



Introduction

Perpetually Seeking Advice? Praying for Some Assistance? Or are you just a Psychologically Stumped Academician? Any way you spell it, the PSA (Psychology Students' Association) is here to help! Operating from our subterranean HQ in Sidney Smith Hall, our conscientious execs & volunteers help battle the neuroticism that threatens undergraduate psych students everywhere by providing course advice, program information, and a test bank. We put on events such as Grad School seminars, "Psych & a Movie" nights, and the ever popular Wine & Cheese socials to bring out the extrovert in all psych students! Also, watch for our Psych Textbook Trade, taking place during the first week of classes in the psych lounge! For all the latest news or to volunteer with our group of "committed" individuals, check out <http://www.psych.utoronto.ca/~psa>, drop us a line at psa@psych.utoronto.ca, give us a call (416-978-6762) or come down to the Bat Cave (SS 509).

PSA Executive

PSY 100H1F Introductory Psychology

Instructor(s): D. Urbszat

	Resp: 521							Retake: 89%
	1	2	3	4	5	6	7	Mean
Presents	1	0	1	7	23	41	23	5.7
Explains	1	0	0	4	18	34	39	6.0
Communicates	0	0	1	3	16	31	45	6.1
Teaching	1	0	0	5	18	38	35	6.0
Workload	0	2	9	47	22	11	6	4.5
Difficulty	1	2	8	50	23	10	3	4.4
Learn Exp	0	0	2	17	24	32	22	5.5

Students found Urbszat to be very enthusiastic and knowledgeable. Students said the material was very interesting and relevant to everyday life, and the examples were very valuable. Students were impressed that Urbszat was able to keep 1000 students interested for 3 hours, although some complained that valuable time was spent on answering questions that were not very relevant. Some students said that 3-hour lectures were too long to pay attention to - two shorter ones would have been better. Some thought the material was heavy and the course would have benefitted from tutorials and would work better as a full year course. The tests were multiple choice and concentrated on details from the textbook. Students wished they had gotten more hints about what to concentrate on while studying. Lecture slides were helpful but not detailed enough. Despite all this, the course was a great introduction to Psychology and many students look forward to taking more Psychology courses, especially with Urbszat.

PSY 100H1S Introductory Psychology

Instructor(s): D. Dolderman

	Resp: 505							Retake: 92%
	1	2	3	4	5	6	7	Mean
Presents	0	0	1	5	19	38	34	6.0
Explains	0	0	0	2	9	33	54	6.4
Communicates	0	0	0	1	6	30	62	6.5
Teaching	0	0	0	1	10	33	53	6.4
Workload	0	1	5	43	23	16	7	4.7
Difficulty	0	0	8	56	23	7	3	4.4
Learn Exp	0	0	0	13	22	32	29	5.7

Students enjoyed the course and thought the material was interesting and relevant to real life. Dolderman was enthusiastic and very humour-

ous. He used examples from personal experience, which were extremely helpful in learning the material. Dolderman clearly outlined expectations and effectively explained difficult concepts. Some students would have appreciated the material to be presented in a more organized and timely matter, instead of rushing towards the end. The readings were very heavy for a half course. Evaluations were fair, but some students felt that they didn't fully test their knowledge.

Instructor(s): D. Urbszat

	Resp: 203							Retake: 93%
	1	2	3	4	5	6	7	Mean
Presents	0	0	2	3	18	42	33	6.0
Explains	0	0	0	3	11	41	44	6.3
Communicates	0	0	0	0	10	40	48	6.4
Teaching	0	0	0	3	15	39	41	6.2
Workload	1	3	6	55	16	15	2	4.4
Difficulty	1	3	8	59	18	7	1	4.2
Learn Exp	0	0	1	16	21	34	26	5.7

Students enjoyed the course and found the material to be interesting. Urbszat was enthusiastic, knowledgeable, and engaging. He used excellent examples from his personal experience, and conveyed concepts clearly. Students felt that there was too much material to be covered in a half course, and multiple choice tests were not effective methods of evaluation. Some felt lectures were too long.

PSY 201H1F Statistics I

Instructor(s): I. Spence

	Resp: 154							Retake: 28%
	1	2	3	4	5	6	7	Mean
Presents	0	1	6	20	30	28	11	5.1
Explains	1	3	7	21	28	26	9	4.9
Communicates	0	0	1	9	29	33	24	5.7
Teaching	0	1	3	11	32	33	17	5.5
Workload	2	0	6	38	32	14	9	4.8
Difficulty	0	1	6	32	30	19	10	4.9
Learn Exp	2	2	12	45	21	11	3	4.3

Spence was enthusiastic about the material, which most students found dry - his sense of humour made the course more bearable. Most found lectures to be too long and often times unhelpful or the instructor wasted time.

Tutorials were said to be unstructured and generally unhelpful. The textbook and problem sets were said to be unhelpful for the tests, but previous tests were invaluable.

Most students felt too much time was spent covering the history of statistics and material not relevant to the tests. Most found the second test extremely hard.

PSY 202H1S Statistics II

Instructor(s): N. Farb

	Resp: 64							Retake: 22%
	1	2	3	4	5	6	7	Mean
Presents	3	3	14	25	28	18	7	4.6
Explains	6	0	9	28	30	9	15	4.7
Communicates	3	1	3	12	22	25	31	5.5
Teaching	6	1	6	28	23	25	7	4.7
Workload	0	1	3	49	25	12	7	4.7
Difficulty	0	0	1	23	33	23	17	5.3
Learn Exp	6	2	10	55	18	6	2	4.0

Students thought Farb was enthusiastic and appreciated his humour. However, Farb spoke too quickly and was sometimes difficult to understand. The textbook was not helpful, but students found the field trip to be better.

PSY 220H1S Introduction to Social Psychology

Instructor(s): J. Plaks

	Resp: 119							Retake: 91%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	5	10	29	33	21	5.5	
Explains	0	0	0	6	22	34	35	6.0	
Communicates	0	0	0	7	26	39	26	5.9	
Teaching	0	0	0	9	26	41	23	5.8	
Workload	0	0	18	67	12	0	0	3.9	
Difficulty	1	2	18	67	8	0	0	3.8	
Learn Exp	0	1	2	31	29	27	8	5.1	

Plaks was articulate, enthusiastic, and approachable. He had good use of examples. Students enjoyed the class discussions. However, Plaks spoke too quickly sometimes. Also, Plaks used overheads that were difficult to read and unhelpful for studying. The textbook was too difficult to read, very lengthy and not concise. Also, students suggested that Plaks use more recent studies.

PSY 230H1S Personality and Its Transformations

Instructor(s): J. Peterson

	Resp: 97							Retake: 97%	Mean
	1	2	3	4	5	6	7		
Presents	0	1	7	19	17	27	30	5.6	
Explains	0	0	0	6	10	19	63	6.4	
Communicates	0	0	0	4	1	14	80	6.7	
Teaching	0	0	2	4	4	23	65	6.5	
Workload	0	0	4	39	40	12	3	4.7	
Difficulty	0	0	1	33	45	14	5	4.9	
Learn Exp	0	0	1	3	11	27	56	6.3	

Students highly enjoyed the course and thought the material was of great value. Many students said that the course changed their perspective on the world. Peterson was very passionate and knowledgeable about the material. Most thought Peterson was an excellent instructor and very inspirational. However, some students expressed that expectations for assignments/tests were not clear enough, and feedback would have been appreciated. Also, some readings were difficult and too long.

PSY 240H1F Introduction to Abnormal Psychology

Instructor(s): J. Tackett

	Resp: 122							Retake: 97%	Mean
	1	2	3	4	5	6	7		
Presents	1	0	0	0	6	44	46	6.3	
Explains	0	0	0	0	6	39	52	6.4	
Communicates	0	0	0	1	7	33	56	6.4	
Teaching	1	0	0	2	2	47	44	6.3	
Workload	0	0	3	71	18	6	0	4.3	
Difficulty	0	0	6	66	24	3	0	4.2	
Learn Exp	2	0	0	9	27	40	20	5.6	

Students found the lecturer to be very enthusiastic and helpful, spending a great deal of time answering questions in class and on blackboard. Students enjoyed Tackett's use of case studies and videos to help enrich the course. Students also felt that the textbook was dry and that readings were often too long.

Overall students thought the lectures were organized and worthwhile.

PSY 240H1S Introduction to Abnormal Psychology

Instructor(s): N. Rector

	Resp: 110							Retake: 83%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	2	11	35	32	18	5.5	
Explains	0	0	0	8	35	33	22	5.7	
Communicates	0	0	0	5	31	38	23	5.8	
Teaching	0	0	1	11	31	37	18	5.6	
Workload	0	0	8	57	26	5	0	4.3	
Difficulty	0	0	11	51	29	6	0	4.3	

Learn Exp	0	0	3	26	32	23	14	5.2
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Rector was a good instructor who was knowledgeable and enthusiastic about the material, although some commented that he could have spoken louder. The course was well-organized, although the slides were not available online. Some students found it tough to take notes both from the slides and from what was said, because Rector spoke quickly. The videos were very well-appreciated. The tests were difficult, with the second test being harder than the first. Some questions were ambiguous and others were too detailed (there were a lot of statistics). Despite any shortcomings, the course was great.

PSY 260H1F Introduction to Learning

Instructor(s): F. Taverna

	Resp: 91							Retake: 68%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	4	10	37	31	15	5.4	
Explains	0	0	3	21	21	37	15	5.4	
Communicates	2	0	2	6	20	32	35	5.8	
Teaching	0	0	3	6	31	36	21	5.7	
Workload	0	0	3	61	26	7	1	4.4	
Difficulty	0	1	8	58	25	4	1	4.3	
Learn Exp	0	1	4	37	34	17	5	4.8	

Taverna was enthusiastic and helpful and tried to make boring material more exciting and engaging. However, many students questioned the value of the peer-evaluated assignment. The slides followed too closely to the readings, and could have been posted earlier. The weighting of the assignments/tests was questionable and sometimes comments on them were vague/insufficient. The lectures were composed of good examples (video clips, guest lectures) and were interesting but too long. The material was applicable to everyday life.

PSY 260H1S Introduction to Learning

Instructor(s): F. Taverna

	Resp: 76							Retake: 62%	Mean
	1	2	3	4	5	6	7		
Presents	1	0	6	17	33	29	10	5.1	
Explains	1	0	4	13	34	34	12	5.3	
Communicates	1	0	4	8	34	32	20	5.5	
Teaching	0	2	1	8	37	38	12	5.4	
Workload	0	0	1	58	33	5	1	4.5	
Difficulty	0	1	4	47	35	10	1	4.5	
Learn Exp	0	0	3	33	28	27	6	5.0	

Many students appreciated Taverna's effort to get to know his students, despite the large class size. He was described as enthusiastic and motivating, and he appeared to genuinely care about his students.

Students enjoyed the inclusion of videos and guest lectures. However, many found lectures and slides to be a repetition of the textbook material. Some students mentioned that they would have liked feedback on their assignments and tests, especially since the tests were difficult

PSY 270H1S Introduction to Cognitive Psychology

Instructor(s): G. Rowe

	Resp: 96							Retake: 58%	Mean
	1	2	3	4	5	6	7		
Presents	0	4	8	18	33	27	7	4.9	
Explains	1	2	8	22	24	33	7	5.0	
Communicates	1	1	5	20	21	38	11	5.2	
Teaching	1	2	3	23	26	28	15	5.2	
Workload	0	0	11	74	10	3	0	4.1	
Difficulty	0	1	10	73	10	3	1	4.1	
Learn Exp	0	2	10	41	22	17	5	4.6	

Rowe was a kind, nice and passionate instructor. Many students enjoyed the lectures. Some commented that she did not know the studies she presented in enough detail, promising to get back to the class with details.

There were no breaks for 3 hours. The slides were posted on the day of the lecture, making it difficult to print them before class. Although the lectures were interesting and the tests were fair, the marking was inconsistent. She tended to read off the slides, and some complained about the lack of critical thinking. The course expectations were well-communicated. Some students really enjoyed the course.

PSY 280H1F Introduction to Perception

Instructor(s): H. Burianova

Enr: 180 Resp: 107 Retake: 84%

	1	2	3	4	5	6	7	Mean
Presents	0	0	1	2	12	42	40	6.2
Explains	0	0	1	4	21	40	30	5.9
Communicates	0	0	0	1	14	37	45	6.2
Teaching	0	0	0	2	14	46	35	6.2
Workload	0	3	14	71	5	3	0	3.9
Difficulty	0	4	12	60	14	7	0	4.1
Learn Exp	0	0	2	27	36	21	12	5.2

The majority of students thought Burianova was helpful, enthusiastic and friendly. Some students expressed concern about her going off topic sometimes and taking too long to get through individual slides. Students found her humorous, relatable and overall, a very good instructor.

PSY 280H1S Introduction to Perception

Instructor(s): A. Anderson

Enr: 180 Resp: 111 Retake: 78%

	1	2	3	4	5	6	7	Mean
Presents	0	0	1	3	31	36	26	5.8
Explains	0	0	0	5	14	43	35	6.1
Communicates	0	0	0	0	8	28	61	6.5
Teaching	0	0	0	1	18	44	34	6.1
Workload	0	0	6	72	16	3	0	4.2
Difficulty	0	0	6	52	28	12	0	4.5
Learn Exp	0	0	1	22	39	22	15	5.3

Anderson was described as enthusiastic and approachable. He made the otherwise dry material interesting, and students found the three hour lectures to be entertaining. The material was difficult, but Anderson gave clear examples to explain concepts.

Students enjoyed Anderson's lectures. Some found the textbook dull and difficult. The tests were also difficult and long; some questions were very detailed.

PSY 290H1F Physiological Psychology I

Instructor(s): J. Yeomans

Enr: 152 Resp: 67 Retake: 61%

	1	2	3	4	5	6	7	Mean
Presents	1	0	8	32	23	25	7	4.8
Explains	1	2	10	19	31	20	13	4.9
Communicates	1	0	0	8	17	43	28	5.9
Teaching	1	0	8	17	32	28	10	5.1
Workload	0	3	0	27	33	24	12	5.1
Difficulty	0	1	1	13	39	27	16	5.4
Learn Exp	1	0	4	33	14	32	12	5.1

Yeomans was very knowledgeable and enthusiastic about the material, but some students found him to be a little disorganized. The weighting of the tests could have been better by incorporating 2 midterms instead of one or having assignments/quizzes so that the final exam was not weighted as heavily. The midterm was challenging and many thought it failed to reflect fairly the students' knowledge about the material. A science background would also have been helpful. Overall, students found the course to be interesting but difficult.

PSY 290H1S Physiological Psychology

Instructor(s): F. Taverna

Enr: 172 Resp: 83 Retake: 65%

	1	2	3	4	5	6	7	Mean
Presents	1	0	8	12	28	37	12	5.3
Explains	1	2	1	18	31	28	17	5.3
Communicates	1	0	1	13	19	39	24	5.7
Teaching	1	1	4	12	21	40	18	5.5
Workload	0	1	1	45	37	17	3	4.7
Difficulty	0	0	3	28	43	19	4	4.9
Learn Exp	3	0	9	33	30	12	12	4.7

Taverna was described as enthusiastic and friendly. He appeared to care about his students. Some found his lectures to be dry and very similar to the textbook material; others found his lectures to be very informative.

Students liked the inclusion of quizzes, but they did not find the peer-evaluation of assignments to be useful. The midterm and exam were perceived to be excessively detailed by some students, and they felt that the tests did not appropriately reflect the material taught.

PSY 309H1S Research Specialization: Practicum

Instructor(s): P. Herman

Enr: 15 Resp: 13 Retake: 100%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	23	46	23	5.8
Explains	0	0	0	0	15	46	38	6.2
Communicates	0	0	0	0	7	46	46	6.4
Teaching	0	0	0	0	7	30	61	6.5
Workload	0	7	23	53	7	7	0	3.8
Difficulty	0	7	15	61	15	0	0	3.8
Learn Exp	0	0	0	16	25	3	25	5.7

Herman's enthusiasm for psychology was contagious and he will remain as a role model for most students. Some wanted a more theoretical background to the material covered in the course.

The course was valuable, however, some preferred to be given grades so that they would be able to follow their progress.

PSY 312H1F Cognitive Development

Instructor(s): J. Vervaeke

Enr: 46 Resp: 34 Retake: 81%

	1	2	3	4	5	6	7	Mean
Presents	0	0	5	17	29	23	23	5.4
Explains	0	0	0	17	23	32	26	5.7
Communicates	0	0	0	0	8	17	73	6.6
Teaching	0	0	0	2	26	26	44	6.1
Workload	0	0	5	35	50	8	0	4.6
Difficulty	0	0	0	5	41	44	8	5.6
Learn Exp	0	0	0	13	23	40	23	5.7

Vervaeke was a great lecturer who was very passionate and friendly. The course was hard to keep up without providing slides/notes. This was especially because Vervaeke talks very fast. The course material was very dense and was hard to follow if you didn't have past knowledge. It was a challenging and interesting course overall.

PSY 312H1S Cognitive Development

Instructor(s): J. Vervaeke

Enr: 43 Resp: 33 Retake: 75%

	1	2	3	4	5	6	7	Mean
Presents	0	0	3	6	24	36	30	5.8
Explains	0	0	6	18	36	36	36	6.0
Communicates	0	0	3	3	12	12	81	6.7
Teaching	0	0	0	3	15	33	48	6.3
Workload	0	0	9	54	27	3	6	4.4
Difficulty	0	0	0	15	30	36	18	5.6
Learn Exp	3	0	0	7	17	32	39	5.9

Although this course was challenging, it was very interesting. Vervaeke was a very good instructor. The teaching style was somewhat atypical, it was insightful and fostered critical thinking. Students complained about the lack of a website - lecture slides would have made it easier to understand the material. Students would have also preferred more feedback on assignments.

PSY 313H1F Psychology of Aging

Instructor(s): G. Quintin

Enr: 51 Resp: 30 Retake: 68%

	1	2	3	4	5	6	7	Mean
Presents	0	0	3	13	16	43	23	5.7
Explains	0	0	0	6	24	55	13	5.8
Communicates	0	0	0	13	20	46	20	5.7
Teaching	0	0	0	13	23	43	20	5.7
Workload	3	0	3	75	7	10	0	4.1
Difficulty	0	0	24	58	13	3	0	4.0
Learn Exp	0	0	4	39	39	13	4	4.7

Students found Quintin caring, attentive, organized and knowledgeable. Many found the midterm to be fair, but found the textbook to be redundant because all the information was in the slides. Students found the videos interesting and relevant.

PSY 313H1S Psychology of Aging

Instructor(s): G. Proulx

Enr: 59 Resp: 42 Retake: 81%

	1	2	3	4	5	6	7	Mean
Presents	0	0	2	14	33	26	23	5.5
Explains	0	0	2	9	16	42	28	5.9
Communicates	0	0	0	0	11	16	71	6.6
Teaching	0	0	2	7	23	33	33	5.9
Workload	0	0	4	78	16	0	0	4.1
Difficulty	0	0	11	76	9	2	0	4.0
Learn Exp	0	0	3	24	30	36	6	5.2

Most students described Proulx to be amazing, enthusiastic, and humorous. A lot of the students found the class enjoyable; however, they also commented that the readings were too dense and long and his lectures were also long. Some students also wished that he had more organized lecture slides and had them posted online before class. Students also appreciated his use of real-life examples.

PSY 314H1F Moral Development

Instructor(s): C. Helwig

Enr: 56 Resp: 38 Retake: 72%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	13	35	29	21	5.6
Explains	0	0	0	7	34	39	18	5.7
Communicates	0	0	0	13	42	26	18	5.5
Teaching	0	0	0	5	42	36	15	5.6
Workload	0	2	2	57	26	7	2	4.4
Difficulty	0	2	0	71	21	2	2	4.3
Learn Exp	0	0	3	48	29	12	6	4.7

He was a very nice and friendly instructor - always smiling. He was very good at explaining the material. The readings were very difficult. His lectures were very interesting. Tests were hard to study for because the vast amount of readings.

PSY 319H1F Developmental Laboratory

Instructor(s): J. Grusec

Enr: 10 Resp: 10 Retake: 60%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	10	60	30	0	5.2
Explains	0	0	0	10	40	50	0	5.4
Communicates	0	0	0	10	40	20	30	5.7
Teaching	0	0	0	10	20	70	0	5.6

Workload	0	0	0	10	40	10	40	5.8
Difficulty	0	0	0	0	60	20	20	5.6
Learn Exp	0	0	0	11	66	0	22	5.3

Students felt the course was very valuable and most enjoyed it immensely. However, some felt that the workload was too demanding and marking was unfair. Some felt that the instructor did not provide enough guidance about how to perform assignments. Others felt the instructor to be very helpful and thoughtful. Many felt the textbook was dry and repetitive and that many of the readings were irrelevant.

PSY 320H1F Social Psychology: Attitudes

Instructor(s): W. Huggon

Enr: 65 Resp: 43 Retake: 57%

	1	2	3	4	5	6	7	Mean
Presents	0	0	11	34	25	25	2	4.7
Explains	0	4	2	23	32	30	6	5.0
Communicates	0	0	2	11	40	30	14	5.4
Teaching	0	0	6	13	44	27	6	5.1
Workload	0	2	9	74	2	11	0	4.1
Difficulty	0	2	4	72	9	6	4	4.3
Learn Exp	0	0	12	52	15	18	3	4.5

Students said that Huggon was a very enthusiastic and approachable instructor who thoroughly answered questions. However, most students thought that there was too many lecture slides. Some students also thought that he relied too much on his lecture slides and that the textbook was not as helpful as they would have liked.

PSY 322H1F Intergroup Relations

Instructor(s): A. Chasteen

Enr: 61 Resp: 40 Retake: 76%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	32	55	12	5.8
Explains	0	0	0	0	30	52	17	5.9
Communicates	0	0	0	7	45	35	12	5.5
Teaching	0	0	0	27	47	35	15	5.6
Workload	0	0	5	72	15	5	2	4.3
Difficulty	0	0	9	82	7	2	0	4.1
Learn Exp	0	0	3	48	18	30	0	4.8

Chasteen was a good communicator who presented the material in an interesting manner. However, some students felt the marking scheme was unclear, the exams were too long and they had to memorize too many studies.

Instructor(s): A. Chasteen

Enr: 59 Resp: 35 Retake: 82%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	5	8	50	35	6.1
Explains	0	0	0	11	14	52	20	5.8
Communicates	0	2	0	17	29	38	11	5.4
Teaching	0	0	0	5	26	52	14	5.8
Workload	0	0	2	73	20	2	0	4.2
Difficulty	0	0	5	85	5	0	2	4.1
Learn Exp	0	0	0	41	29	16	12	5.0

Many students found the course enjoyable and well-organized; however, the group discussions were not very helpful. A lot of them felt that the course textbook was inadequate; it was unrelated to the lectures, boring, and had some spelling errors. The students enjoyed the videos and liked the fact that there was a proposal due prior to the final paper. A few students commented that the tests were a bit too long and that there were too many details on the experiments to memorize.

PSY 324H1F Social Psychology of Interpersonal Relationships

Instructor(s): G. MacDonald

	Enr: 74							Mean
	Resp: 47							
	1	2	3	4	5	6	7	
Presents	0	0	2	8	21	38	29	5.9
Explains	0	0	0	8	17	34	40	6.1
Communicates	0	0	0	0	15	31	53	6.4
Teaching	0	0	0	4	19	45	30	6.0
Workload	0	0	2	74	21	4	0	4.3
Difficulty	0	0	13	65	15	6	0	4.2
Learn Exp	0	0	2	12	24	29	31	5.8

MacDonald was very engaging, approachable and enthusiastic. Assignments were very fair and interesting, students liked the humorous aspects of his course. Tests were too broad with too much detail. There should have been more guidelines as to how he marked the tests.

PSY 324H1S Social Psychology of Interpersonal Relationships

Instructor(s): G. MacDonald

	Enr: 68							Mean
	Resp: 49							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	18	41	39	6.2
Explains	0	0	0	0	8	36	55	6.5
Communicates	0	0	0	0	4	26	69	6.7
Teaching	0	0	0	0	6	53	40	6.3
Workload	0	0	4	78	12	4	0	4.2
Difficulty	0	0	14	70	14	0	0	4.0
Learn Exp	0	0	0	16	33	26	23	5.6

The students commented that the instructor was enthusiastic, humorous and confident. They looked forward to going to class and felt that this course was a great experience. Some stated that the tests were somewhat long and ambiguous.

PSY 325H1S Self-Consciousness

Instructor(s): N. Farb

	Enr: 39							Mean
	Resp: 17							
	1	2	3	4	5	6	7	
Presents	0	0	0	23	35	29	11	5.3
Explains	0	0	11	23	23	29	11	5.1
Communicates	0	0	5	29	23	23	17	5.2
Teaching	0	0	11	17	41	23	5	4.9
Workload	0	0	5	0	47	35	11	5.5
Difficulty	0	5	5	17	41	23	5	4.9
Learn Exp	0	0	38	23	15	15	7	4.3

Most students commented that the instructor was very conversational and did a good job at addressing discussions and questions in class. Some students felt that the lecture could have been clearer with a central theme, whereas others felt that Farb communicated his expectations clearly. A majority of the students stated that the readings were too long, too dry, and too dense. With that being said, some suggested that the amount of reading should have been reduced and that a wiser choice of articles for a 300-level course would have been more appreciated.

PSY 327H1F Psychology of the Mass Media

Instructor(s): R. Tafarodi

	Enr: 61							Mean
	Resp: 41							
	1	2	3	4	5	6	7	
Presents	0	0	2	17	22	35	22	5.6
Explains	0	0	0	2	17	32	47	6.2
Communicates	0	0	0	0	2	15	82	6.8
Teaching	0	0	0	2	10	22	65	6.5
Workload	0	0	2	55	27	10	5	4.6
Difficulty	0	0	2	60	30	7	0	4.4
Learn Exp	0	0	0	6	19	32	41	6.1

Most students felt that there was an outstanding course. Tafarodi was

excellent in engaging the student to think critically about themselves and society. The instructor encouraged class discussions and had a passion for the subject and great knowledge in the course material. Overall, most students enjoyed this course and strongly recommended it.

PSY 327H1S Psychology of the Mass Media

Instructor(s): R. Tafarodi

	Enr: 63							Mean
	Resp: 21							
	1	2	3	4	5	6	7	
Presents	0	0	4	9	19	19	47	6.0
Explains	0	0	0	0	23	33	42	6.2
Communicates	0	0	0	0	0	15	85	6.8
Teaching	0	0	0	0	5	30	65	6.6
Workload	0	0	0	42	38	14	4	4.8
Difficulty	0	0	0	42	47	5	5	4.7
Learn Exp	0	0	0	5	5	41	47	6.3

Students recommended this course - it was fantastic! Tafarodi had a unique teaching style, which included a lot of class discussion and encouraged critical thinking. This dynamic open-ended style of teaching was well-received, although some found it difficult to follow. Tafarodi was approachable and caring - an overall outstanding instructor. The experience was rewarding and the material learned was very relevant to everyday life.

PSY 328H1S Psychology and the Law

Instructor(s): W. Huggon

	Enr: 57							Mean
	Resp: 34							
	1	2	3	4	5	6	7	
Presents	0	0	0	8	29	47	17	5.8
Explains	0	0	0	8	26	50	14	5.7
Communicates	0	0	0	5	29	41	23	5.8
Teaching	0	0	0	12	24	45	18	5.7
Workload	0	5	8	67	14	2	0	4.0
Difficulty	0	2	26	52	17	0	0	3.9
Learn Exp	0	0	0	45	39	15	0	4.7

Many students described Huggon as a knowledgeable and enthusiastic instructor. He communicated his expectations clearly and was very engaging.

PSY 333H1F Health Psychology

Instructor(s): G. Einstein

	Enr: 57							Mean
	Resp: 41							
	1	2	3	4	5	6	7	
Presents	0	0	2	21	21	24	29	5.6
Explains	0	0	0	2	36	29	31	5.9
Communicates	0	0	0	2	19	26	51	6.3
Teaching	0	0	0	4	26	31	36	6.0
Workload	0	0	2	35	38	15	7	4.9
Difficulty	0	2	12	70	14	0	0	4.0
Learn Exp	0	0	0	14	23	32	29	5.8

Students enjoyed the group work and Einstein's interactive teaching style. Also, students really appreciated the lack of a final exam. A few students felt that the workload was high and would have appreciated more feedback on assignments.

PSY 333H1S Health Psychology

Instructor(s): G. Einstein

	Enr: 51							Mean
	Resp: 38							
	1	2	3	4	5	6	7	
Presents	0	0	7	21	26	26	18	5.3
Explains	0	0	0	13	26	26	34	5.8
Communicates	0	0	0	7	5	34	52	6.3
Teaching	0	0	0	5	35	24	35	5.9
Workload	0	2	5	47	27	16	0	4.5
Difficulty	0	2	13	72	8	2	0	3.9
Learn Exp	0	0	6	23	16	26	26	5.4

Many students commented that the instructor was warm, enthusiastic, and provided a great learning experience. Some students found that the weekly written journals were tedious and were weighted too heavily, whereas others thought that they were great for improving one's writing style. Also, some students disliked the fact that a lot of the information had been taught by students in the form of presentations and the amount of class discussions. Others enjoyed the lack of memorization of material and the active learning style.

PSY 334H1S Maps of Meaning: The Architecture of Belief

Instructor(s): J. Peterson

Enr: 88 Resp: 41 Retake: 97%

	1	2	3	4	5	6	7	Mean
Presents	0	2	5	15	27	22	27	5.4
Explains	0	0	2	2	19	26	48	6.2
Communicates	0	0	0	0	2	5	92	6.9
Teaching	0	0	2	2	14	14	65	6.4
Workload	0	2	32	57	2	5	0	3.8
Difficulty	0	0	10	32	37	10	10	4.8
Learn Exp	0	2	0	0	5	19	72	6.6

The course was interesting and very valuable to every day life. Many found the course to be life-changing and some called it the best course they've ever had. Peterson was brilliant, enthusiastic and engaging. The requirements of the course were not communicated clearly at the beginning and Peterson was still deciding on assignments 3 weeks into the course. He was available after class to answer questions but never answered his email. Students really appreciated the assignments, finding them enlightening. The grading was mostly done by peers, which students disliked, believing the TA or instructor was more qualified to mark papers due to their experience. Most students really liked the different approach Peterson had, and benefitted from the course.

PSY 335H1S Environmental Psychology

Instructor(s): D. Dolderman

Enr: 57 Resp: 45 Retake: 97%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	2	17	31	48	6.3
Explains	0	0	0	0	6	35	57	6.5
Communicates	0	0	0	0	0	13	86	6.9
Teaching	0	0	0	2	6	24	66	6.6
Workload	0	0	0	51	40	8	0	4.6
Difficulty	0	0	0	86	8	4	0	4.2
Learn Exp	0	0	2	5	23	21	47	6.1

This was an outstanding course. Dolderman was affable and extremely funny, and his enthusiasm for the material was contagious. The course was interdisciplinary and integrative, providing a variety of different perspectives. The material was compelling and provocative. The course did not have a website; students would have preferred to be able to download the slides before class. The readings were sent by email, which was slightly disorganized and they were heavy and sometimes redundant, although very interesting. More details on how to write the 50% paper would have been welcomed. Despite any shortcomings, many students deemed this course and Dolderman to be the best at UoT.

PSY 339H1F Individual Differences Laboratory

Instructor(s): J. Tackett

Enr: 17 Resp: 16 Retake: 87%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	6	18	37	37	6.1
Explains	0	0	0	0	6	43	50	6.4
Communicates	0	0	0	0	12	31	56	6.4
Teaching	0	0	0	0	6	37	56	6.5
Workload	0	12	0	37	6	37	6	4.8
Difficulty	0	18	6	56	18	0	0	3.8
Learn Exp	0	0	7	15	38	15	23	5.3

Most students felt that Tackett was amazing. A few students felt that

the textbook was not useful and that there were too many assignments. Overall, most students felt that this was a good course.

PSY 341H1S Psychopathologies of Childhood

Instructor(s): R. Hetherington

Enr: 85 Resp: 50 Retake: 73%

	1	2	3	4	5	6	7	Mean
Presents	0	12	6	32	16	20	12	4.6
Explains	0	0	6	18	42	18	16	5.2
Communicates	0	0	4	6	24	26	38	5.9
Teaching	0	2	2	16	26	38	16	5.4
Workload	0	0	4	54	24	16	2	4.6
Difficulty	0	0	8	54	28	6	4	4.4
Learn Exp	2	2	2	40	26	19	7	4.7

Students felt that Hetherington was enthusiastic about the material. Despite this, some complained about the lack of a course website and disliked the fact that lecture notes were taken from overheads instead of powerpoint slides. In addition, the students felt that they missed a lot of information in class because they were too busy copying down notes from the slides, which also made the lectures difficult to follow. There were a lot of readings in the course, but they were rarely tested on. The final exam was also weighted too heavily, according to a fact that bothered a few students. Many praised the value of the videos presented in class.

PSY 342H1F Cognition and Psychopathology

Instructor(s): M. Gemar

Enr: 41 Resp: 21 Retake: 52%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	15	30	45	10	5.5
Explains	0	0	5	0	40	45	10	5.6
Communicates	5	0	5	15	45	25	5	4.9
Teaching	0	5	5	20	20	40	10	5.2
Workload	0	0	5	45	25	10	15	4.8
Difficulty	0	5	5	30	35	20	5	4.8
Learn Exp	0	18	6	25	31	12	6	4.3

PSY 342H1S Cognition and Psychopathology

Instructor(s): M. Gemar

Enr: 46 Resp: 30 Retake: 67%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	6	13	55	24	6.0
Explains	0	0	3	3	23	53	16	5.8
Communicates	0	3	3	10	33	36	13	5.4
Teaching	0	0	0	6	31	41	20	5.8
Workload	3	0	3	46	33	6	6	4.5
Difficulty	0	3	0	72	10	13	0	4.3
Learn Exp	0	4	4	50	16	8	16	4.7

Most students commented that the course was interesting. Some said that the papers and midterms were rather long and difficult. The students felt that Gemar tended to read off lecture slides and felt unmotivated to go to class. Despite this, some stated that he explained the material clearly and was very helpful. In addition, a few students expressed resentment in regards to having the final exam and paper due on the same day.

PSY 343H1F Theories of Psychopathology and Psychotherapy

Instructor(s): N. Rector

Enr: 64 Resp: 46 Retake: 78%

	1	2	3	4	5	6	7	Mean
Presents	0	0	2	8	28	46	13	5.6
Explains	0	0	0	8	22	42	26	5.9
Communicates	0	0	0	8	20	40	31	5.9
Teaching	0	0	4	8	22	51	13	5.6
Workload	0	0	0	60	0	6	2	4.5
Difficulty	0	0	0	63	23	10	2	4.5
Learn Exp	0	0	2	32	30	25	10	5.1

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Students in general found a lack of communication between the instructor and TA, especially concerning course evaluation expectations. Though the lecturing itself by the instructor was good, it was difficult to fully absorb all he said as lecture slides were not posted before or after the lecture class. This prevented a more interactive setting versus the current 'copying of slides verbatim' situation. Also, the test material was thought to be poorly constructed, with errors and unclear confusing questions not clearly representing course material. Students wanted their marks for material handed in sooner. The video media material was very dated and could have been more recent to reflect more recent research.

PSY 343H1S Theories of Psychopathology and Psychotherapy

Instructor(s): M. Bagby

	Enr: 51							Mean
	Resp: 43							
	1	2	3	4	5	6	7	
Presents	0	2	7	35	33	16	4	4.7
Explains	0	0	2	30	33	23	9	5.1
Communicates	0	0	0	9	38	26	26	5.7
Teaching	0	0	2	16	40	30	9	5.3
Workload	0	0	0	33	42	21	2	4.9
Difficulty	0	0	0	47	27	22	2	4.8
Learn Exp	0	0	2	25	28	22	20	5.3

Students complained about the amount of assigned readings. They also felt that the tests were too difficult and did not reflect the lecture material. In addition, the lectures were somewhat disorganized, according to some students. Many students enjoyed the guest lectures.

PSY 370H1F Thinking and Reasoning

Instructor(s): J. Vervaeke

	Enr: 81							Mean
	Resp: 57							
	1	2	3	4	5	6	7	
Presents	1	0	1	10	26	21	38	5.8
Explains	1	0	0	1	26	28	42	6.0
Communicates	0	0	0	0	3	24	71	6.7
Teaching	1	0	0	3	10	36	47	6.2
Workload	0	0	7	47	23	20	1	4.6
Difficulty	0	0	0	38	40	15	5	4.9
Learn Exp	0	0	0	11	27	35	25	5.7

The great majority of students found Vervaeke engaging, interesting and a good lecturer. Students appreciated how well the material was conveyed considering the lack of electronic devices. Some felt the reader was too expensive and more office hours on different days would have been appreciated. Some students also felt that he rushed through concepts sometimes. Overall, students felt the course was great despite the difficulty. Vervaeke was challenging and entertaining.

PSY 371H1S Higher Cognitive Powers

Instructor(s): J. Vervaeke

	Enr: 70							Mean
	Resp: 46							
	1	2	3	4	5	6	7	
Presents	0	2	10	15	23	21	26	5.3
Explains	0	0	4	8	19	28	39	5.9
Communicates	0	0	0	4	8	26	60	6.4
Teaching	0	2	4	6	13	32	41	5.9
Workload	0	0	4	56	28	6	4	4.5
Difficulty	0	0	0	32	30	26	10	5.2
Learn Exp	0	2	2	13	15	23	42	5.8

Students found Vervaeke to be inspiring, challenging and enthusiastic. He was very knowledgeable about the material and stimulated critical thinking. However, many students would have appreciated it if the instructor held office hours and responded to emails.

The course material was complicated, but thought-provoking and applicable to real life. Students felt that there should have been more connection between concepts. Some students did not like the use of participation marks.

PSY 372H1F Human Memory

Instructor(s): R. Thomas

	Enr: 39							Mean
	Resp: 28							
	1	2	3	4	5	6	7	
Presents	0	0	0	3	46	35	14	5.6
Explains	0	0	0	10	32	28	28	5.8
Communicates	0	0	3	3	28	32	32	5.9
Teaching	0	0	0	21	28	25	25	5.5
Workload	0	0	3	50	21	17	7	4.8
Difficulty	0	0	3	53	21	21	0	4.6
Learn Exp	0	0	0	47	26	26	0	4.8

Thomas was an enthusiastic instructor. This course had some great course material such as the poster presentations.

PSY 372H1S Human Memory

Instructor(s): R. Thomas

	Enr: 57							Mean
	Resp: 34							
	1	2	3	4	5	6	7	
Presents	0	0	2	5	26	50	14	5.7
Explains	0	0	0	8	35	41	14	5.6
Communicates	0	0	2	14	26	50	5	5.4
Teaching	0	0	0	14	29	50	5	5.5
Workload	0	0	2	44	41	8	2	4.6
Difficulty	0	0	8	52	32	5	0	4.4
Learn Exp	0	0	3	44	25	25	0	4.7

Many students thought that the instructor was a good lecturer but her way of grading class participation was rather unfair. Some felt that the poster session for the class was unnecessary, especially in such a large class. A lot of students commented that her teaching style would have been more appropriate in a smaller class. Despite this, many students thought Thomas was approachable and answered questions promptly and clearly.

PSY 375H1F Attention and Performance

Instructor(s): J. Pratt

	Enr: 99							Mean
	Resp: 84							
	1	2	3	4	5	6	7	
Presents	0	0	0	2	15	34	46	6.3
Explains	0	0	0	1	13	43	42	6.3
Communicates	0	0	0	0	0	25	74	6.7
Teaching	0	0	0	0	6	44	49	6.4
Workload	1	1	16	67	8	4	0	4.0
Difficulty	0	0	6	60	25	6	1	4.4
Learn Exp	0	1	2	18	33	33	11	5.3

Most students felt that Pratt was exceptional. He showed a lot of enthusiasm in the course material and the lectures were entertaining. Some students felt that the tests were challenging and a mix of multiple choice and essay-type questions on tests would have been better. Overall, students enjoyed the course.

PSY 380H1S Vision Science

Instructor(s): H. Burianova

	Enr: 54							Mean
	Resp: 34							
	1	2	3	4	5	6	7	
Presents	0	0	2	5	26	35	29	5.8
Explains	0	0	0	6	36	33	24	5.8
Communicates	0	0	0	0	12	36	51	6.4
Teaching	0	0	0	2	11	47	38	6.2
Workload	0	0	15	60	18	6	0	4.2
Difficulty	0	0	0	64	29	5	0	4.4
Learn Exp	0	0	0	50	22	22	4	4.8

Burianova was a very good, approachable, friendly and enthusiastic instructor. Her speech could have slowed down for the purpose of a lecture. Also, many students found her slides not very informative con-

sidering the amount of information they needed to absorb.

PSY 393H1F Cognitive Neuroscience

Instructor(s): H. Burianova

	Enr: 64							Mean
	1	2	3	4	5	6	7	
Presents	0	0	4	12	32	36	16	5.5
Explains	0	0	0	10	36	38	16	5.6
Communicates	0	0	0	2	10	46	42	6.3
Teaching	0	0	2	0	22	48	28	6.0
Workload	0	2	0	61	30	4	2	4.4
Difficulty	0	0	4	58	36	2	0	4.4
Learn Exp	0	0	2	33	26	22	15	5.2

Burianova was a great lecturer, but sometimes, she went through the material too fast.

PSY 394H1S Physiology and Psychology of Emotion

Instructor(s): H. Burianova

	Enr: 64							Mean
	1	2	3	4	5	6	7	
Presents	0	0	2	11	34	32	18	5.5
Explains	0	0	0	13	34	39	11	5.5
Communicates	0	0	0	13	34	39	11	5.5
Teaching	0	0	0	4	34	39	20	5.9
Workload	0	0	7	66	21	4	0	4.2
Difficulty	0	0	7	66	21	4	0	4.2
Learn Exp	0	0	5	57	14	20	2	4.6

Burianova was generally thought of as a good and enthusiastic instructor. This course was really enjoyable. However, students complained that her expectations for assignments weren't clear enough.

Instructor(s): A. Anderson

	Enr: 72							Mean
	1	2	3	4	5	6	7	
Presents	0	0	3	6	34	34	20	5.6
Explains	0	0	0	3	24	40	31	6.0
Communicates	0	0	0	0	5	26	68	6.6
Teaching	0	0	1	0	7	49	42	6.3
Workload	0	0	7	85	3	3	0	4.0
Difficulty	0	0	3	89	3	3	0	4.1
Learn Exp	0	0	0	30	23	26	19	5.3

Anderson was described as a humorous and entertaining instructor. He was very enthusiastic about the material and the lectures were interesting. Some students felt that Anderson often went off-track during the lectures.

The tests were fair by and large; however, some found the fill-in-the-blank questions to be tough.

PSY 396H1F Neurochemical Basis of Behaviour

Instructor(s): H. Burianova

	Enr: 65							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	1	24	43	31	6.0
Explains	0	0	0	3	34	37	24	5.8
Communicates	0	0	0	1	13	27	56	6.4
Teaching	0	0	0	3	15	41	39	6.2
Workload	0	0	3	48	31	10	6	4.7
Difficulty	0	0	7	60	19	5	7	4.4
Learn Exp	0	0	0	32	32	16	20	5.2

Most students found the instructor to be enthusiastic, helpful and knowledgeable. Some felt that the material was difficult and the tests catered to those with a chemistry or biology background. Others thought a new textbook would have been helpful and that the workload was high. Overall, students felt Burianova did a great job teaching the course.

Instructor(s): E. De Rosa

	Enr: 60							Mean
	1	2	3	4	5	6	7	
Presents	0	0	4	8	31	46	8	5.5
Explains	0	2	2	8	33	40	13	5.5
Communicates	0	0	0	0	20	44	35	6.0
Teaching	0	0	0	8	15	47	28	6.0
Workload	0	2	0	43	36	17	0	4.7
Difficulty	0	2	2	47	32	13	2	4.6
Learn Exp	0	2	2	31	36	18	7	4.9

The students felt that De Rosa was very good, friendly, approachable, and enthusiastic about the material. Some found her expectations and communication goals rather unclear. In addition, many students stressed that a 50% term test in the middle of the term was excessive and stressful.

PSY 397H1F Biological Rhythms

Instructor(s): M. Ralph

	Enr: 133							Mean
	1	2	3	4	5	6	7	
Presents	4	4	15	29	31	9	5	4.3
Explains	1	4	12	23	31	13	12	4.7
Communicates	2	0	4	24	34	19	15	5.1
Teaching	0	2	10	23	34	17	10	4.9
Workload	0	1	11	67	16	2	0	4.1
Difficulty	0	1	5	52	26	11	2	4.5
Learn Exp	0	3	8	40	28	14	5	4.6

Ralph was enthusiastic and the material was interesting. However, some students found the course to be somewhat disorganized, and would have appreciated more office hours.

PSY 399H1F Psychobiology Laboratory

Instructor(s): J. Yeomans

	Enr: 17							Mean
	1	2	3	4	5	6	7	
Presents	0	6	46	20	26	0	0	3.7
Explains	0	0	40	20	20	13	6	4.3
Communicates	0	0	0	0	26	33	40	6.1
Teaching	0	0	13	33	40	13	0	4.5
Workload	0	6	6	53	26	6	0	4.2
Difficulty	0	0	0	53	26	20	0	4.7
Learn Exp	0	0	7	28	14	35	14	5.2

Yeomans was enthusiastic about the course material. However, most students felt he needed to communicate the goals of the course and requirements for lab write-ups more clearly. Also, some students suggested that the instructor could have provided more detailed background knowledge and give students more time to complete labs.

PSY 400Y1Y Research Specialization: Thesis

Instructor(s): S. Ferber

	Enr: 15							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	0	0	58	41	6.4
Explains	0	0	0	0	0	54	45	6.5
Communicates	0	0	0	0	0	25	75	6.8
Teaching	0	0	0	0	0	27	72	6.7
Workload	0	0	0	9	27	54	9	5.6
Difficulty	0	0	0	50	30	20	0	4.7
Learn Exp	0	0	0	11	22	22	44	6.0

Ferber was a fantastic and attentive instructor. The course was highly recommended. It was great opportunity to experience research.

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PSY 409H1F Research Specialization: Theoretical Foundations

Instructor(s): D. Barner

	Enr: 16							Mean
	Resp: 16							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	33	33	33	6.0
Explains	0	0	0	0	26	40	33	6.1
Communicates	0	0	0	0	6	20	73	6.7
Teaching	0	0	0	0	6	31	62	6.6
Workload	0	6	13	33	33	13	0	4.3
Difficulty	0	0	13	60	26	0	0	4.1
Learn Exp	0	0	0	9	18	18	54	6.2

Barner was considered to be a very pleasant and enthusiastic instructor. Most students enjoyed the course a lot, particularly because of the instructor.

PSY 410H1F Developmental Psychology Seminar

Instructor(s): S. Grusec

	Enr: 12							Mean
	Resp: 12							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	50	33	16	5.7
Explains	0	0	0	8	33	33	25	5.8
Communicates	0	0	0	0	33	33	33	6.0
Teaching	0	0	0	0	41	33	25	5.8
Workload	0	0	0	83	16	0	0	4.2
Difficulty	0	0	0	66	33	0	0	4.3
Learn Exp	0	0	11	22	22	22	22	5.2

Students found Grusec to be very caring and willing to help her students. Most praised her for great discussions in class and great evaluations. Some would have liked a website and more direction in student discussions.

PSY 410H1S Developmental Psychology Seminar

Instructor(s): D. Barner

	Enr: 6							Mean
	Resp: 6							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	0	66	33	6.3
Explains	0	0	0	0	0	33	6	6.7
Communicates	0	0	0	0	0	16	83	6.8
Teaching	0	0	0	0	0	16	83	6.8
Workload	0	0	0	16	33	33	16	5.5
Difficulty	0	0	0	16	50	16	16	5.3
Learn Exp	0	0	0	16	16	33	33	5.8

Barner was described as awesome, engaging and enthusiastic. The students felt that he was open to different perspectives and engaged the whole class in discussion. One student stated that Barner "should be setting the standard for all University of Toronto professors".

PSY 420H1S Social Psychology Seminar

Instructor(s): A. Chasteen

	Enr: 20							Mean
	Resp: 15							
	1	2	3	4	5	6	7	
Presents	0	0	0	13	33	33	20	5.6
Explains	0	0	0	15	15	46	23	5.8
Communicates	0	0	0	7	14	50	28	6.0
Teaching	0	0	0	0	20	46	33	6.1
Workload	0	0	0	86	13	0	0	4.1
Difficulty	0	0	0	80	20	0	0	4.2
Learn Exp	0	0	0	15	53	23	7	5.2

Chasteen prepared students for graduate school, however they wanted more feedback on assignments.

The variety of evaluation techniques allowed students to demonstrate their ability. Overall, the course was good.

PSY 430H1F Personality Seminar

Instructor(s): J. Peterson

	Enr: 20							Mean
	Resp: 16							
	1	2	3	4	5	6	7	
Presents	0	0	12	0	43	25	18	5.4
Explains	0	0	6	6	12	18	56	6.1
Communicates	0	0	0	0	0	31	68	6.7
Teaching	0	0	0	6	31	12	50	6.1
Workload	0	6	0	75	0	18	0	4.2
Difficulty	0	0	0	43	31	25	0	4.8
Learn Exp	0	0	6	13	13	0	66	6.1

Most students felt that work should have been graded substantially faster so that students were able to use the feedback for the subsequent assignments. Most students felt that Peterson needed to allow more time for his students to discuss paper and course issues. A few students felt the course was enjoyable, interesting and enriching; the instructor provided personal insight.

PSY 440H1F Abnormal Psychology Seminar

Instructor(s): M. Bagby

	Enr: 21							Mean
	Resp: 17							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	52	41	5	5.5
Explains	0	0	0	5	35	52	5	5.6
Communicates	0	0	0	0	17	41	41	6.2
Teaching	0	0	0	0	23	58	17	5.9
Workload	0	0	0	5	47	23	23	5.6
Difficulty	0	0	0	23	29	35	11	5.4
Learn Exp	0	0	0	16	33	41	8	5.4

A few students enjoyed this class and felt that it was a good learning experience. Some students thought the workload was very high and there were too many papers.

PSY 440H1S Abnormal Psychology Seminar

Instructor(s): M. Bagby

	Enr: 18							Mean
	Resp: 14							
	1	2	3	4	5	6	7	
Presents	0	0	0	21	35	21	21	5.4
Explains	0	0	0	7	28	42	21	5.8
Communicates	0	0	0	0	7	57	35	6.3
Teaching	0	0	0	0	23	61	15	5.9
Workload	0	0	0	28	35	21	14	5.2
Difficulty	0	0	0	35	42	21	0	4.9
Learn Exp	0	0	0	0	58	33	8	5.5

Several students felt that Bagby was a hard marker but offered a valuable experience on writing papers.

PSY 460H1F Learning Seminar

Instructor(s): S. Shettleworth

	Enr: 12							Mean
	Resp: 12							
	1	2	3	4	5	6	7	
Presents	0	0	0	0	41	25	33	5.9
Explains	0	0	0	0	25	3	41	6.2
Communicates	0	0	0	0	16	25	58	6.4
Teaching	0	0	0	0	16	25	58	6.4
Workload	0	0	0	41	41	16	0	4.8
Difficulty	0	0	0	66	16	16	0	4.5
Learn Exp	0	0	0	14	28	28	28	5.7

Most students felt that Shettleworth conducted an excellent seminar with various enjoyable topics. However, some felt that the readings were overwhelming at times, although interesting. The instructor's quality of teaching and ability to attend to students' questions in a clear manner provided a good environment for learning. However, a few students found the small weekly papers a bit overwhelming.

PSY 470H1F Memory Seminar

Instructor(s): L. Hasher

	Resp: 16							Retake: 68%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	0	12	25	50	12	5.6	
Explains	0	0	6	0	31	31	31	5.8	
Communicates	0	0	0	6	0	50	43	6.3	
Teaching	0	0	0	6	6	50	37	6.2	
Workload	0	0	6	37	12	31	12	5.1	
Difficulty	0	0	6	50	12	25	6	4.8	
Learn Exp	6	0	0	6	26	40	20	5.5	

PSY 471H1S Cognitive Seminar

Instructor(s): H. Burianova

	Resp: 14							Retake: 100%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	0	0	0	64	35	6.4	
Explains	0	0	0	0	0	50	50	6.5	
Communicates	0	0	0	0	0	50	50	6.5	
Teaching	0	0	0	0	0	35	64	6.6	
Workload	0	0	7	85	7	0	0	4.0	
Difficulty	0	0	7	50	21	21	0	4.6	
Learn Exp	0	0	0	7	30	38	23	5.8	

Burianova was one of the best instructors at UofT. She was very knowledgeable and well-organized.

Overall, a very interesting seminar that was organized in a very creative way.

PSY 490H1F Brain Activity & Behaviour Seminar

Instructor(s): M. Ralph

	Resp: 9							Retake: 77%	Mean
	1	2	3	4	5	6	7		
Presents	0	0	12	37	25	12	12	4.8	
Explains	0	0	0	11	11	44	33	6.0	
Communicates	0	0	25	0	25	37	12	5.1	
Teaching	0	0	11	11	33	33	11	5.2	
Workload	0	0	0	55	33	11	0	4.6	
Difficulty	0	0	0	55	33	11	0	4.6	
Learn Exp	0	0	16	50	16	16	0	4.3	

Most students felt that Ralph was very knowledgeable about the material. Students felt that he should have put up the readings and assignments well before hand. Students also felt that requirements for assignments should have been more explicit.

Assu

KEN CATALANO
CREATING
STUDENTS



"MAY THE FORCE BE WITH YOU...NEXT...MAY THE FORCE BE WITH YOU...NEXT..."