

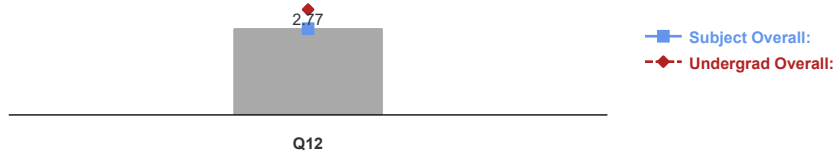
Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Summer I 2022

Course: PSY-103-01: DEVELOPMENTAL PSYCHOLOGY.PSY-103-01.
Instructor: Erin Campbell *
Response Rate: 14/23 (60.87 %)

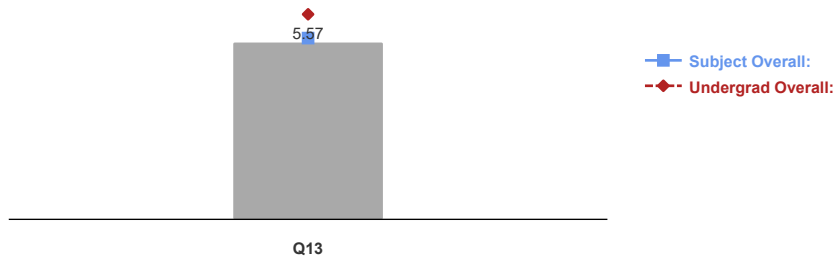
At A Glance:Course Difficulty

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree



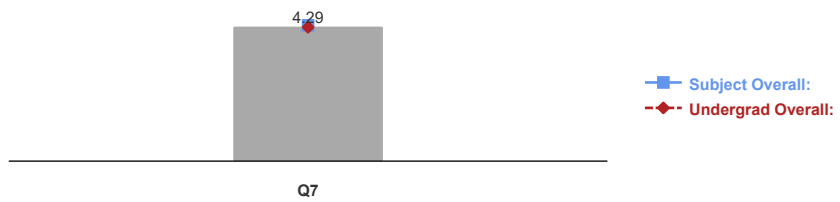
At A Glance:Effort

10+
9
8
7
6
5
4
3
2
1



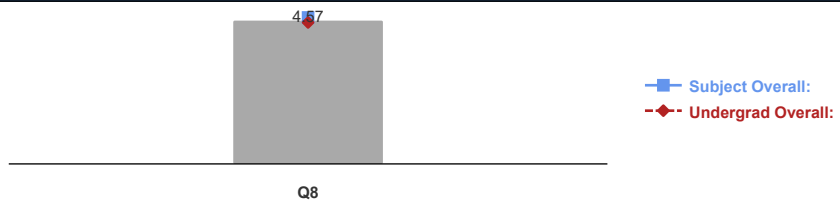
At A Glance:Overall course

Excellent
Very Good
Average
Marginal
Poor



At A Glance:Overall Instructor

Excellent
Very Good
Average
Marginal
Poor

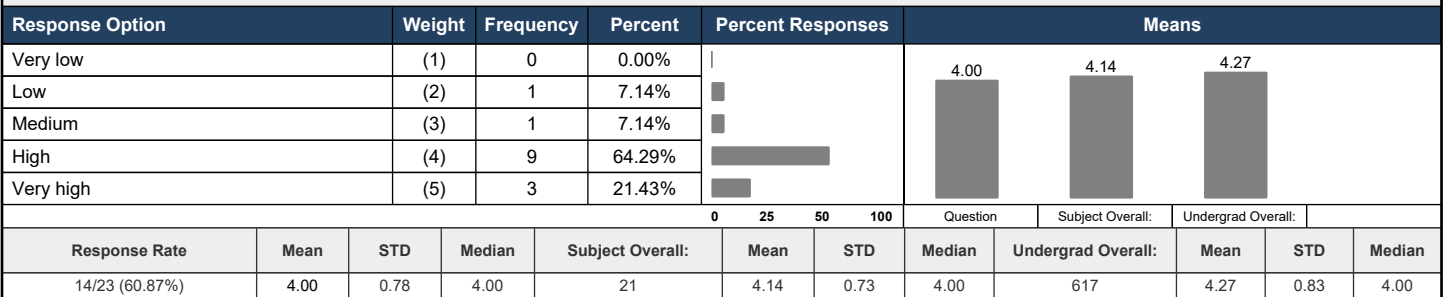


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1 - Your personal level of engagement with the course was:



2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate 13/23 (56.52%)

- I learned how to read and evaluate the merit of psychological research published in academic journals. I learned aspects of developmental psychology fundamentals in areas such as neurological/sensory development and social/emotional development. I learned how to synthesize my own thoughts on psychological research and articulate findings from literature into coherent arguments.
- I learned how to view a different perspective on a lecture topic based upon age and experience. Until now, most of my other classes had students that were all around the same age. This class really varied that with freshman to seniors but also students who were in their 40-50s. This was very interesting hearing about perspectives of development after someone already had a child.
- I learned how to write a literature review, how to conduct an interview to apply concepts learned in class to real people, and how to analyze multiple sides of arguments on controversial topics to form my own opinions.
- This course taught me how to analyze psychological studies, retain important information, and how to expand my way of thinking. We had assigned readings for each class which we then had to complete a reading log for. In order to be successful, we had to thoroughly read through the readings and understand what they were testing and their results. Analysis was needed in order to understand the takeaways from the study and evaluate the reliability of the methods, results, and conclusions. For the weekly quizzes, despite being open book, we had to be able to retain information taught in class as not everything we talked about was written in the presentation slides. To do well on quizzes, we had to review the lecture's and retain key discussions we had in class in order to provide examples for different theories in the quizzes. Finally, through the discussions we had in class, I was forced to think from different perspectives. Being a developmental psychology class, we looked into how different stages of lives have impacted who we are today. This begin said, in order to understand the concepts, I had to think like a kid, or sometimes like a teenager in order to understand the different stages of development.
- I learned how to critically analyze research articles for useful information. I learned to apply new information to developmental psychology concepts and scenarios. I also learned about the various stages of development ranging from fetal development to adult development.
- I have gained a new insight into child development and the stages that are part of the development The course changed the way I understood why children have certain behavioral tendencies I gained a great deal of knowledge about a variety of different theories and that theories can be both dispelled or proven and that depending on which side of the argument one is on, it is possible to support either side with the research that is available. There are many different variables that can impact or influence research studies and the outcomes.
- This course taught me a lot in terms of the different fields of developmental psychology. It gave me a clear and balanced exposure to the various methods and theories of the field presently and in its history. It also taught me more close reading skills of empirical articles with the consistent reading logs.
- I learned how to efficiently read research articles or journals; I learned many developmental psychology topics and principles; I learned how to conduct a small scale survey with multiple questions.
- I actually learned a lot of language skills through this course.
- I learned how to apply my knowledge of psychology in a variety of ways, whether it was to movies, my own life, or others around me. I learned in depth how children develop and why they behave in the ways they do at certain stages of life. I learned multiple developmental theories in the field of child development.
- Developmental psychology principles, theories, and founders
- I learned so much about children's psychology and development. I learned much about the cognitive, social, and moral development of children.
- I learned about attachment styles, gender development, and fetal development.

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3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate	14/23 (60.87%)
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- The style of the reading logs was excellent. Plenty of options to enhance flexibility for students, which I found made me more excited to learn about what the readings had to say when I sat down to do one. I also love the lecture style (lecture from a presentation with frequently discussion in between slides). The format of the quiz questions was also appropriate for the course material and fair to what we learned.
- The instructor allowed for a lot of open discussion without pressuring students to say things that were uncomfortable, especially considering some sensitive topics that were discussed. She facilitated discussion but also took a back seat when the students were engaged which allowed for a more meaningful and lively discussion.
- I liked the mixture between lecture and discussion of real-life issues relating to the information we learned in class. I thought this was especially nice in the 2 hour and 15 minute class format since it can be difficult to remain engaged in a lecture for that long.
- This was my first time taking a psychology course. The course description indicated that Psychology 101 was highly recommended. Nonetheless, Prof. Campbell made it an accessible course to everyone, regardless of previous courses taken. Her lectures were engaging, clear, and visually appealing. Through the promotion of discussion in class, learning became a shared component of the class. Furthermore, the reading reviews in the lecture were helpful to connect the topics we were learning about in the lecture to real world scenarios. Additionally, the weekly quizzes greatly aided in the retention of knowledge.
- The instructor was always listening to student concerns and adapted the course in order to make course work more manageable. The professor would also send out announcements and upload helpful resources on topics that may have been confusing.
- I enjoyed the taking sides articles because the articles show how people can look at studies and theories in different perspectives. The articles show that you can argue either side of an idea and I think it is important to understand that.
- The lecture components of the class with reading of related empirical articles helped connect the class to research in the history and present of the field. It was a good way to pair the theories we were examining with some of the research done on those theories.
- Erin gave incredibly clear, well-organized, and thoughtful lectures. The quizzes were somewhat challenging, but very fair. Erin also had the most organized, comprehensive, and clear syllabus and course schedule that I've ever received at Duke. It was incredibly helpful when it came to managing assignments and preparing myself to do well in the class. No assignment was superfluous, and the readings she chose for us were interesting and widely appealing.
- I would keep with discussions and also the slides because they were very informative and interesting.
- The breaks were timely! The information was structured in a nice format. Also, the instructor was beyond kind and respectful.
- The lectures were very interesting and even on days I didn't think I would want to participate, I ended up finding myself wanting to contribute and being really engaged in the lesson. The quizzes were set up to be difficult but not impossible and made me feel like I was synthesizing the information taught in class.
- Erin was very understanding and accommodating, an excellent lecturer and engaging individual.
- I loved the class. I wish that there were more times where we could present what we found during class instead. Maybe a short 5-10 at the end of class.
- The teacher was very receptive to feedback and always stopped class for questions, which made it a lot easier to interact over zoom.

4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate	14/23 (60.87%)
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- I would recommend increasing the time for quizzes by about 10 minutes. I always finished my quizzes but usually had only a few minutes at the end for checking my work. I am a decently meticulous person and would like a bit more time to go over anything I wasn't quite sure on (especially since the quiz was in an online format - Gradescope - which makes it harder to quickly skim over the quiz and correct any errors).
- I think the lectures were a bit long, but that is fair considering the course was adjusted to be taken over a shorter time length. It would help to have more discussion mid lecture notes instead of saving most of it for the end which could be a little overwhelming.
- I cannot think of any specific ways to improve the course or things to change.
- I believe this course was very well structured and taught. The one thing I would change in terms of the method of instruction is to publish the lecture slides in advance. I personally take notes by annotating PPTs and add information that it not on the slides. This being said, I also understand that the slides has summary's of the readings we had to complete for the reading log so they could not be published that much in advance. If they are published at the beginning of the lecture, I think it would be beneficial for all.
- N/A
- Timed quizzes made me feel like I wasn't able to show my true knowledge of the subject matter. I felt rushed and unable to form ideas and thoughts when feeling pressured. I also feel that including more activities for the class to engage in during discussion would be helpful.
- To improve the course, I would incorporate more small group discussions. While the class was small enough to have whole class discussions, I think having more small group discussions that then shared with the larger group would have helped facilitate more conversation at times.
- I had never written a literature review before this class. While Stephanie did give us a basic rundown of the paper requirements, it was definitely an intimidating assignment for me and it could have been helpful to have a few more basic examples. However, Erin did make herself readily available for questions that we had at any time.
- I think changing the reading logs will be a good option because after a few reading logs they become less interesting and more of just a task.
- Maybe shortening the class time and having it be 4 days instead of 3 (some of the lectures were long, but the class was still amazing).
- The articles were incredibly tedious and I don't feel I was learning much from them rather than trying to get them done. Fewer of those would be nice, or structuring them in a more engaging way would be beneficial for students.
- Nope! Great course.
- I wish that the meetings were recorded. I also wish that the makeup assignments could be done through a video format instead of typing.
- I think holding the class in person would be more effective, as it would allow for more natural discussion and easier engagement.

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5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Strongly disagree	(1)	0	0.00%			4.14	4.29	4.38			
Disagree	(2)	0	0.00%								
Neither agree nor disagree	(3)	2	14.29%	■							
Agree	(4)	8	57.14%	■■■■							
Strongly agree	(5)	4	28.57%	■■■							
0 25 50 100					Question	Subject Overall:	Undergrad Overall:				
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
14/23 (60.87%)	4.14	0.66	4.00	21	4.29	0.64	4.00	616	4.38	0.79	5.00

6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate	14/23 (60.87%)
<ul style="list-style-type: none"> I thought the class was satisfactorily stimulating with discussions and lecture presentations. I can also tell the professor and TA are very interested in the subject which helps a lot. Great job keeping it interesting! It covered a variety of different topics while providing material outside of class to support and challenge the learning. The taking sides articles showed us multiple opinions as to provide context and a view from different sides so we could look at each topic holistically which was very helpful. I thought this class was intellectually stimulating because of the application of developmental psychology concepts to real life issues in almost every class. This made it easier to understand the importance of these concepts outside the context of the classroom. The discussions in class were part of the reason why I felt this class was very intellectually stimulating. There were sensible topics discussed, but the respect given to everyone's opinions and how Prof. Campbell handled the discussions made it a safe place for all students to share their thoughts. Furthermore, given that the discussions were based on the topics included in the studies we were reading, we were able to connect our perspectives to the studies and the course content to form our own conclusions. The class was stimulating because it made you think about both sides of developmental psychology arguments and it forced you to construct an argument using verified research. I enjoyed the times that the class members got to engage in activities during lecture. I would like to see more of those included. I also feel like there was a lot of opportunities to participate and have discussions about the lecture for the day which I also enjoyed. This class was stimulating because it exposed me to new information about social, emotional, cognitive, moral development and the research in that field. Our discussions of contemporary situations at times felt tangential to the material. As a senior about to graduate, Erin is the best professor I've ever had at Duke. Since beginning the course, I've heard similar feedback from peers who had her as a TA in previous semesters. Erin is a great example of a professor making or breaking a class - she certainly made it, and if I had the opportunity to study under her again I would gladly take any classes she'd teach. I liked the discussion style of each lecture and the interesting topics we discuss about in class, but I would like it more if we could start preparing for the discussion before class. The depth of discussion was great. Prof Campbell is great at lecturing. I find it hard to be interested and pay attention in lectures but she is incredibly friendly and open to ideas and presents information in really interesting ways. I would definitely take another class from her in a heartbeat if I had the chance. This was the first class in my entire academic career where I didn't hate the icebreakers. Moderate workload allowed room for absorbing material. I feel that sometimes the students' opinions were emotional ones instead of logical ones. That is not to say that they aren't valid. But it doesn't produce a space where students are able to freely share what they think without being judged. I found the class interesting, but there was a lot of overlap with psych 101, which I thought was a prerequisite for the course. 	

7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%			4.29	4.33	4.27			
Marginal	(2)	0	0.00%								
Average	(3)	3	21.43%	■							
Very Good	(4)	4	28.57%	■■■							
Excellent	(5)	7	50.00%	■■■■■							
0 25 50 100					Question	Subject Overall:	Undergrad Overall:				
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
14/23 (60.87%)	4.29	0.83	4.50	21	4.33	0.73	4.00	619	4.27	0.85	4.00

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8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Erin Campbell, was -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.57	4.67	4.51				
Marginal		(2)	0	0.00%								
Average		(3)	0	0.00%								
Very Good		(4)	6	42.86%								
Excellent		(5)	8	57.14%								
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median	
14/23 (60.87%)	4.57	0.51	5.00	21	4.67	0.48	5.00	667	4.51	0.82	5.00	

9 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the teaching assistant, , was												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Marginal		(2)	0	0.00%								
Average		(3)	0	0.00%								
Very good		(4)	0	0.00%								
Excellent		(5)	0	0.00%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median	
0/23 (0.00%)	0.00	0.00	0.00	0	0.00	0.00	0.00	10	4.75	0.50	5.00	

10 - In what ways did the teaching assistant(s) facilitate your learning and what might have helped even more? Include any constructive comments you'd like to share with here.	
Response Rate	0/23 (0%)

11 - What would you like to say about this course to a student who is considering taking it in the future?	
Response Rate	14/23 (60.87%)
<ul style="list-style-type: none"> • The course is fantastic! Workload is reasonable, course material is very interesting, and the course is taught by enthusiastic and very caring/flexible teaching team. • It is such an interesting look into things we never would have considered in development and Professor Erin Campbell is both knowledgeable and invested in the subject as well as very open with the discussion which makes it very comfortable to partake! • This course provides a good introduction to developmental psychology and provides insights into how children think and act. Assignments are not too challenging but are all relevant to course material and helpful to gaining knowledge and engaging further with the material. • Do not think twice about taking this course. Even if you have not taken another psych class, this is the perfect way to get into it. You will get a broad understanding of development and if you like this class, you might consider taking other psych classes as well. • This course is a great introduction to psychology and really forces you to think critically about real-world social impacts on development. • I think this a great course that helps one understand the psychological development with a primary focus on younger children. It is a course that I think that anyone who might be interested in having a child should take so that they can better understand how a child develops behaviorally. • I would recommend taking this class because it is extremely comprehensive and introduces you to all parts of the field without being overly complex or overwhelming in terms of workload and content. • If you're at all interested in developmental psych, I'd definitely recommend taking this class with Erin. • Just keep up with the reading logs and you should be fine. • Attend lecture! The quizzes can be difficult, but the material is there! • This class requires a lot of time but is incredibly interesting with a great atmosphere. It feels like having a job you love to do. • Do it. It is fun and cool. • Take it! You'll end up learning much more than you think. • Professor Campbell wants you to succeed, so don't be scared of her. 	

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12 - The course was difficult.															
Response Option					Weight	Frequency	Percent	Percent Responses	Means						
Strongly disagree					(1)	0	0.00%								
Disagree					(2)	6	46.15%	██████████	2.77						
Neither agree nor disagree					(3)	4	30.77%	██████	2.75						
Agree					(4)	3	23.08%	████	3.36						
Strongly agree					(5)	0	0.00%								
								0	25	50	100	Question	Subject Overall:	Undergrad Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median				
13/23 (56.52%)	2.77	0.83	3.00	20	2.75	0.79	3.00	617	3.36	1.11	3.00				

13 - How many hours in a typical week did you spend on this course (outside of class meetings)?															
Response Option					Weight	Frequency	Percent	Percent Responses	Means						
1					(1)	0	0.00%								
2					(2)	0	0.00%								
3					(3)	4	28.57%	██████████	5.57						
4					(4)	2	14.29%	████	5.71						
5					(5)	3	21.43%	██████	6.46						
6					(6)	1	7.14%	████							
7					(7)	0	0.00%								
8					(8)	1	7.14%	████							
9					(9)	1	7.14%	████							
10+					(10)	2	14.29%	██████							
								0	25	50	100	Question	Subject Overall:	Undergrad Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median				
14/23 (60.87%)	5.57	2.62	5.00	21	5.71	2.53	5.00	617	6.46	2.98	7.00				