

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2013.Intersession

Course: AS.200.116.22.IN13 : Psychology of the Unscientific

Instructor: Darko Odic *

1 - The overall quality of this course is:											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means				
Poor	(1)	0	0.00%			4.81	4.39	4.40			
Weak	(2)	0	0.00%								
Satisfactory	(3)	0	0.00%								
Good	(4)	5	18.52%								
Excellent	(5)	22	81.48%								
N/A	(0)	0	0.00%								
				0	25	50	75	100	Question	School Level	Department Level
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD		
27/29 (93.1%)	4.81	0.40		1,528	4.39	0.75	63	4.40	0.73		

2 - The instructor's teaching effectiveness is: Darko Odic											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means				
Poor	(1)	0	0.00%			4.93	4.42	4.35			
Weak	(2)	0	0.00%								
Satisfactory	(3)	0	0.00%								
Good	(4)	2	7.41%								
Excellent	(5)	25	92.59%								
N/A	(0)	0	0.00%								
				0	25	50	75	100	Question	School Level	Department Level
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD		
27/29 (93.1%)	4.93	0.27		1,665	4.42	0.79	79	4.35	0.91		

3 - The intellectual challenge of this course is:											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means				
Poor	(1)	0	0.00%			4.44	4.05	4.30			
Weak	(2)	0	0.00%								
Satisfactory	(3)	1	3.70%								
Good	(4)	13	48.15%								
Excellent	(5)	13	48.15%								
N/A	(0)	0	0.00%								
				0	25	50	75	100	Question	School Level	Department Level
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD		
27/29 (93.1%)	4.44	0.58		1,519	4.05	0.83	63	4.30	0.66		

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4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Poor	(1)	0	0.00%			Question	School Level	Department Level	
Weak	(2)	0	0.00%						
Satisfactory	(3)	0	0.00%						
Good	(4)	0	0.00%						
Excellent	(5)	2	8.00%						
N/A	(0)	23	92.00%						
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD
25/29 (86.21%)	5.00	0.00		1,502	4.39	0.76	60	4.67	0.52

5 - Please enter the name of the TA you evaluated in question 4:

Return Rate	Mean
3/29 (10.34%)	
- Darko Odic	
- N/A	
- N/A	

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Disagree strongly	(1)	0	0.00%			Question	School Level	Department Level	
Disagree somewhat	(2)	0	0.00%						
Neither agree nor disagree	(3)	5	18.52%						
Agree somewhat	(4)	10	37.04%						
Agree strongly	(5)	10	37.04%						
N/A	(0)	2	7.41%						
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD
27/29 (93.1%)	4.20	0.76		1,521	4.07	0.90	62	4.20	0.74

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Much lighter	(1)	3	11.11%			Question	School Level	Department Level	
Somewhat lighter	(2)	10	37.04%						
Typical	(3)	13	48.15%						
Somewhat heavier	(4)	0	0.00%						
Much heavier	(5)	0	0.00%						
N/A	(0)	1	3.70%						
Return Rate	Mean	STD		School Level	Mean	STD	Department Level	Mean	STD
27/29 (93.1%)	2.38	0.70		1,524	2.47	1.02	63	2.85	1.03

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8 - What are the best aspects of this course?

Return Rate

23/29 (79.31%)

- Very interesting, excellent lecturer, very interactive.
 - The teacher is very engaging and the class overall is fun.
 - Darko is very enthusiastic about the topic, and he really encouraged class participation. It was a very good class environment, and he really cared about making sure all students understood the material. Class was fun and thought-provoking. The readings were interesting and just the right length.
 - In class debates and the lecture material is super interesting
 - Level of thinking required
 - The open discussion in class and the great topics. The amount of reading is incredibly doable.
 - Interesting class discussions and the teacher was very engaging and open to everyone's ideas.
 - learning about ESP and dreams
 - Darko's enthusiastic and well prepared lectures, knowledge of (and passion for) the material, and the frequent demos made the three hour duration go by quickly. I loved the choice of topics to cover and the way Darko made the material accessible to all students (given that they came from various backgrounds). While some of the material was controversial, Darko approached it in a neutral way, only giving his opinion if asked or after all other arguments were presented. Darko's quick responses to questions via email kept me engaged even when I'd left the classroom.
 - Darko is a great lecturer and very encouraging. The subject is also very interesting and accessible to non-science majors.
 - Interesting. i really liked the fun tests and experiments on ourselves.
 - Darko takes the time to answer all of our questions to the best of his ability, sending out emails just to answer our questions and suggesting further readings for any topics we're interested in.
 - Class discussion...and the fact that Darko incorporated in-class experiments and simulations of the studies performed to help explain topics and engage the class
 - The interactive activities were fun, and help you understand the material.
 - Darko gave great lectures, very intriguing relevant. I really liked that he took the time to answer the questions that people wrote on the flashcards via email.
 - The professor was thoroughly engaged with the material and the class. He brought energy and excitement to each lecture. The material itself was presented in a good way. I loved all the demos!
 - The lectures are very fun and engaging. You get to write reflection papers which are basically your thoughts about the readings. The reflection papers are mostly a way to share your thoughts with the instructor and get feedback.
 - Different points of view explored thoroughly without bias
 - Great email feedback from teacher; great links to related readings
 - In class demonstrations extremely helpful to understanding concepts
 - Enthusiastic and knowledgeable teacher
 - The material is very interesting.
 - Very interesting material, experiments done in class were great.
 - Wonderful lecturer, interesting topics
 - Instructor was very passionate about the subject material. He was well-organized, and was able to present abstract and conceptually difficult material in an understandable way. Additionally, he was happy to speak with students after class when they expressed interest.
- Additionally, the material was extremely interesting. Overall, this is one of the best courses I have taken at JHU, intersession or otherwise.
- The topics are general, so everyone can relate to the "free will" and "dreams" lectures. Also, they are interesting.

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9 - What are the worst aspects of this course?

Return Rate

19/29 (65.52%)

- Nothing, it's an excellent class.
- The discussions could've been more specific and productive if the class size had been smaller.
- nothing! maybe that it's at 9am?
- unavoidable ambiguity in topics
- N/a
- It being at 9 am
- The three hour block may have detracted from many students' enjoyment of the course.
- n/a
- The 3-hour class period is a bit long; I think breaking it up further would be more beneficial.
- nothing
- Some of the readings weren't engaging.
- There was so much material to cover that some of it got less attention than other subjects due to the lack of time.
- Some of the research readings are boring and technical. (Like the required ESP reading). But they make much easier to understand after the lecture.
- Art, Aesthetics, and Religion crammed into the last class; I'd rather we pick one topic and go in depth than skim the 3
- Discussion on morality was quite shallow; morality as a whole is not merely well-being
- There is a lot of reading for certain lessons.
- N/A.
- 9am.
- My only regret is that I wish I could have taken this class for longer. There is definitely enough material for a 3 week intersession course, and probably enough for a semester-long one.
- None.

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10 - What would most improve this class?	
Return Rate	16/29 (55.17%)
<ul style="list-style-type: none">- Should be a longer running course.- N/A- more prepared to answer possible questions- More demos- Changing the time so that more students can absorb more about it.- Perhaps have it two hours a day, for three weeks. Also, more opportunity for in-class participation might be beneficial. I would have also liked to go over the readings in more detail (however, time was limited so perhaps omitting them was for the best).- The case studies were very interesting and I'd want to hear about more case studies for all the topics.- nothing- Better readings for homework.- While each topic is equally interesting, I think that with the amount of time allotted one topic should be dropped to allow for the depth and full attention to be given to the other topics.- - For homework, have students come up with their own methods of studying dreams/consciousness/ESP/etc.- This helps us think creatively and realize how difficult it is to study these topics- More class discussions after the lecture.- N/A.- More chances for discussion. It seemed like sometimes there was so much to cover that we weren't able to discuss topics as deeply as we wanted. Perhaps cutting some of the research presented on dreams?- Nothing comes to mind except that I wish it was longer. Darko is an excellent instructor and the subject matter is fascinating.- None.	

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11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Return Rate

21/29 (72.41%)

- Be prepared to learn a lot and to do a large amount of reading.
 - The discussions brought up are very interesting and unexpected.
 - Class is great for students in all majors. It really makes you think about a lot of interesting topics and Darko presents them in a very accessible way. I would highly recommend this class.
 - so interesting no matter your previous knowledge.
 - Fantastic class!
 - Open mind
 - The course is very interesting and worth your time. Although 3 hours can be tiring, the teacher is able to keep the class interesting for the entire time.
 - Grading system was very effective and called on self-learning.
 - there are not a lot of readings, but they can be dense.
 - Nothing; it's pretty straightforward and clear.
 - It's a great class and you do not need to have a background in psychology to take and understand the class
 - This is a very interesting class, with topics not typically covered in class. Fun and easy!
 - You will be provided with the background you need to understand all the topics and participate in the debates.
 - The later readings were a little long, but very captivating. There was no assumed background and the material was accessible to everyone regardless of background. The professor was very receptive to questions and making sure he answered everyone's questions.
 - It combines philosophy with science. It shows how science attempts to explore things which are not scientific. It is very engaging and interesting.
- You have to participate in most of the class discussions.
- Other than the readings, there is almost no workload.
- Really light work load
 - Enjoyable class; engaging teacher
 - Be open minded about different views
 - Speaking up and asking questions HIGHLY encouraged
 - No background in psychology required, but helpful!
 - The work load is fair and the curriculum is very intriguing and unique.
 - Interesting and thought provoking. No prior psych/philosophy knowledge required.
 - Great teacher! He really knows the research that's out there, is an exciting lecturer, and cares about his students' learning. I highly recommend this class!
 - Covers a very wide breadth of material, lots of interesting readings.
 - It's fun and different. Definitely a good class.

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12 - The Teaching Assistant provided thorough answers to student questions and was effective in helping me learn the material.											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means				
Disagree Strongly	(1)	0	0.00%			4.83	4.56	4.56			
Disagree Somewhat	(2)	0	0.00%								
Neither agree nor disagree	(3)	0	0.00%								
Agree Somewhat	(4)	1	4.55%								
Agree Strongly	(5)	5	22.73%								
N/A	(0)	16	72.73%								
Return Rate				Mean	STD	School Level	Mean	STD	Department Level	Mean	STD
22/29 (75.86%)				4.83	0.41	58	4.56	0.63	58	4.56	0.63

13 - The Teaching Assistant appeared to be focused, organized, and engaged during class.											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means				
Disagree Strongly	(1)	0	0.00%			5.00	4.75	4.75			
Disagree Somewhat	(2)	0	0.00%								
Neither agree nor disagree	(3)	0	0.00%								
Agree Somewhat	(4)	0	0.00%								
Agree Strongly	(5)	6	27.27%								
N/A	(0)	16	72.73%								
Return Rate				Mean	STD	School Level	Mean	STD	Department Level	Mean	STD
22/29 (75.86%)				5.00	0.00	58	4.75	0.58	58	4.75	0.58

14 - Please comment on the Teaching Assistant's overall performance in their role.	
Return Rate	10/29 (34.48%)
<p>- Excellent lecturer, very knowledgeable of the topic.</p> <p>- Very professional and also approachable. Made talking in class easy</p> <p>- great!</p> <p>- n/a</p> <p>- engaging</p> <p>- There was no teaching assistant.</p> <p>- He was a great teacher</p> <p>- n/a</p> <p>- N/A.</p> <p>- Great teacher! He really knows the research that's out there, is an exciting lecturer, and cares about his students' learning. Immediately after class he would email us the answers to questions that people wrote down on their index cards (if they didn't get the chance to participate in class). They were always thorough answers and included links to videos. He'd also recommend articles we could read if we wanted to learn more about a particular topic. He really wanted to help us learn and discuss as much as possible.</p>	