Today's Plan

A few highlights from mid-course feedback
(including tips from classmates)
Time for working on your Impact Project
Pull me over for consultations!

Dr. Rawn's overall reflection from Mid-Course Feedback

- Overall many things are working well, including pushing us out of our comfort zones a bit
- The flexibility and discussion-heavy lessons represent a new way for many people to learn, and for some it's causing anxiety.
  - I invite you to recognize that there isn't one right answer in this course, and that I am not the keeper of the knowledge. You are in charge of what you learn here and there will be many acceptable "right answers". For now, your tasks are to engage with each reading so you understand its design and implications through the guiding questions. Then, decide whether you can use it to inform your projects (Theory of Self, Impact Project, Analysis of Self). If you aren't sure, come see us.
- Sit near people. Let's be sensitive to people who don't have ready-made friends in this class. I'll be mixing up discussion groups in the next while. It's a professional skill to be able to learn from/with people you don't know well.
- Let's brainstorm solutions together! Please come meet with me with any concerns.
- Come see me about your project. I can help you refine the scope if it's feeling too big.
- Consider the guiding questions to be your learning objectives. There may not be a single right answer, but it's the task of coming up with an answer that is learning.
- Review the tips for classmates section if you're feeling particularly challenged. Lots of insights there.

My to-do list
- Revisit reading list and convert some to optional
- Spend more time articulating expectations, especially for participation and final exam (including Theory of Self)
- With students, brainstorm ways to reduce student workload

So far this term, how are things going?

	strongly disagree	disagree	neutral	agree	strongly agree	Total Responses	Mean	Median	Std. Dev.
This course inspires me to learn.	0 (0.0%)	3 (9.4%)	12 (37.5%)	12 (37.5%)	5 (15.6%)	32	3.59	4.00	0.87
So far, the assessments of learning seem fair.	1 (3.1%)	6 (18.8%)	6 (18.8%)	17 (53.1%)	2 (6.2%)	32	3.41	4.00	0.98
This class has high standards.	1 (3.1%)	1 (3.1%)	5 (15.6%)	14 (43.8%)	11 (34.4%)	32	4.03	4.00	0.97
Our class environment is respectful.	0 (0.0%)	0 (0.0%)	1 (3.1%)	16 (50.0%)	15 (46.9%)	32	4.44	4.00	0.56
I feel like I am part of a scholarly community in this class.	0 (0.0%)	3 (9.4%)	6 (18.8%)	16 (50.0%)	7 (21.9%)	32	3.84	4.00	0.88

So far this term, how are things going?

	strongly disagree	disagree	neutral	agree	strongly agree	Total Responses	Mean	Median	Std. Dev.
The knowledge, skills, and abilities I am developing in this course will be useful to me beyond this course.	0 (0.0%)	5 (15.6%)	7 (21.9%)	13 (40.6%)	7 (21.9%)	32	3.69	4.00	1.00
The way this course is taught is helping me engage deeply with the material.	3 (9.4%)	6 (18.8%)	9 (28.1%)	9 (28.1%)	5 (15.6%)	32	3.22	3.00	1.21
I am confident that I can use knowledge, skills, and abilities from this course to help me understand situations in my life.	1 (3.1%)	3 (9.4%)	10 (31.2%)	10 (31.2%)	8 (25.0%)	32	3.66	4.00	1.07
This course is helping me learn to interpret the results of research studies.	1 (3.1%)	3 (9.4%)	4 (12.5%)	19 (59.4%)	5 (15.6%)	32	3.75	4.00	0.95

So far this term, how are things going?

	strongly disagree	disagree	neutral	agree	strongly agree	Total Responses	Mean	Median	Std. Dev.
This course is helping me learn to interpret the results of research studies.	1 (3.1%)	3 (9.4%)	4 (12.5%)	19 (59.4%)	5 (15.6%)	32	3.75	4.00	0.95
This course is changing the way I think about social media.	1 (3.2%)	1 (3.2%)	4 (12.9%)	14 (45.2%)	11 (35.5%)	31	4.06	4.00	0.96
This course is changing the way I think about the Self.	1 (3.1%)	2 (6.2%)	5 (15.6%)	13 (40.6%)	11 (34.4%)	32	3.97	4.00	1.03
I have a clear idea of what I'm expected to learn.	4 (12.5%)	9 (28.1%)	9 (28.1%)	8 (25.0%)	2 (6.2%)	32	2.84	3.00	1.14

WHAT'S WORKING WELL?

Please list up to three things that are happening in this class that are HELPING you learn. What's working well?

29 responses

Highlights

- Discussion with classmates

- Assigned readings

- Piazza posting before, during, after classes

- Structured questions/drawings/activities in class to guide through material

Please list up to three things that are happening in this class that are HELPING you learn. What's working well?

"**Talking about the articles we read on our own time** is helping me to understand them more deeply. "

"The primary thing helping me to learn is the **small breakout discussion groups in class**. Talking to other students about ideas both related and unrelated to the course has really helped me understand the diversity in social media and why it's important to study it. Second, **having guiding discussion questions** about the readings in class **motivates me** to not only read and understand them for myself, but also explain it to others and start discussions."

Please list up to three things that are happening in this class that are HELPING you learn. What's working well?

"The **class discussions** often bring up points I hadn't considered.

The **atmosphere in the class is supportive and non-judgemental**. Focused towards developing knowledge around a given discussion topic.

The way **Dr. Rawn** presents information is very effective in bringin**g students along from point a to b**. An example was the class where we analyzed and deconstructed the research design of an article, highlighting organization of variables and how to build a research project."

"The in-class discussions, as nerve-wracking as they can be for me due to confidence, **are helpful in making connections (with content and future friends!). Piazza** discussion "assignments" are also helpful, **especially when asked to translate information into a diagram of sorts**. It is a way of engaging with articles that I have not done before!"

Please list up to three things that are happening in this class that are HELPING you learn. What's working well?

"1. I like having **group discussions**!

2. I loooooove how **well laid out the schedule is online**. It makes it so clear to me what I have to do BEFORE next class, what we will do IN class, and what I should continue to think about AFTER class.

3. I like how you give us **prompt questions for the articles** because it helps me get a lot more out of them than I probably would if I just blindly read it."

"Being able to **listen to thoughts, opinions and different perspectives that other people in the class** brings helps me personally in how I process the information learned and gain new ways of processing and thinking about the material. This is especially helpful because thinking critically and analyzing material learned in class is not something that comes easily to me.

It helps that **Dr. Rawn walks us through some areas of the articles** assigned to us each week so we can gain a better understanding."

WHAT'S CHALLENGING?

Please list up to three things that are happening in this class that are HINDERING you from learning. What isn't working well?

26 responses

Challenges
- Lack of structured lectures
- Too much discussion (time)
- Feeling difficult to engage socially
- Piazza: multitasking is too much in class, a bit overwhelming to navigate
- Unclear expectations about final exam, some assessments
- Too many readings, can't keep up
    - *I'll ensure only one reading per class*
- When people haven't done the readings
- Developing theory of self: repetitive, what do we do with it, what does it mean?

Please list up to three things that are happening in this class that are HINDERING you from learning. What isn't working well?

"The sheer amount of group work and group discussion. 95% of the time when we're in a group, we have way too much time to talk. So we wind up **sitting in silence waiting for it to end**. It feels like a ton of wasted time. Also, **people at UBC aren't that friendly**. So even though everyone knows we will have to do group work, most of the time **people do not sit near each other**. So **I struggle to find a group** when the group work time comes, and some people **act like I'm weird for trying to join them.** (I know some people will state the opposite of this: but **I don't have friends who are in this class**. A lot of the students who know each other, and who do have friends, are honors psych or work in labs - so they all know each other and therefore benefit from this group setting.)

A part of this is that **I wish we were actually being taught**. Group discussion is great and all, but **when I'm not sure of an answer, and others aren't sure of an answer, we don't get an answer** as it's all conjecture and we don't get taught."

The social atmosphere is something we can change.

Structuring inquiry is a way of teaching, especially when there isn't "an answer." Goal is teaching skills like inquiry and exploration. There isn't a tome of knowledge for me to bestow upon you.

Please list up to three things that are happening in this class that are HINDERING you from learning. What isn't working well?

"At times, I (and those around me) are confused about what we are supposed to be discussing and end up off topic or not participating. I often feel that I do not have a grasp on what we are supposed to be learning or taking away from the readings. I also don't understand **how we are going to be evaluated on the final exam (or even what is expected of us on the final exam)**."

"The **lack of textbook is really bothering me** and sometimes I feel very lost in class. Everything seems very abstract and I feel unsure about what it is I'm expected to know and/ expected of me a lot of the times."

Please list up to three things that are happening in this class that are HINDERING you from learning. What isn't working well?

"-little bit of ambiguity about **what we are supposed to take away from each reading** as well as the **purpose of the models of the self we are continually building-** are these models just for our own self understanding beyond this course or need they be expressed in the assessment of our selves in social media assignment?

-another area of ambiguity- **what is the format of the final**? should students be taking comprehensive notes of the readings for something to refer back to and study from?

I understand this is a new course that is still growing and evolving so some uncertainty is understandable! However, at our halfway point through this semester, I'm wondering if these questions can now be answered."

Please list up to three things that are happening in this class that are HINDERING you from learning. What isn't working well?

"1. Sometimes it's a little unclear to me where my marks are coming from. I'm not sure if there's o**ne page on the online syllabus that has a marks breakdown for the entire year** (maybe in a table format would be cool) but that would be nice.

2. **Some people in this class talk a LOT more than others in class** discussions but I know you're making a really strong effort to try to pick a variety of people so I really appreciate that."

"The **Impact Projects** are an interesting idea, but upon deeper planning of my project (Option C) **I've realized this will be a very complex and time consuming project**, especially since it is an individual project. "

LET'S SEE WHAT CHANGES WE CAN MAKE

What change could we make to improve the course?

24 responses

Ideas

- Certainty
  - Concrete syllabus with schedule set and firmed
  - Explicit expectations, especially re: final exam, piazza posting (how much?)
  - More direction about assessments
- Traditional comfort zone
  - Structured lecture
- Know what to find where
  - Piazza, blog, Connect, Twitter
- Prompting questions before class
  - Open ended questions to invite ideas (closed ended results in copies of each other)
- Reconsider overall amount of work with all the assessments and readings

What change could we make to improve the course?

"Less group work. More content. More actual material. More real data and more actual psychology - like as social animals, why are we so unsocial IRL?"

- *I find this comment fascinating. Article by article is how the science of psychology develops. That is the "actual material" of the discipline.*

"The freedom built in to the course is awesome, it's just taken some time to get my head around the qualitative vs quantitative learning model. More clarity around expectations from the onset may help this. I found the course to be pretty chaotic for the first few weeks."

TIPS FROM YOUR CLASSMATES

Imagine a classmate is having a difficult time so far in this course. What advice would you give to that person about how to learn more effectively in a course like this?

28 responses

Tips from your classmates:

- "Do all of the readings because that's the only way you'll learn any content.

- "Speak to those around you, develop a time managed schedule and talk to the TA's.

- "I would suggest that they spend a little more time collating and organising the information that is presented in this class, because it's coming from a lot of avenues. Maybe if the online stuff is distracting, try and make hard copies of the articles, handwrite your notes and keep Piazza for something to do outside of class. And lastly, I would strongly suggest coming to class and engaging in the discussion groups, because that alone will encourage you to understand the readings and the subject matter on a deeper and more personal level.

- "This course is very interactive and is not lecture style. To learn more effectively in this course, you need to be very engaging in social media, be familiar with basic platforms. Try to think every aspect of social media in every day context and apply the theory of self.

Imagine a classmate is having a difficult time so far in this course. What advice would you give to that person about how to learn more effectively in a course like this?

28 responses

Tips from your classmates:

- "Focus on classmate responses in Piazza for a good understanding of readings.

- "Do not be afraid to ask questions and talk to the professor and TA's of the course to ask for help.

- "I think they should try to engage wherever they can, whether it be online or off. Interacting with students online can be just as effective as off. But they should also be open to interacting with other students during class time.

- "Take time to read and think about the readings before attending class. Engage actively on Piazza to not only comment, answer questions, but to ask your own questions to fuel your own thinking and analysis of Self in social media - how social media may or may not have changed who you are and how that differs from others around you.

Imagine a classmate is having a difficult time so far in this course. What advice would you give to that person about how to learn more effectively in a course like this?

28 responses

Tips from your classmates:

- "Be open to discussing your ideas with others, and if that is not easy for you, talk to Catherine in-person or over e-mail to express your concerns about a heavily discussion-driven class. I know for me, personally, self-confidence and imposter syndrome in the academic world lead me to retract in group chats oftentimes. Finding an outside-of-class study/chat buddy would also be good! An "anchor" of sorts can make a world of difference.

- "instead of trying to read up on all the readings, look at piazza and take advice from fellow classmates. there are many great summaries of concepts and readings and it's very helpful to look at, especially to get varying points of view.

- "Read a couple piazza posts before the classes, engage in the conversations in class and approach your peers, the TAs or Dr. Rawn. Everyone is super approachable and I promise other class mates are having similar struggles, this course is not meant to be easy but you can do it!

Thank you for contributing to this course!