	31	35	26	3	4.9

Students appreciated Rector's clarity and organization, however, the lectures were said to follow the textbook too closely. The 2nd term test was criticized for the level of detail, and didn't truly evaluate students' knowledge.

Videos and guest speakers added variety that students enjoyed.

**PSY 260H1F Introduction to Learning**

Instructor(s): B. Ramos

	Enr: 328							Mean
	Resp: 234							
	1	2	3	4	5	6	7	
Presents	3	3	16	28	25	16	6	4.4
Explains	3	3	12	27	27	15	8	4.5
Communicates	1	3	6	25	30	24	7	4.8
Teaching	3	8	9	28	27	17	4	4.4
Workload	0	0	10	76	10	2	0	4.1

Difficulty	0	0	8	69	15	3	0	4.1
Learn Exp	3	7	22	39	14	7	3	3.9

Most students did not enjoy the course, with a number of students saying that the content and the textbook were both dull. Many students also thought that the 5% participation mark was useless for a class that large. While most students thought that Ramos used good examples in class, was enthusiastic, and her attempts at humour was appreciated, a few students thought that she was disorganized.

**PSY 270H1S Introduction to Cognitive Psychology**

Instructor(s): J. Pratt

	Enr: 179							Mean
	Resp: 108							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	12	54	31	6.1
Explains	0	0	0	3	13	57	25	6.0
Communicates	0	0	0	2	8	37	50	6.3
Teaching	0	0	1	3	15	54	23	5.9
Workload	0	0	0	57	28	11	0	4.5
Difficulty	0	0	0	45	31	19	1	4.7
Learn Exp	0	4	1	42	31	17	3	4.7

Students generally thought Pratt's humour and enthusiasm helped otherwise dry material to become somewhat interesting and understandable. The text was just as dry as the material and the tests were really difficult but students appreciated Pratt's interest and online notes that were always available before class.

**PSY 290H1F Physiological Psychology I**

Instructor(s): R. McDonald

	Enr: 280							Mean
	Resp: 144							
	1	2	3	4	5	6	7	
Presents	0	0	4	7	24	44	18	5.6
Explains	0	0	2	14	22	40	19	5.6
Communicates	0	0	5	11	30	28	23	5.5
Teaching	0	0	2	6	19	44	25	5.8
Workload	0	0	2	57	28	9	2	4.5
Difficulty	0	0	0	35	44	16	4	4.9
Learn Exp	0	0	1	18	30	33	14	5.4

McDonald was found to be a clear, concise, and very organized lecturer. This was deemed very helpful by the students, especially since the course content was challenging. Students also liked the fact that McDonald posted the lecture slides before class.

A few students criticized the tests, particularly the written questions, which tested only memorization skills and not a deeper understanding of the material.

Overall, this was a course worth taking.

**PSY 330H1S History of Psychology**

Instructor(s): D. Dolderman

	Enr: 47							Mean
	Resp: 31							
	1	2	3	4	5	6	7	
Presents	0	0	9	19	38	29	3	5.0
Explains	0	0	9	19	32	32	6	5.1
Communicates	0	0	0	10	40	33	16	5.6
Teaching	0	0	3	22	45	19	9	5.1
Workload	0	0	0	61	29	6	3	4.5
Difficulty	0	0	6	74	12	6	0	4.2
Learn Exp	0	0	17	47	21	8	4	4.3

The only major criticism students had about the course was that the workload was unevenly weighted so that the bulk of the work was due in the second half of the course. Although the structure of the course was a little disorganized, students felt Dolderman lectured with interest and enthusiasm.

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### PSY 301H1S Psychological Theory

Instructor(s): J. Furedy

	Enr: 9							Resp: 8	Retake: 28%
	1	2	3	4	5	6	7	Mean	
Presents	0	12	25	12	50	0	0	4.0	
Explains	0	0	12	37	37	12	0	4.5	
Communicates	0	0	14	0	28	57	0	5.3	
Teaching	0	0	12	50	0	37	0	4.6	
Workload	0	0	0	71	28	0	0	4.3	
Difficulty	0	0	0	37	62	0	0	4.6	
Learn Exp	0	0	42	28	14	14	0	4.0	

The few comments made indicated that the course requirements were rather vague and unclear. Although the course was considered tough, Furedy helped improve the fairness of the course by using essay tests and not multiple choice examinations.

### PSY 309Y1Y Research Specialization: Practicum

Instructor(s): P. Herman

	Enr: 14							Resp: 14	Retake: 100%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	0	14	21	64	6.5	
Explains	0	0	0	0	0	7	92	6.9	
Communicates	0	0	0	0	0	28	71	6.7	
Teaching	0	0	0	0	0	7	92	6.9	
Workload	0	0	15	76	0	7	0	4.0	
Difficulty	0	0	14	71	14	0	0	4.0	
Learn Exp	0	0	0	8	16	25	50	6.2	

Herman was described by many as the best instructor they have ever had. The course itself was interesting and entirely applicable to anyone considering a future in psychology. Students commended the instructor on his enthusiasm, humour, and knowledge and thoroughly enjoyed both the lectures and the lecturer.

### PSY 311H1S Social Development

Instructor(s): J. Grusec

	Enr: 54							Resp: 38	Retake: 73%
	1	2	3	4	5	6	7	Mean	
Presents	0	5	5	34	39	10	5	4.6	
Explains	0	0	5	18	28	39	7	5.3	
Communicates	0	2	7	7	36	31	13	5.3	
Teaching	0	0	7	10	39	31	10	5.3	
Workload	0	0	0	43	43	13	0	4.7	
Difficulty	0	0	2	92	5	0	0	4.0	
Learn Exp	0	0	11	31	28	25	2	4.8	

Students really appreciated the use of media supplements to the class material and felt that it helped them to understand concepts by way of useful examples. Although Grusec was considered to lecture in a somewhat monotonous tone, her interest and knowledge about the material was communicated to many students. The one major criticism was that the assigned readings were too extensive and tests expected too much knowledge of detail that was not stressed in lecture.

### PSY 312H1S Cognitive Development

Instructor(s): K. Happaney

	Enr: 52							Resp: 42	Retake: 62%
	1	2	3	4	5	6	7	Mean	
Presents	2	2	16	26	35	14	2	4.4	
Explains	0	7	7	30	40	11	2	4.5	
Communicates	0	0	0	21	41	34	2	5.2	
Teaching	2	0	4	19	52	19	2	4.9	
Workload	0	0	11	76	9	2	0	4.0	
Difficulty	0	2	9	73	9	4	0	4.0	
Learn Exp	0	5	5	58	22	5	2	4.2	

Students appreciated Happaney's enthusiasm, approachability and

humour, along with his use of videos in class. However, many felt that he was disorganized at times and that he went off-topic too often. Suggestions for improvement include providing more test feedback and posting lecture notes online prior to class.

### PSY 313H1F The Psychology of Aging

Instructor(s): A. Chasteen

	Enr: 44							Resp: 36	Retake: 76%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	2	8	69	19	6.1	
Explains	0	0	0	2	17	71	8	5.9	
Communicates	0	0	0	8	22	60	8	5.7	
Teaching	0	0	2	2	23	67	2	5.6	
Workload	0	0	0	55	36	8	0	4.5	
Difficulty	0	0	5	51	31	11	0	4.5	
Learn Exp	0	3	6	40	33	16	0	4.5	

Students found Chasteen to be a well-organized and approachable instructor. She delivered the material in a clear, enthusiastic manner.

Students found videos presented in lectures and secondary reading to be interesting and helpful. However, a few students found that there was little overlap between the required reading and lecture material. Students would have liked a second term test. Students would have found it helpful for the class notes to have been posted prior to the class. Overall, most students found it to be a good course.

### PSY 314H1S Moral Development

Instructor(s): C. Helwig

	Enr: 44							Resp: 28	Retake: 64%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	10	25	32	32	5.9	
Explains	0	0	0	10	25	39	25	5.8	
Communicates	0	0	3	32	17	39	7	5.1	
Teaching	0	0	0	21	21	42	14	5.5	
Workload	0	0	3	57	28	10	0	4.5	
Difficulty	0	0	3	53	28	14	0	4.5	
Learn Exp	0	0	8	43	26	17	4	4.7	

Students praised Helwig for his high level of organization and willingness to help them. The handouts he provided each class were cited as being particularly useful. Some students felt that Helwig spoke too quickly and that his lectures were not every engaging.

### PSY 319H1F Developmental Laboratory

Instructor(s): J. Grusec

	Enr: 16							Resp: 12	Retake: 66%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	25	8	66	0	0	4.4	
Explains	0	0	8	25	33	33	0	4.9	
Communicates	0	0	0	16	25	50	8	5.5	
Teaching	0	0	8	0	66	25	0	5.1	
Workload	0	0	0	50	25	16	8	4.8	
Difficulty	0	0	0	33	33	33	0	5.0	
Learn Exp	0	0	11	44	22	22	0	4.6	

Grusec was described as approachable, helpful and pleasant. Some students believed that the requirements for the final paper should have been discussed earlier in the term. Also, the marking scheme should have been changed to give less weight to class participation. More assignments would have been appreciated.

### PSY 321H1F Cross-Cultural Psychology

Instructor(s): R. Tafarodi

	Enr: 37							Resp: 26	Retake: 78%
	1	2	3	4	5	6	7	Mean	
Presents	4	0	8	12	44	28	4	4.9	
Explains	0	4	4	8	37	37	8	5.2	
Communicates	0	0	0	0	16	32	50	6.4	



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Learn Exp 0 0 8 45 25 16 4 4.6

### PSY 334H1S Maps of Meaning: The Architecture of Belief

Instructor(s): J. Peterson

	Enr: 52							Mean
	1	2	3	4	5	6	7	
Presents	0	0	9	12	35	22	19	5.3
Explains	0	0	3	3	22	25	45	6.1
Communicates	0	0	0	0	3	16	80	6.8
Teaching	0	0	0	6	3	38	51	6.4
Workload	0	0	0	22	32	35	9	5.3
Difficulty	0	0	0	16	38	32	12	5.4
Learn Exp	0	0	0	7	7	29	55	6.3

Peterson received many compliments on his lectures, as well as his knowledge and passion for the material. Students found the course to be interesting, inspiring, and personally relevant to their own lives. In fact, more than one student recommended that everyone, including non-psychology students should take this course.

A few people found the classes to be somewhat repetitive, especially during the lectures that were being filmed. The assigned readings were also seen by some as being too lengthy and difficult. Overall, students really enjoyed this course.

### PSY 335H1F Environmental Psychology

Instructor(s): D. Dolderman

	Enr: 46							Mean
	1	2	3	4	5	6	7	
Presents	0	2	0	26	35	28	7	5.1
Explains	0	2	2	14	24	41	14	5.4
Communicates	0	0	0	2	9	38	50	6.4
Teaching	0	0	0	7	26	48	17	5.8
Workload	0	0	0	90	7	2	0	4.1
Difficulty	0	0	4	83	9	2	0	4.1
Learn Exp	0	0	2	28	28	31	8	5.1

Some students described Dolderman as approachable, open minded and inspiring. They thought that the course was a great learning experience where one could apply the material to one's life outside of the classroom. A few students thought that class discussions became vague at times, with the instructor tending to lose focus. Students thought that the use of a website would have greatly increased course organization.

### PSY 336H1S Positive Psychology

Instructor(s): D. Dolderman

	Enr: 49							Mean
	1	2	3	4	5	6	7	
Presents	0	0	3	18	43	21	12	5.2
Explains	0	0	0	12	25	50	12	5.6
Communicates	0	0	0	0	12	40	46	6.3
Teaching	0	0	0	6	16	64	12	5.8
Workload	0	0	0	32	48	16	3	4.9
Difficulty	0	0	3	50	28	12	6	4.7
Learn Exp	0	0	3	27	34	17	17	5.2

Students admired Dolderman's genuine appreciation and value placed on class discussion and the opinions of his students. It was also felt the experience could easily be applied to situations outside the classroom environment. Dolderman was very approachable and enthusiastic lecturer. Students were annoyed their tests were not returned to them and the felt the readings were a little more philosophy than psychology related. Overall, students thoroughly enjoyed the course and especially the instructor.

### PSY 339H1F Individual Differences Laboratory

Instructor(s): D. Goldstein

	Enr: 10							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	20	0	40	40	6.0
Explains	0	0	0	0	10	10	80	6.7
Communicates	0	0	0	10	10	20	60	6.3
Teaching	0	0	0	11	0	22	66	6.4
Workload	0	0	0	40	50	0	10	4.8
Difficulty	0	0	10	80	10	0	0	4.0
Learn Exp	0	0	0	10	30	50	10	5.6

Goldstein was praised for being talented and concerned about his students, and was "one of the best professors " some had ever had.

### PSY 341H1F Psychoanalysis of Childhood

Instructor(s): R. Hetherington

	Enr: 52							Mean
	1	2	3	4	5	6	7	
Presents	0	0	4	9	29	40	15	5.5
Explains	0	0	6	6	29	38	18	5.5
Communicates	0	0	0	0	20	31	47	6.3
Teaching	0	0	0	13	22	47	15	5.7
Workload	0	0	0	52	38	4	4	4.6
Difficulty	0	0	0	59	29	9	2	4.5
Learn Exp	0	0	6	22	29	32	9	5.2

Hetherington was viewed as a very enthusiastic and knowledgeable instructor. Many students felt that having lecture notes online prior to the lectures would have been extremely helpful.

### PSY 342H1F Cognition and Psychopathology

Instructor(s): M. Gemar

	Enr: 34							Mean
	1	2	3	4	5	6	7	
Presents	0	0	3	7	23	57	7	5.6
Explains	0	0	0	8	32	48	12	5.6
Communicates	0	0	3	15	38	34	7	5.3
Teaching	0	0	3	7	25	51	11	5.6
Workload	0	8	8	48	28	8	0	4.2
Difficulty	0	3	7	50	30	7	0	4.3
Learn Exp	0	0	5	25	40	20	10	5.1

The comments were predominantly positive, with emphasis on the instructor's fair treatment of students.

### PSY 343H1F Theories of Psychopathology and Psychotherapy

Instructor(s): M. Lau

	Enr: 49							Mean
	1	2	3	4	5	6	7	
Presents	0	0	5	5	51	31	5	5.3
Explains	0	0	0	11	36	47	5	5.5
Communicates	0	0	2	11	33	33	19	5.6
Teaching	0	0	2	11	36	44	5	5.4
Workload	0	0	5	61	30	2	0	4.3
Difficulty	0	0	5	72	22	0	0	4.2
Learn Exp	0	0	4	39	43	13	0	4.7

Lau's students thought the course was very interesting and the instructor's immense enthusiasm and use of practical examples made the class thoroughly enjoyable and extremely informative.

Students felt that the textbook was rather useless and outdated and many would have preferred notes to be available before class on a course website rather than via email post-lecture. Class discussions were considered to be quite informative and thought-provoking.

**PSY 369H1F Conditioning and Learning Laboratory**

Instructor(s): S. Shettleworth

	Enr: 15							Resp: 14							Retake: 92%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	21	64	7															5.7
Explains	0	0	7	14	21	28	28															5.6
Communicates	0	0	0	0	21	50	28															6.1
Teaching	0	0	0	0	14	28	57															6.4
Workload	0	0	15	38	30	15	0															4.5
Difficulty	0	0	14	71	14	0	0															4.0
Learn Exp	0	0	0	23	15	38	23															5.6

Shettleworth's students described her as extremely enthusiastic, helpful and fair. An overwhelming majority rated the class as the best lab course they'd ever taken, some considered it their most enjoyable course EVER at UofT.

Students stressed the experience was highly valuable for future research in psychology and Shettleworth was inspiring as an instructor.

**PSY 370H1F Thinking and Reasoning**

Instructor(s): J. Vervaeke

	Enr: 40							Resp: 28							Retake: 66%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	28	35	28															5.9
Explains	0	0	0	7	21	39	32															6.0
Communicates	0	0	0	0	14	25	60															6.5
Teaching	0	0	0	11	22	33	33															5.9
Workload	0	0	0	37	48	11	3															4.8
Difficulty	0	0	0	11	59	22	7															5.3
Learn Exp	0	0	0	20	20	37	20															5.6

Students found that Vervaeke's enthusiasm made him a very good instructor. There were a few complaints that there was no way to reach the instructor outside of class, as he had no office or email account.

**PSY 371H1F Higher Cognitive Processes**

Instructor(s): E. Reingold

	Enr: 56							Resp: 41							Retake: 72%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	14	29	26	21	7															4.8
Explains	0	0	0	12	31	36	19															5.6
Communicates	0	0	4	4	34	36	19															5.6
Teaching	0	0	2	7	39	31	19															5.6
Workload	0	0	4	73	21	0	0															4.2
Difficulty	0	0	9	63	26	0	0															4.2
Learn Exp	0	0	18	34	28	6	12															4.6

Students appreciated Reingold's use of videos in the lectures. Lectures were said to need more organization perhaps an outline would have helped students. However, students felt Reingold was approachable and a good instructor.

**PSY 378H1F Engineering Psychology**

Instructor(s): J. Hollands

	Enr: 25							Resp: 24							Retake: 82%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	0	4	12	41	41															6.2
Explains	0	0	4	4	20	45	25															5.8
Communicates	0	0	0	4	33	41	20															5.8
Teaching	0	0	0	8	17	56	17															5.8
Workload	0	4	12	58	20	4	0															4.1
Difficulty	0	0	12	45	29	12	0															4.4
Learn Exp	0	4	4	33	28	23	4															4.8

**PSY 379H1F Memory and Learning Laboratory**

Instructor(s): E. Reingold

	Enr: 12							Resp: 8							Retake: 100%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	0	12	25	37	25															5.8
Explains	0	0	0	0	25	37	37															6.1
Communicates	0	0	0	0	0	37	65															6.6
Teaching	0	0	0	0	12	37	50															6.4
Workload	0	0	0	62	37	0	0															4.4
Difficulty	0	0	0	87	12	0	0															4.1
Learn Exp	0	0	0	0	16	33	50															6.3

An excellent course taught by an excellent instructor.

**PSY 390H1S Behavioural Genetics**

Instructor(s): M. Ralph

	Enr: 30							Resp: 22							Retake: 25%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	10	10	21	42	15	0	0															3.4
Explains	0	5	15	42	26	10	0															4.2
Communicates	0	5	10	42	15	15	10															4.6
Teaching	0	5	16	50	11	5	11															4.3
Workload	0	0	5	57	31	0	5															4.4
Difficulty	0	5	10	35	40	5	5															4.4
Learn Exp	12	18	18	37	12	0	0															3.2

The low retake value is clearly an indicator of the overall opinion students in the course had for this class. Students acknowledged Ralph's interest and intelligence with respect to genetics, he was generally perceived to be disorganized and unapproachable. Testing methods were not felt to adequately assess the knowledge learned and took too long to be marked and returned.

**PSY 391H1S Physiological Psychology II**

Instructor(s): J. Yeomans

	Enr: 96							Resp: 45							Retake: 81%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	9	20	31	31	6															5.1
Explains	0	2	0	20	36	27	13															5.3
Communicates	0	0	0	4	15	34	45															6.2
Teaching	0	0	4	9	29	34	22															5.6
Workload	0	0	6	50	27	11	4															4.6
Difficulty	0	2	2	45	31	15	2															4.6
Learn Exp	0	0	2	30	27	16	22															5.2

Yeomans was an enthusiastic and knowledgeable lecturer. Although his rapid speech made it an intense lecture, students appreciated Yeomans' interest and approachability. The only criticism was the method of evaluation used which consisted of essay testing without choice and severely restricted time allotments. Students enjoyed the course and found the material highly valuable. Although the time slot of lectures made it a struggle to get to class, for many it was well worth the effort.

**PSY 392H1S Neurobiology of Learning and Memory**

Instructor(s): R. McDonald

	Enr: 23							Resp: 23							Retake: 90%							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Mean
Presents	0	0	9	13	18	40	18															5.5
Explains	0	0	0	18	13	45	22															5.7
Communicates	0	0	0	4	27	45	22															5.9
Teaching	0	0	0	4	18	50	27															6.0
Workload	0	0	4	72	13	9	0															4.3
Difficulty	0	0	0	47	28	28	23															4.8
Learn Exp	0	0	0	31	26	31	10															5.2

Students considered McDonald to be enthusiastic and highly approachable. The classroom environment was stimulating and comfortable. Students felt McDonald was extremely knowledgeable and encour-

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aged feedback from students while delivering his lectures in an intelligently unbiased manner.

### PSY 399H1F Psychobiology Laboratory

Instructor(s): M. Ralph

	Enr: 10							Resp: 9	Retake: 77%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	22	22	33	22	0	4.6	
Explains	0	0	22	0	22	55	0	5.1	
Communicates	0	0	11	11	0	66	11	5.6	
Teaching	0	0	11	11	0	44	33	5.8	
Workload	0	0	0	33	44	22	0	4.9	
Difficulty	0	0	0	44	33	22	0	4.8	
Learn Exp	0	0	16	33	0	33	16	5.0	

Students found the hands-on value of the course enjoyable. A formal lab talk at the beginning of each class highlighting its purpose and function would have been helpful. Students requested more feedback on their reports.

### PSY 400Y1Y Research Specialization: Thesis

Instructor(s): S. Shettleworth

	Enr: 13							Resp: 12	Retake: 100%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	9	0	81	9	5.9	
Explains	0	0	0	9	9	72	9	5.8	
Communicates	0	0	0	0	0	66	33	6.3	
Teaching	0	0	0	0	8	33	58	6.5	
Workload	0	0	0	8	8	25	58	6.3	
Difficulty	0	0	0	33	0	50	16	5.5	
Learn Exp	0	0	0	0	20	20	60	6.4	

Shettleworth was enthusiastic and approachable. She encouraged students to think critically and was highly organized and efficient. Overall, students felt this was an incredible learning experience.

### PSY 401H1S A Biobehavioural Approach to Psychological Theories and Applications

Instructor(s): J. Furedy

	Enr: 10							Resp: 6	Retake: 50%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	33	50	16	0	0	3.8	
Explains	0	16	0	33	50	0	0	4.2	
Communicates	0	0	16	16	16	50	0	5.0	
Teaching	0	0	16	33	33	16	0	4.5	
Workload	0	0	0	100	0	0	0	4.0	
Difficulty	0	0	0	83	16	0	0	4.2	
Learn Exp	16	0	0	50	33	0	0	3.8	

Some students felt the course requirements were not made explicit enough and left students guessing what was expected of them. Other students would have enjoyed more class discussion concerning material relevant to testing.

### PSY 409H1S Research Specialization: Theoretical Foundation

Instructor(s): P. Zelazo

	Enr: 13							Resp: 11	Retake: 70%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	9	27	45	18	5.7	
Explains	0	0	0	0	36	45	18	5.8	
Communicates	0	0	0	0	27	54	18	5.9	
Teaching	0	0	0	0	9	72	18	6.1	
Workload	0	0	0	45	27	18	9	4.9	
Difficulty	0	0	0	27	45	18	9	5.1	
Learn Exp	0	11	0	22	22	22	22	5.1	

Students were very appreciative of the use of class discussions but would have been interested in more information concerning research

methods. They enjoyed the reading assignments but felt a weekly essay was a little unnecessary considering many of the topics overlapped.

### PSY 430H1F Personality Seminar

Instructor(s): J. Peterson

	Enr: 17							Resp: 12	Retake: 100%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	9	36	45	9	5.5	
Explains	0	0	0	8	0	50	41	6.2	
Communicates	0	0	0	0	0	8	91	6.9	
Teaching	0	0	0	0	8	16	75	6.7	
Workload	0	0	0	8	41	16	33	5.8	
Difficulty	0	0	0	8	33	41	16	5.7	
Learn Exp	0	0	0	0	0	22	77	6.8	

The majority of students acknowledged Peterson's exceptionally informative and enthusiastic style of lecturing. Most were grateful and very inspired by Peterson's animated lecturing. Although the workload was immense (11 essays), students thoroughly enjoyed the course and felt it was especially applicable to everyday life.

### PSY 440H1S Abnormal Psychology Seminar

Instructor(s): M. Bagby

	Enr: n/a							Resp: 19	Retake: 86%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	5	35	47	11	5.6	
Explains	0	0	0	0	23	58	17	5.9	
Communicates	0	0	0	0	17	35	47	6.3	
Teaching	0	0	0	5	11	52	29	6.1	
Workload	0	0	0	23	47	17	11	5.2	
Difficulty	0	0	0	47	29	17	5	4.8	
Learn Exp	0	0	0	9	27	45	18	5.7	

Students felt Bagby's enthusiasm and knowledge made the class enjoyable and a positive learning experience. However, students did not appreciate the assignments due so close together and relatively little feedback was offered on returned assignments. Overall, the lecturer was great and the material was valuable.

### PSY 460H1S Learning Seminar

Instructor(s): S. Shettleworth

	Enr: 14							Resp: 11	Retake: 100%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	9	27	45	18	5.7	
Explains	0	0	9	0	36	36	18	5.5	
Communicates	0	0	0	0	18	45	36	6.2	
Teaching	0	0	0	0	10	40	50	6.4	
Workload	0	0	0	27	27	36	9	5.3	
Difficulty	0	0	0	36	54	9	0	4.7	
Learn Exp	0	0	0	0	44	33	22	5.8	

Students considered Shettleworth to be an excellent instructor and the course itself was a valuable learning experience. Overall, this course was highly recommended to anyone interested in psychology.

### PSY 470H1F Unconscious or Implicit Cognition

Instructor(s): E. Reingold

	Enr: 18							Resp: 18	Retake: 100%
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	5	17	47	29	6.0	
Explains	0	0	0	5	11	50	33	6.1	
Communicates	0	0	0	0	11	29	58	6.5	
Teaching	0	0	0	0	5	47	47	6.4	
Workload	0	0	11	44	27	16	0	4.5	
Difficulty	0	0	5	64	17	11	0	4.4	
Learn Exp	0	0	0	13	26	26	33	5.8	

The majority of students considered this class to be thoroughly

enjoyable and informative. Although students seemed to like the discussion-oriented format of the course they generally felt too much emphasis was placed on the final paper and not enough credit was given for the immense amount of effort put into the oral presentation.

Students commented positively on Reingold's enthusiasm and availability for help and assistance.

#### **PSY 490H1S Brain Activity and Behaviour Seminar**

Instructor(s): R. McDonald

Enr: 17

Resp: 18

Retake: 83%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	6	18	50	25	5.9
Explains	0	0	0	0	21	50	28	6.1
Communicates	0	0	0	0	18	37	43	6.2
Teaching	0	0	0	0	20	26	53	6.3
Workload	0	0	0	66	13	20	0	4.5
Difficulty	0	0	0	16	0	66	16	5.8
Learn Exp	0	0	0	11	11	22	55	6.2

Students had many positive comments for this course and its instructor. McDonald was seen as an interesting lecturer, and students enjoyed the informal atmosphere of the seminar.