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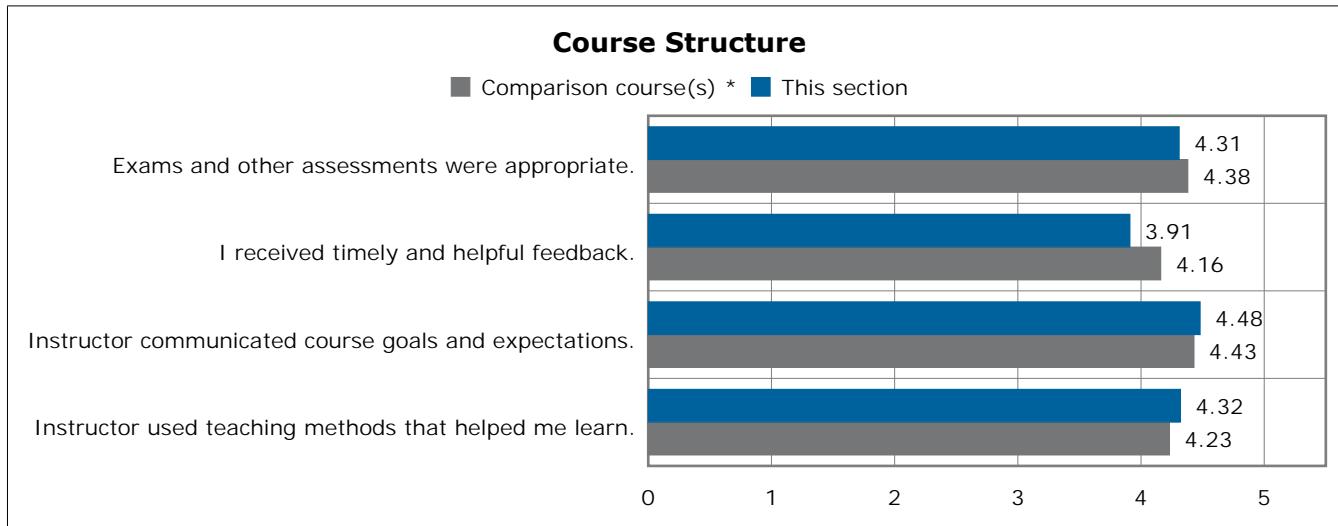
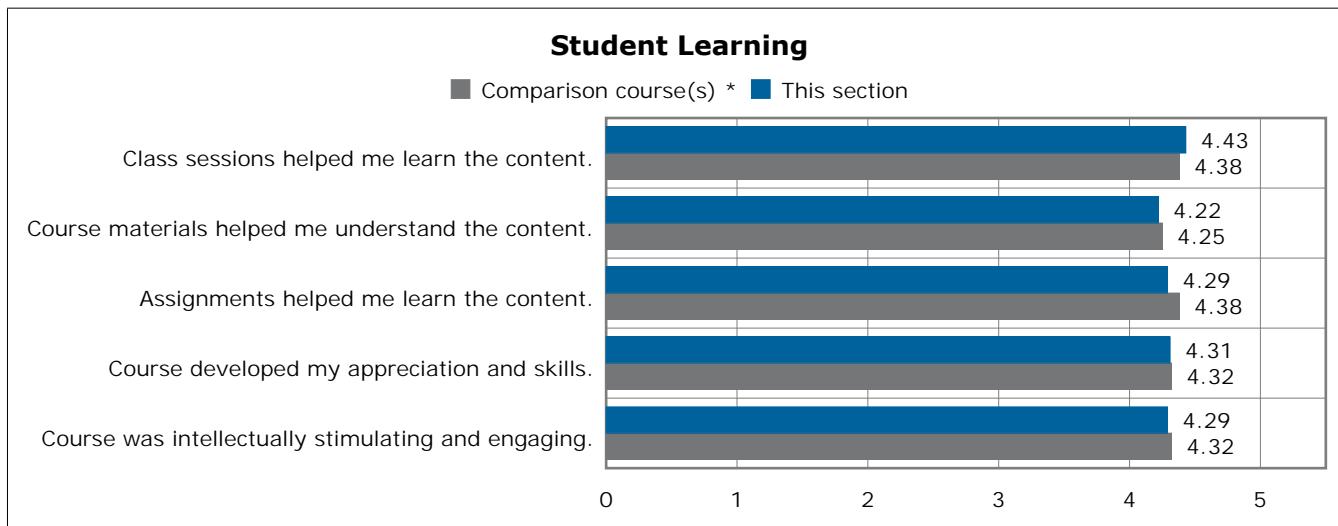
Student Evaluation of Teaching (SET) for Amy Rae Fox

COGS 10 - Cognitv Consequence/Technology (Fox, Amy Rae)
Fall 2025

Number of Evaluations Submitted: 265

Number of Students Enrolled: 316

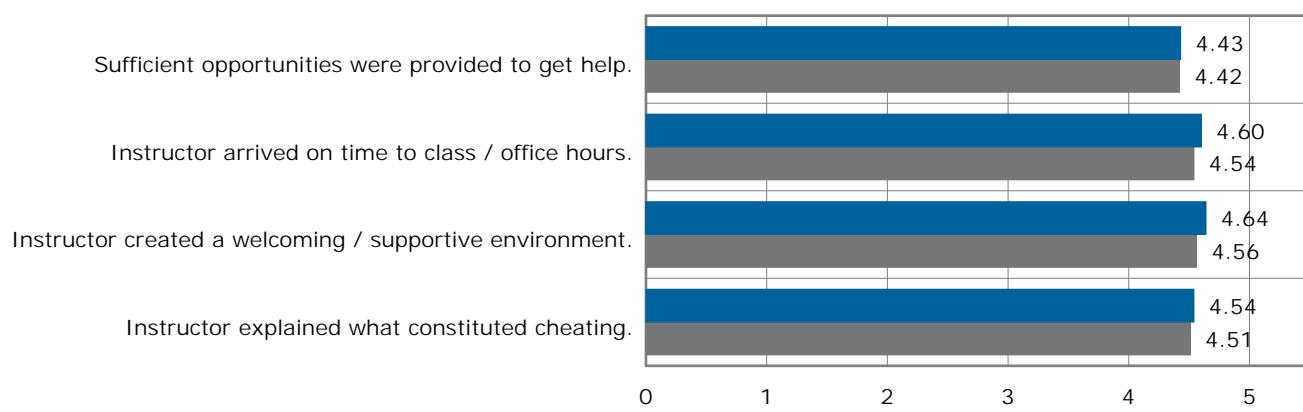
Summary Results



* Comparison courses used: All Cognitive Science Fall 2025 LD courses

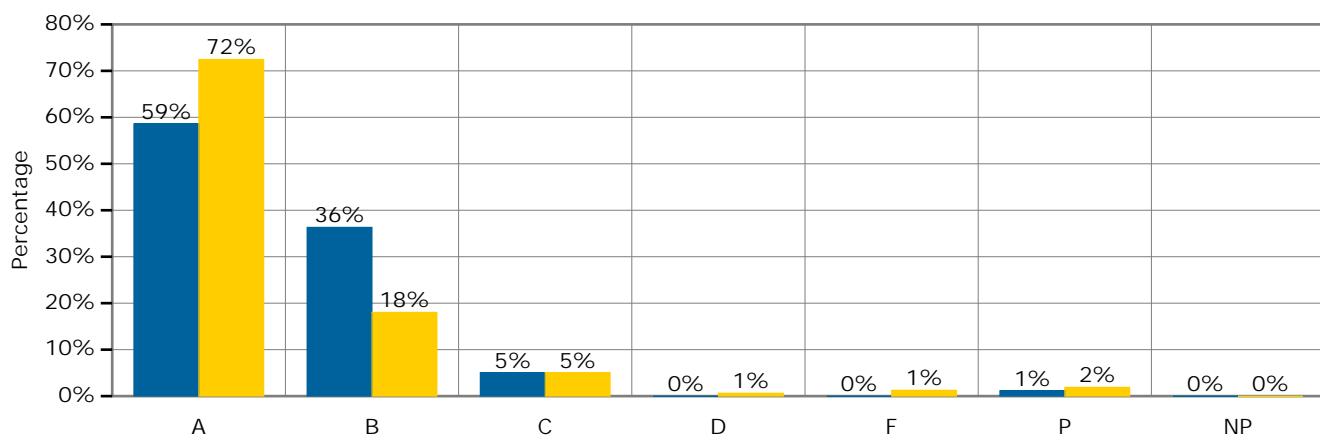
Class Environment

■ Comparison course(s) * ■ This section

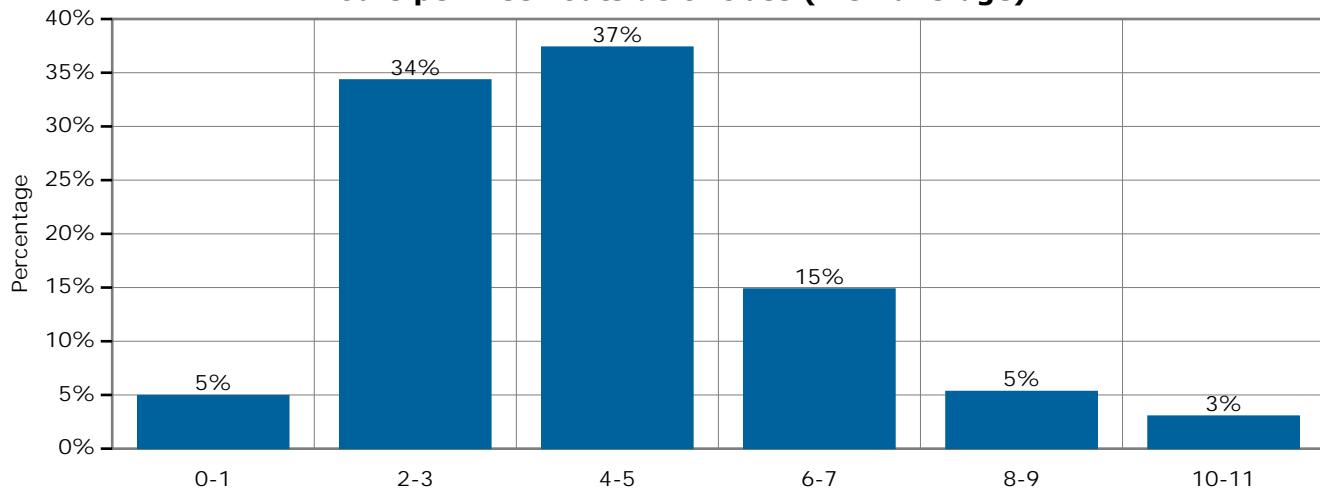


Expected Grade (B+ average, 3.54) vs. Grade Received: (B+ average, 3.63)

■ Expected ■ Received



Hours per week outside of class (4.81 average)



Full Results

Student Learning

1. **Class sessions** helped me learn the course content.

131 (49.6%): Strongly Agree
118 (44.7%): Agree
11 (4.2%): Neither Agree Nor Disagree
3 (1.1%): Disagree
0 (0.0%): Strongly Disagree
1 (0.4%): No Opinion
1: [No Response]

2. **Course readings and other course materials** helped me learn course content.

108 (41.1%): Strongly Agree
117 (44.5%): Agree
22 (8.4%): Neither Agree Nor Disagree
13 (4.9%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion
2: [No Response]

3. **Assignments** (homework, projects, etc) helped me learn the course content.

119 (44.9%): Strongly Agree
114 (43.0%): Agree
19 (7.2%): Neither Agree Nor Disagree
9 (3.4%): Disagree
2 (0.8%): Strongly Disagree
2 (0.8%): No Opinion

4. The course **developed** my **appreciation** of and **skills** for the subject.

128 (48.9%): Strongly Agree
94 (35.9%): Agree
32 (12.2%): Neither Agree Nor Disagree
3 (1.1%): Disagree
3 (1.1%): Strongly Disagree
2 (0.8%): No Opinion
3: [No Response]

5. The course was **intellectually stimulating and engaging**.

119 (45.1%): Strongly Agree
109 (41.3%): Agree
26 (9.8%): Neither Agree Nor Disagree
6 (2.3%): Disagree
2 (0.8%): Strongly Disagree
2 (0.8%): No Opinion
1: [No Response]

Course Structure

6. The instructor effectively communicated **course goals** , learning **outcomes** , and **expectations**.

154 (58.3%): Strongly Agree
88 (33.3%): Agree
12 (4.5%): Neither Agree Nor Disagree
7 (2.7%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion
1: [No Response]

7. **Exams and other assessments** (essays, projects, etc) were an appropriate measure of course learning outcomes.

113 (42.8%): Strongly Agree
126 (47.7%): Agree
14 (5.3%): Neither Agree Nor Disagree
8 (3.0%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion
1: [No Response]

8. I received **timely and helpful feedback** in this course.

86 (32.5%): Strongly Agree
98 (37.0%): Agree
43 (16.2%): Neither Agree Nor Disagree
22 (8.3%): Disagree
7 (2.6%): Strongly Disagree
9 (3.4%): No Opinion

9. The instructor incorporated **teaching methods** that helped me learn.

123 (46.4%): Strongly Agree
112 (42.3%): Agree
19 (7.2%): Neither Agree Nor Disagree
8 (3.0%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion

Class Environment

10. There were sufficient **opportunities offered for me to get help** when needed (e.g. established office hours, discussion section, discussion board, etc).

132 (50.4%): Strongly Agree
109 (41.6%): Agree
16 (6.1%): Neither Agree Nor Disagree
1 (0.4%): Disagree
1 (0.4%): Strongly Disagree
3 (1.1%): No Opinion
3: [No Response]

11. The instructor **arrived on time** to class sessions and office hours.

167 (63.0%): Strongly Agree
90 (34.0%): Agree
5 (1.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion

12. The instructor created a **welcoming and supportive learning environment** that valued and supported students from all backgrounds and identities.

177 (67.3%): Strongly Agree
77 (29.3%): Agree
6 (2.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion
2: [No Response]

13. The instructor explained what constituted cheating in this course and emphasized the importance of **academic integrity**.

149 (56.7%): Strongly Agree
106 (40.3%): Agree
5 (1.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (0.4%): Strongly Disagree
2 (0.8%): No Opinion
2: [No Response]

Please describe any specific aspects of the course and/or teaching practices that your instructor used that...

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to engage with the material, learn the material, and/or develop your own critical perspectives on the material.

- Activities during lecture, such as menti, helped me engage with lecture material and offer my perspectives with the rest of the class.
- Allowed for personal discussion and expression of ideas within class as well as on forums that helped develop own perspectives and engage deeply with the material
- Before every exam, the professor would post a study guide with slides that contained concepts the exam would focus on. She also reopened any quizzes for us to retake again as practice for the midterm and final.
- Being able to go over the weekly quizzes 20 times to help prepare us for the final exam.
- Being able to review the slides beforehand helped me prepare for classes, as well as review for exams. Mentimeters during class helped professor focus on student weak points.
- Described what to do.
- Discussions
- Dr. Fox always had different types of activities for us in every class such as using the mentimeter wesbite and discussions.
- Dr. Fox outlined the learning objectives at the beginning of every lecture. Not only did this prime students toward what we would be learning for the day, but it also provided an easy way to go back through my lecture notes to create a study guide for midterm exams.
- During lectures, Dr. Fox presented questions that would involve applying the content we just learned, then allowed students time to discuss their thoughts with each other. Additionally, she used Mentimeter to check comprehension and and think more deeply about topics, which she used to focus on the topics students seemed to struggle with the most. This interactive but optional style of lectures allowed students to actively engage with the course material to encourage meaningful learning, but she didn't force anyone to participate if they felt uncomfortable doing so.
- Engaged with students during lecture.
- engaging personality, simple slides, and a deep passion for the subject
- Everything this woman is a wonder to the cogs department, I love her, taught incredibly, loved the discussion and discourse in class actually helped me understand even with topics I'm unfamiliar with, she's great, I would literally recommend her 1 million times and 1!
- extremely organized slides, very concise with explanations, broke things down very well!
- Giving real world examples that related to the content to help understand the wider picture of how we use technology in the real world.
- Good lectures and guest lectures
- Great lectures and discussions and group projects

- group projects
- guest lectures
- have a lot of variety in the class activities
- Her lectures were recorded so it helped me review whatever I needed.
- Her study guides and quizzes were really helpful for studying for the exams. The reading guides provided each week helped me understand the content better, too.
- I appreciated how we frequently did mentimeter
- I appreciated the frequent opportunities for in-class engagement.
- I enjoyed the addition of interactive elements like mentimeter.
- I liked how Prof Fox was very open to feedback through her exit tickets.
- I liked menti meter :) and just Dr Fox's general vibe and way she taught the class. She's clearly very passionate.
- I really liked her slides.
- I really liked how the weekly readings helped me learn the week's content. I also had a great liking to how the weekly quizzes were reopened by Prof. Amy Fox for us to review for our midterms as well.
- I think both Project 1 and Project 2 helped me engage with the material because we can apply knowledge from the lecture to those Projects.
- I think that the lectures were the most helpful as they reinforced the readings
- I think the discussion and mentimeter aspect of this class made the material much more fun and engaging to study!
- I thought the quizzes were super helpful for understanding the readings. I appreciated that they were not for an actual grade, because that helped me be less stressed, while still properly reinforcing topics from the readings and emphasizing what Dr. Fox thought was most relevant. I think sometimes with take-home quizzes people care more about getting things right than actually learning (when for a grade) and so will cheat. Having the quizzes not be so high stakes I think makes it more likely for students to actually honestly try knowing they are safe to make mistakes.
- In class interactions such as Mentimeter.
- in class lectures
- Included lots of discussion time within lectures that was really helpful in hearing other people's perspectives and seeing examples in practice.
- Instructor incorporated multimodal learning techniques in order to present new material such as videos, images, and interactive lectures.
- Instructor used menti and visual diagrams in lecture.
- interesting videos, podcasts, guest lectures
- Just in general Professor Fox's methods of teaching material and having such a down to earth personality made it easy for students to listen and connect with her.

- Lecture slides, weekly quizzes, discussion with peers
- lectures helped along with the readings but I fell behind on readings early because I misunderstood the order of read first then lecture.
- Lectures plus the readings gave me a strong consensus of everything that needed to be learned in the course.
- lectures were engaging
- Lectures were very engaging. This professor encouraged, examined, and utilized student feedback to improve her lectures. The two projects assigned were very interesting and relevant. The professor also encouraged class discussion which helped me to remember material better. Her passion and openness to hear and actually listen to what her students say helped tremendously with my engagement with the topic. This professor also connected the concepts to real life examples and made us consider how we use these concepts in our day to day life.
- lots of opportunities to communicate struggles and work with material
- Lots of participation during lecture, posted slides, and would have exit tickets to make sure everyone is keeping up with the content while being able to get comments on her lecturing
- Mentimeter
- Mentimeter, quiz and discussion with peers.
- Mentimeters showed scenarios that helped apply what we learned to real life situations.
- Mentimeters were useful to keep me engaged in class! it was something different that I enjoyed
- My instructor included learning objectives at the beginning of each lecture that helped guide the lecture and highlight the important points. She also included many discussion questions and allowed us to talk to partners to engage in course material.
- No question was ever a stupid material, she brilliantly managed the class and created a lovely environment to learn. I appreciated how lecture also acted as a discussion at times as she encouraged us to speak to each other. This practice insured people stayed attentive and encouraged people to think critically.
- no, it was hard to follow when she didnt seem to have a full focus on the class, it was hard to follow her points as well as with all the heavy content she would gradually build on.
- Powerpoints, online notes, office hours
- Practice problems and examples with every topic covered.
- Prof. Fox often used mentimeters and discussion prompts to help us apply the course concept. She also provided in depth reading guides to help us better engage with the readings.
- Prof. Fox's openness and clearly want in her students to succeed
- Professor Fox used interactive media slides which helped me engage with the material. I found Mentimeter to be pretty fun and useful for testing my knowledge during the lecture.
- Professor Fox would often have us talk to our partners which really helped ensure people understood the content if not everyone had time to talk to the professor about it. This at least made sure you got the opportunity to talk to someone about it.
- Professor provided a variety of methods to engage or learn the material via reading, discussion, or online tools which I found to keep me engage to the material.

- Professor was really good.
- Providing reading guides that sustained my attention and highlighted key information that would be useful for projects/exams.
- Quizzes
- Quizzes and group projects were very helpful. Group projects helped me get a feel for the subject outside of class and I appreciated that a lot (encouraged real world application of the subject)
- quizzes being graded for participation to check knowledge
- Quizzes for each unit
- Quizzes were really helpful to understanding the material -- questions were a mix of content and applications of the content and I think that those application questions really helped me to think outside the course and find examples in my own life and recognize the far reaching impact of these concepts.
- Reopening the quizzes before tests have helped a lot.
- She encouraged students to speak with one another in lecture about current concepts on the screen. She was very engaging with her students with hearing our questions and thoughts. She always provided feedback on past and upcoming assignments. She is very knowledgeable and good at explaining concepts.
- She incorporated different methods to allow the class to discuss topics
- She often used mentimeter questions which helped me engage with the class material more.
- She often would use discussions to not only encourage collaboration, but also allow students to share perspectives on the material and answer questions. This participation also allowed students to ask any questions that were confusing.
- She went over the material in a very concise way and we went over the info again in discussion section.
- Slides were created wonderfully, and appreciated podcast in cases where I couldn't make it to class. As well as the readings being all interesting.
- Slides were pretty helpful.
- Something that really aided me in learning concepts was the addition of examples that Dr. Fox used in her slides. This allows more people to understand in the lecture rather than having to teach themselves.
- take-home quizzes were very helpful for learning material!
- The class lectures always summarized all the important materials in a way that created an easy overview and made it easy to follow the class contents. Professor Fox always made sure to keep a pace that works for the whole class. There are weekly readings, however she goes through them very detailed in class making it easily to follow.
- The classroom encouraged engagement during the lectures.
- The course readings and were exceptionally efficient, engaging, and informative. The quizzes were an effective learning tool.

- The course's structure and projects helped me apply my learning to new and interesting contexts
- The digital device fast project!
- The discussions during lectures really helped me to engage with the material better and develop my own views.
- The discussions: I really liked our weekly discussion meeting since it was a smaller group where we could go over the content and mostly focus on our projects.
- The exam review slides really helped me prepare for the exams as wells as reopening the quizzes for students to study with.
- The in class discussions helped me see the course material from different perspectives.
- The in-class questions/ discussions that are thought provoking and help us actually understand. She made all the materials easy to understand and good examples and discuss with the class as whole. Instead of just watching her lecture it's an active participating between the classmates and her. It's really nice!
- The instructor explained concepts clearly and used real examples to show how technology affects attention, memory, and reasoning. The lectures were organized in a logical way, which helped me understand the main ideas without feeling overwhelmed. I also found the demonstrations and in-class explanations helpful because they made abstract concepts more concrete and easier to apply.
- The instructor will provide thorough examples during the lecture that further support the material being presented. Quizzes were given with several attempts to help recall the material covered that week.
- The instructor would often include interactive activities (namely Mentimeter) and create points where the students would have discussions with each other.
- The lecture and discussion in class and piazza.
- The lecture's explanation and example
- The lectures, specifically the way the instructor broke down complex ideas and concepts from the reading made the material feel way more approachable and engaging. The professors explanations pushed me to think more critically and actually connect the readings and content to real-world situations that involve technology, specifically AI.
- The Menti-meter and in class discussion questions that raised student engagement was fun! I feel like the quizzes were great tools as well, alongside the projects for sure.
- the mentimeter
- The Mentimeter activities during class is really engaging.
- The mentimeter application helped reinforce the learning material and gave me an insight on what I knew and what I did not.
- The mentimeters were helpful!
- The mini-discussions and the Mentimeter activities during the lectures really helped me practice, recall, and apply the content that I've learned through the homework readings and lecture slides.

- The podcast lecture system in this course enabled me to asynchronously attend this class. If I wasn't able to make it in person which helped a lot.
- The powerpoint slides
- The professor and the way in which she engaged with the material
- The professor had exit tickets to provide feedback on each lecture which was then acknowledged next lecture and had engaging group projects to ensure understanding of the course content.
- The professor often used Mentimeter (used almost every lecture) where students could answer questions/respond to prompts during live time during lecture. The questions were often used as multiple choice questions that would be similar to quiz and exam questions so we would know what to expect for types of future questions.
- The professor provided study material prior to each exam that very accurately reflected what we could expect on exams.
- The professor was very responsive and communicative with the class and our need
- The projects were a good way of getting experience with the topics we learned about in class and I was lucky enough to find people that worked hard and were nice so I quite enjoyed the projects. The guest lectures were also really interesting and a nice, more specific and in-depth look into the field.
- The projects
- The projects in this course are all about applying the material to your own life and forming a perspective based on those experiences, which really helped me to engage with the material on an individual level. Professor Fox also uploads the lectures on canvas, which is immensely helpful for review. I also found that the readings, although not necessary to learn the course material, are always a great supplement to add some depth to your understanding of the units.
- The projects that were assigned were actually very helpful in allowing me to develop my own critical perspectives on the importance of the cognitive consequences of technology.
- The projects we did in this course were definitely helpful for deeply understanding the course material. We can apply this understanding to real life and expand our knowledge by participating in the projects.
- The projects we did were engaging and appropriate for the material we would go over in class
- The reading and lectures helped me understand the material better.
- The reading guide and questions helped a lot.
- The reading material provided each week was very helpful (though tedious) for learning a lot of the course material. Additionally, lectures were for the most part intuitive and helpful.
- The readings were helpful for me because they were detailed and easy to understand. I also liked the discussion part of each lecture where we got to reflect how what we learnt in the class applied to our lives and daily learning.
- The readings were really helpful in terms of getting a general idea of what they upcoming lecture is going to cover.
- The readings were very in line with the presentations, and having them helped enhance my learning.

- The readings.
- The review PPT before each exam enable me to review and screen more comprehensively.
- The slide are very helpful for studying.
- the slides
- The slides helped me with the material as they were very digestible and also helped me think and reflect for myself.
- The slides that accompanied her lectures are extremely helpful. They are organised, not too information dense, and she gives a lot of examples.
- The slides were useful and also the weekly quizzes were good review that helped my prepare for tests
- The study guides were helpful for learning material that would come up on the exam.
- The uploaded lecture slides, the reading guides, the readings, and the weekly quizzes.
- the weekly quizzes
- The weekly quizzes allowed me to learn the material.
- The weekly quizzes and review sessions helped me better grasp the material.
- The weekly quizzes really helped me engage and learn the material.
- The weekly quizzes that contained questions about the topics we learned throughout that week were really helpful. Additionally, because Dr. Fox changed the syllabus to where your score didn't affect your grade, it helped foster a better learning environment as you were less stressed about your grade and focused more on actually learning the material.
- The weekly quizzes were very helpful to test my understanding of content.
- The weekly readings helped me grasp the course material prior to attending lectures as well as the weekly quizzes helped me gauge my level of understanding of course material.
- There were many opportunities for discussion, which made engaging with the material much easier. The readings were also fascinating, and, supplemented with class, I was able to get a comprehensive understanding.
- There were polls or some some sort of interactive link during lectures that helps engage with the material.
- there were several attempts for quizzes which helped with comprehension and review of weekly topics, beneficial for the exams. lectures were very cohesive and easy to understand. also group projects through the quarter help reinforce my understanding of topics that we learned in the course.
- This class was AMAZING when it came to class engagement and discussion. I love how we were allowed to talk to each other and cultivate our thoughts. That classroom was always lively.
- This may not be particularly for me, however, in our group project feedback, she particularly gave comments on the part I was in charge of. This really made me notice some mistakes I made when our group had no one to identify those. I even went back to the lecture slides to correct those mistakes, which really gave me insight on these topics. I don't think I'm able to say which topics they are, but I must say that it helped a lot. Dr. Fox is truly a passionate and caring professor, we are lucky to have her.

- to lazy to type but she is great
- Took student feedback often, and changed lecture/discussion practices based on it.
- use of mentimeter, discussions during lecture
- Using mentimeter in order to apply the stuff we learned during presentations.
- Using mentimeter to engage the class with live voting polls. Her slides are well structured and she is extremely open to feedback on how to do better and will apply the feedback into the next lecture so she is very on top of her work.
- Very discussion based - allowed students to critically think
- We had discussions that delved into topics discussed in class
- weekly quizzes
- When the professor asked for feedback, it allowed the student-professor relationship to develop with comfort and opened the room for dicussion.

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

- added her own perspective to articles that were pre-read in preparation for class - led to some confusing multiple choice questions on exams (didn't know if I should remember professor's perspective or the author's perspective)

slow lecture pace sometimes that made class less engaging

- At times, I wish the lectures were more focused. As much as I enjoy the class discussions, it took away from actually getting through the material. This was later improved with the use of Mentimeter which allowed for the whole class to view each others input on questions. I also wish that project 2 was not a group project because it is harder to work in a group on the project. My group and I had a hard time splitting up the work because each part of the project builds on another. It was also difficult to understand what was expected for the projects. The rubrics had too much information on it and my group and I had to read it more than 5 times over to really understand how to structure our presentation and report.
- blank slides
- Class, especially the beginning of class, could get really quite slow and repetitive in my opinion. I'm a big fan of going to class and getting my tuition's worth but by week 5-6 of this class, I felt that it wasn't a great use of my time to come to class even though I prefer in-person learning. Maybe I just need more stimulation haha but I felt that I got distracted and off-topic a lot in this class because there were so many lulls. But the actual class material and professor were great! And I understand she needs to accommodate everyone...I did just start getting a wee bit bored.
- Constant assignments on Canvas were locked or never posted on time for me to adequately study which I found could difficult.
- Feedback for big grades were given a bit later, which is understandable because of the nature of assignments but at times it was difficult for me to gauge how well I was doing in the class/how much more time I should invest into studying (in response to how high/low my grade was).

- Grades took a long time to be released which made it challenging to know what I might need to study more or understand if there anything I'm struggling on.
- Group projects
- Guest lectures.
- Having presentations due the Wednesday of week 9.
- Having so many projects and so many exams together in one quarter was a bit difficult
- Honestly, everything was generally helpful, but sometimes the pacing felt a little fast when transitioning between big concepts, especially with the content covered after the midterm. Slowing down for a quick recap or giving a brief roadmap for the weeks could make it even smoother.
- I can't really think of any but I would say exam reviews. We actually did exam reviews with the TAs for the first exam but it wasn't very useful. I wish during exam review or lecture maybe point out what we should be focusing on. Because I studied a bunch of stuffs that wasn't even in the exam and the material that was just mentioned once was in the exam. It definitely caught most people off guard.
- I didn't love the design of the slides sometimes as they're a bit confusing to go back and review.
- I feel like the first project (the digital fast project) didn't really relate much the course content we were learning at the time. While I did enjoy it, I feel that it didn't really help me with applying the course material.
- I feel like the first project we did didn't relate too much to things we learned in class, though it did help show how much I rely on my devices.
- I feel that a lot of the assigned readings before class lectures were quite dense and time-consuming to read, considering the fact that I was better able to learn the exact same material during the lectures much faster, and was more comprehensible when the professor explains the concept.
- I felt like the peer discussions were a bit repetitive and not really needed at times.
- I have no9 complaints
- I sometimes found the lectures to be a bit boring. But the majority of the time I found them to be engaging.
- i think just because this is a new class, this group was the trial run so it was a little messy and the pace of lectures vary between each.
- I think providing more questions presented in the style test questions would be within the lectures to allow students to pause and consider the material we just learned could improve retention of material.
- I think that for some of the project instructions, the examples and faqs can be put onto another document. It's organized well but can be overwhelming to sift through.
- I think that Professor's review slides were good to study for, but was also way too dense and would of preferred just a list of topics to study for instead.
- I think that should focus on the overall content and how she can take measures to make the class more intrresting as well as focusing on what she is saying. I think its also important for her

to find a point in where if a question is asked, not necessarily agree with all and any answer but find a distinction between what is right and what is wrong.

- I think the Quizzes weren't entirely helpful for understanding the content, but studying for the exams it was
- I think the second project was a bit restrictive due to it being solely educational technologies, limiting the options students have to choose.
- I think videos were maybe less helpful, especially audio recordings because they were easier to space out and harder to focus on. Although variety is appreciated in lecture, maybe other activities would be more useful.
- I wish that TA discussion sections were a bit more structured.
- I would've really appreciated getting exam scores back sooner. I understand that they take time, especially short answers questions, but we didn't get them back until week 10 which isn't helpful when I usually use past exams to study for future ones and this class' final is also in Week 10. Again, I understand because short answers take time to grade, but I'd appreciate more time with the feedback.
- If the grade system more focused on the group project, then it could've been much better.
- It seems we spend a lot of time at the beginning of class on feedback. Maybe it can be limited to once a week? Just for more time to talk about the content.
- It was difficult to be on top of the assignments and the information, or quizzes, because of so much material being assigned. Although I was completing it, it felt excessive. I think there should be either a final exam or a project, not both considering there was a different exam and project altogether.
- lecture slides
- Lecture slides need to be changed to muchhhh. Project structure so confusing... Grading system badd..
- lectures felt slow paced at times, and some slides were repetitive
- Long readings
- Massive amounts of reading that could be covered in class
- Maybe being more clear about the rubric for free response questions for exams.
- Maybe give more structured study guides for exams.
- maybe the optional readings, since they were lengthy and the main topics were mostly covered in lecture slides
- More reviewing on discussion section.
- My instructor used mentimeter to help engage the class in course content and I think it was a good tool, but sometimes it would take a while to work and disrupt the flow of the lecture.
- N/A But it would be good if there could be practice questions on exams
- N/A.
- No Opinion.

- not being able to see over all grade in course
- Not really anything.
- Not sure, maybe sometimes lecture dragging on a bit
- Not very many images on slideshows or examples of applications of vocabulary words or concepts.
- nothing
- Nothing much to say here
- Nothing she is thoughtful person, perfectly effective!
- Nothing! Everything was helpful and useful
- Piazza, but this was addressed
- Power points were not elaborate enough
- Professor got distracted a lot. Always had technical issues and spent too much time addressing student's questions.
- Project 2 was not too helpful; individual papers that students share and discuss with each other in groups would be better.
- Projects having little to do with the coursework that we get tested on
- Projects were kind of easy and did not offer much research or reflection
- Readings
- readings, but I just don't really like reading.
- Sections
- She spends slightly too much time in each class on class updates
- Some class discussions were unnecessarily lengthy. Additionally, guest lectures did not fit in with the course material and felt rather useless. Potentially having guest lectures that are more tied to design and/or applicable to design would be more entertaining for the class.
- Some lectures felt like an open discussion rather than the instructor lecturing but not necessarily a negative thing.
- Some of the readings felt a bit long, but the overall concepts were helpful.
- Some of the weekly materials felt dense, and it was sometimes hard to tell what details were most important for exams. More guidance on what to focus on, or a brief summary of key ideas before each assessment, would make the course feel more manageable. The exams were especially challenging compared to lecture coverage, so clearer expectations would help students prepare more effectively.
- Sometime the disussion is not very helpful for me since I like to do my studying in a long session.
- Sometimes the lectures felt repetitive like the readings which wasn't as helpful.
- Sometimes the lectures topics seemed a bit repetitive

- Sometimes the logistics part of the lecture felt a little redundant, which sort of compressed the time to actually explain or get into the main topic of this lecture. For me, who takes notes by hand, feels a little bit overwhelmed by the speed. Hopefully, the logistics part can be faster and the teaching part can be more detailed.
- The other suggestions are on the ppt design. The gray boxes on the bottom of the ppt is slightly ambiguous, might look better if it is darker ;).
- The last suggestion was to release course materials earlier (maybe instead of every week, release all readings in the beginning of the quarter?), so that there wouldn't be a problem of delaying the release date of course materials. This might be super hard though... So just ignore this one if not feasible.
- Sometimes the slides can lack information/vague.
- Sometimes there was too much info packed into lectures
- the beginning of lectures were a little slow
- The course was a little slow-paced, sometimes very few materials learned in the course of the class time, but maybe that is also a good thing.
- The discussion sections felt a bit uncoordinated, and were either very busy or we did close to nothing.
- The lack of availability to our grades killed me inside a bit, as I would have loved to have received feedback on my project, and exams so that I could adjust my understanding of the material and studying habits accordingly.
- The lectures
- The lectures were a little repetitive, as they started off with what is expected to be learned from the lecture, a review of the previous lecture , and then new material. This made it hard to want to come to class because as a student, it would be more time effective to just stay home and watch the lecture.
- The lectures would often go on about things that I didn't find to be very relevant to the class work.
- The long announcements before class begins.
- The long recaps at the beginning of lectures could have been shaved down.
- The only thing that might have been improved was the speed of receiving feedback on the projects and midterms. Otherwise everything about this class is really enjoyable!!
- The Project 2 was pointless, I saw no reason to do it. I had more fun with Project 1 because we were applying it in our own lives.
- The project instructions were always very wordy and repetitive. I understand that the professor was trying to make what she wanted clear, but I think the amount of directions made the process of both projects a bit convoluted
- The projects were tedious.
- The quizzes
- The quizzes covered so little content when the exams were based on such a large question bank. I felt that there was little self-assessment opportunity for me to know how well I know the content before exams.

- The reading was very insightful but it was challenging to retain all the information in a short time frame. Maybe assigning less readings per week such as just one reading would be more beneficial to the students.
- The readings were a bit all over the place with some ranging in lengths each week. I had assumed we would have stuck with just one book through the quarter but we ended up branching out to other books and articles.
- The readings were very strangely long. Maybe because I took this course as a first-year, I couldn't keep up with the readings at one point.
- The slides are a bit hard to take notes on because there are too many slides that repeat the same information, but only with minor changes/transitions.
- The slides can sometimes be a little unclear, or less informative.
- The slides felt heavy and I would prefer a lot more examples to help identify specifications of various course concepts
- The slides of the lectures were very dense. Certain learning subjects had some ambiguities and were not so easy to comprehend even after explanation.
- The slides were not friendly for taking notes as they were repetitive and lacked information and we are required to work for participation points like ask questions even if we didn't have any.
- The sometimes confusing policy on grading, due dates for quizzes, and participation.
- The TA was not as helpful as he did not provide much.
- The topics spoken in to broad of a context
- There was miscommunication for due dates of various assignments and quizzes. A major project had part 3 due before part 2 for example, which resulted in a retroactive change to when the assignment is due. Many changes were made to exams and attendance within the first few weeks, though that change was made to make the course more accommodating for me and others.
- This is more personal preference than anything, but both of our projects for the class were partner/group-based. For the partnered project, I had to pull the weight of our team, editing the video entirely myself, yet we both received the same credit. I would have preferred to work alone at that point. Maybe one project could be individual, with the final project being group-based?
- Too many class discussions were less helpful as more time was used up that could have been about the material.
- Too many slides - wish there were summary notes or something
- too much time given to discuss with partners. lecture could be shortened to 50 mins.

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming learning environment that valued and supported students from all backgrounds and identities.

- -

- A lot of opportunities to speak and voice opinions
- Allowing and encouraging discussion with peers during lecture
- Always discussed with neighbors in lecture
- Always encouraged discussions and sharing with the class.
- Always felt welcoming and answered questions with respect.
- As stated earlier, the professor often used Mentimeter where students could answer questions/respond to prompts during lecture. Along with answering multiple choice questions, we were able to respond to prompts/questions using words/phrases. From this, we were able to see the different opinions or perspectives of the people in the class in response to the specific prompts.
- Asking question to engage students during lectures.
- Being able to discuss with peers during discussions was helpful. Projects really helped me understand course material and key ideas as I incorporated examples into them.
- Being open to all questions and answers created a welcoming learning environment
- Being very kind to everybody
- Created
- Created a fun learning environment a lot of time to talk to classmates about the material.
- created a welcoming learning environment that valued and supported students from all backgrounds and identities.
- Created welcoming learning environment by always bringing positive energy to class as well as really took heavy consideration into student feedback and constantly improving lectures
- Definitely created a welcoming and comfortable environment!
- Definitely the discussions during class!
- Discussion presentations.
- Discussions
- Discussions and projects helped promote teamwork and interaction with other students
- Dr. Fox had exit tickets for every lecture that gave every student an opportunity to provide feedback to improve the course, and she proved that she cared about those responses by making immediate adjustments which were evident in the following lecture.
- Dr. Fox was extremely warm and welcoming from the very first lecture. Her cheerful personality made attending every class a joy. Getting to speak with her before and after class about topics that interested me within the lectures was also wonderful: she always took the time to speak to students when they had questions or just wanted to chat.
- Dr. Fox's energy is always welcoming and she is honestly the kindest person.
- Dr. Fox allowed us to talk to different students around us during lecture to discuss topics that we were learning about during that time. It allowed me to talk to different people each time. Furthermore, she would ask for our insights after our discussion period and kind of build off of our points.

- encouraged a lot of participation
- Encouraging and supportive of supportive of students
- Every class felt very interactive, especially with Mentimeter and the encouragement to raise your hand and respond.
- Everyone
- Good opportunities to participate in class.
- Got opinions of various students around the classroom
- Had open discussions with students and was open to hearing out and critiquing student opinions.
- Having a small discussion in class really helps make connections and understand people's point of view.
- Her inclusive attitude helped create a welcoming learning environment that valued and supported students from all backgrounds and identities.
- Her use of the mentimeters created a good learning environment as it allowed us to engage actively without having to do the repetitive peer discussions.
- I felt very welcome.
- I felt very welcomed in this class and the professor was extremely kind and even though I never got to it, I felt as though I could have genuine conversations with her.
- I like the way the lecturer greets everyone and has a welcoming tone
- I liked the guest lectures. It offered people from different backgrounds to teach subjects in the class
- I think have a small discussion group made it a lot easier to meet others and talk more whereas the class was just meant to be for the lectures.
- I think having piazza available was really helpful and it allowed me to feel like there was a learning environment and everyone could get their questions answered (even if it's just on a basic logistical concern) and it was nice to read what other people thought of readings or lectures.
- In-class discussions!
- Incorporated class participation well.
- Instructor encouraged a collaborative class environment where we discussed with our peers during lecture.
- Instructor was so excited and thorough about the course! Her excitement was contagious.
- L
- Lecture exit tickets allowed students to give feedback after each lecture and raise questions and concerns to professor.
- Lectures were very inclusive and had lots of discussions. Professor Amy never showed any bias towards anyone and was always looking forward to discussions with her students.
- Maybe project?

- Mentiometer and always asked for student's opinions and inputs in class and with an exit ticket asking for feedback every day.
- Nope
- Nothing
- Nothing I can think of
- nothing in particular.
- Nothing interfered.
- Nothing.
- opportunities to ask questions and have discussions during lecture sections
- Our lectures did great in this aspect. Everyone's voice was very much heard (as evidenced by a bi-weekly survey exit ticket we would fill out, and the professor would actively take our feedback into effect for the next lecture).
- Prof Fox! With her responses when speaking to her
- Prof. Fox did a really good job in making the class environment a welcoming and safe space to share ideas. Whether that was through welcoming students who raised their hands to share ideas, using mentimeters, or encouraging partner discussions, Prof. Fox made it so that students with all kinds of comfort levels could share their thoughts and apply their knowledge in a safe setting.
- Professor Fox is always extremely kind and supportive to her students! She formed a really welcoming and comfortable atmosphere to ask questions in, is consistently asking for student feedback (that she actually WILL implement into the course), and always communicates very reasonable expectations.
- Professor Fox is an amazing Professor. You can really tell that she deeply cares about her class and the contents that she is teaching making every single lecture very enjoyable!! I can highly recommend taking COGS 10 with her!
- Professor Fox is really sweet and made sure she engaged the whole class during her lectures.
- Professor Fox made it a big priority that everyone there was there to learn and everyone is welcome in that lecture hall.
- Professor Fox was always welcome and accepting of any sort of answer and worked hard to represent student's questions well and answer with her full expertise. I was never nervous to ask anything.
- Professor Fox was overall really welcoming and nice when giving feedback and instructing, so the environment was good.
- She always tried to make sure people were comfortable and tried to take questions from different people
- She at times called on students, and made an effort not to call on the same people repeatedly. Even if their arm was the only one in the air, she encouraged others to raise their hands so more voices were heard.
- She created a welcoming learning environment by keeping personal opinions to a minimum on

controversial topics and valued everyone's opinion even if it contradicted her own understanding of the material.

- She created an environment that welcomed everyone by always encouraging collaboration, discussion, and feedback, as well as having an easy and warm personality to communicate with.
- She gave many opportunities for everyone to engage in class.
- She used a lot of time for class discussions and questions which definitely helped to create a very welcoming learning environment
- She was a very welcoming professor.
- She was great.
- She was respectful and happy to answer when students had questions or wanted to answer any questions she posed in class. She always prefaced lectures if we were going to discuss topics that could be considered controversial.
- She was very kind and understanding, very enthusiastic in wanting to teach the class and making sure they learned.
- She was very open to feedback and trying new teaching methods (short clips, live polls).
- She welcomed all students from different backgrounds and never discouraged anyone from engaging in class. She created a community within the class.
- She would always give the opportunity for people to share their thoughts and opinions out loud to the class to foster a helpful environment for discussion.
- she's amazing
- small section room
- Students in this class actively engage in discussion, and Mrs. Fox encourages ideas from different students.
- the class always makes me feel welcoming
- The class room lightings
- The course originally had several issues that penalized me due to my disability interfering with my ability to always make it to class in-person. After speaking with her about it she changed the requirements to be much more accommodating.

There was also some difficulty with listing me on the Triton testing center website so that I could receive my accommodations according to my AFA letters. For the first exam I needed to email both the professor and the TA and got no response, I only was able to schedule my exam after meeting with the TA in discussion. This problem was repeated for the final.

- The discussion aspects of this class encouraged a wide range of students to express informed opinions freely.
- The discussion during lecture allowed students to talk to each other or engage with the whole class. Dr. Fox created a really welcoming environment.
- The discussions created a good learning environment that helped me collaborate and contribute to each project. I felt very welcomed and I could really engage my learning during these times.

- The exit tickets were great at making everyone feel kind of seen and topics like the universal user assumption and debunking it brought attention to the fact that as designers we can't make those assumptions.
- the instructor
- The instructor created a really open and comfortable space where everyone felt encouraged to speak, regardless of background or experience. The conversation established also contributed to creating an interesting lecture dynamic with some back and forth between students and the professor.
- The instructor created a respectful and supportive learning environment. Students' questions were taken seriously, and explanations were given with patience. The examples used in lecture reflected a wide range of contexts, which made the course feel inclusive. I felt comfortable participating and engaging with the material.
- The instructor naturally created a welcoming learning environment by designing lectures to be engaging, whether they included poll questions or encouraged discussion throughout class.
- The instructor was very kind and allowed people to speak freely.
- The podcast system again fits into this category since it allowed a comfortable learning environment even if I wasn't physically at the lecture hall.
- The professor encouraged asking questions during lectures and my TA replied to emails promptly as well.
- The professor would ask us for feedback at the end of every class so we could all give input and make the learning environment the best for us. It made our voices feel heard and our complaints noticed.
- The professor's enthusiasm and desire to aid the class's needs and tailor the class so that we could learn effectively
- The professor's positive attitude and kindness created a very welcoming learning environment. It motivated me.
- The TA's created
- The use of mentimeter was helpful in allowing me to remain engaged and participate without having to speak aloud in lecture.
- There was nothing special that was done to create an inclusive environment, the professor was just friendly from my experience.
- Things like the mentimeter helped receive contributions from people who might be unwilling to share in class.
- This professor encouraged anyone and everyone to speak. She encouraged respectful discussion and no one was alienated or isolated.
- Utilizing mentimeter to involve everyone
- very enthusiastic professor! very observant and honest yet does so kindly.
- very kind and energetic!
- W professor i love Dr Fox amazing person
- Yes

- yes she did.
- Yes.
- Yes. Dr. Fox always answered questions with a positive attitude. Welcoming to all students.
- Your positive disposition really made me so happy to be in class, especially because you were so transparent about this being your first year as a professor, it felt great to meet someone that is so willing to share their passion for academia and cog-sci. I definitely will attempt to maintain contact, as your approach to learning and taking feedback with grace is honestly inspiring.

Student Participation

17. What was/were your reason(s) for taking this course?

231 (70.6%):	Major/Program Requirement
12 (3.7%):	Minor
22 (6.7%):	College General Education
8 (2.4%):	Elective
52 (15.9%):	Interest
0 (0.0%):	American History and Institutions (AHI) Requirement
0 (0.0%):	Undergraduate Diversity, Equity and Inclusion Requirement (DEI) Requirement
0 (0.0%):	Jane Teranes Climate Change Education Requirement (JTCCER)
0 (0.0%):	Graduate Program Requirement
2 (0.6%):	Other

18. How often did you attend class and/or engage with course materials?

85 (32.6%):	Always
129 (49.4%):	Usually
35 (13.4%):	Sometimes
12 (4.6%):	Seldom
0 (0.0%):	Never
4:	[No Response]

19. Hours per week of work outside of class

13 (5.0%):	0-1
90 (34.4%):	2-3
98 (37.4%):	4-5
39 (14.9%):	6-7
14 (5.3%):	8-9
8 (3.1%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more
3:	[No Response]

20. Expected grade in the course

150 (57.9%):	A
93 (35.9%):	B
13 (5.0%):	C
0 (0.0%):	D
0 (0.0%):	F
3 (1.2%):	P
0 (0.0%):	NP
6:	[No Response]

Additional Feedback

21. Is there anything else you would like to share about your experience in the course?

- A fun and stimulating course, Instructor is very knowledgeable and genuine in their approach to teaching.
- canvas grade is not updated
- Course seemed intimidating up front but was quite enjoyable and was not nearly as difficult as I anticipated
- For a professor teaching for the first time, she did a good job!
- Good class, can't really complain about anything.
- Great class and good professor.
- Great class and great professor!
- Great course!! Especially the project on the device fast, very thought provoking.
- Great teacher
- Great, kind professor who was passionate and made class safe and fun
- I can highly recommend taking this class! The contents are super interesting and Professor Fox is just amazing!
- I did not like this course at all.
- I enjoyed doing both projects for the course, and they helped me learn a lot about technologies and also myself.
- I enjoyed the class, but being unable to access grades, and the changing schedule did end up inevitably interfering with other courses.
- I had a lovely time in this class!
- I know this professor is new, but I think she did an amazing job this quarter and I know she will do an even better job next time because she listens and builds off her student's feedback. It was very refreshing to have a professor who is passionate in their field and who didn't force engagement, but instead encourage and cultivate it naturally. I really enjoyed this class with this professor.
- I like when professors are open minded about receiving feedback/actively seeking feedback. Especially if they listen and apply said feedback.
- I liked how the lecture slides were very comprehensive
- I really enjoyed this course and the way it was taught!
- I really liked this course and thought it was an interesting perspective on different learning modalities!
- I think I said everything needed to be said.
- It's the best and most interesting class I took this quarter!

- Loved the professor
- No opinion
- No, everything else was perfect!
- No, that would be all
- Nope
- Nothing
- Overall good class, though many of the beginning readings were dense and boring (hard to follow). Otherwise, I did enjoy the class.
- overall I really liked this course.
- Overall really enjoyable -- could tell everyone was enthusiastic about the material
- Overall, Prof. Fox is a very good teacher, a clear speaker, and very approachable. It seems like she really cares about the class, and it was clear the effort she put into her lectures, the assigned readings, and the projects. I have enjoyed taking this class, and I feel like, even though many of these topics were familiar to me before taking the class, I got a lot out of it.
- Professor Fox I wish you best of luck, it kinda of felt we were your guinea pigs for Cogs 10 teaching but overall you were a very kind and great professor.
- Professor Fox is great! Her lectures are super engaging and are super friendly for beginner cogsci students given that this course is a lower division course!
- Professor Fox is just the sweetest prof ever and I really can't express how clear it is that she wants her students to succeed :)
- Professor Fox is such a passionate and helpful professor! She's always looking for feedback and you can tell she's always excited to teach and hear what students have to say.
- Really enjoyed her class! Would love to take a future class with this professor again
- Sometimes the course grade is a bit confusing to understand, in terms of how many things contribute to the grade
- The amount of material required to be memorized is a large amount compared to other classes. I feel as though the course load is a little too much for an introduction class but in all it was very insightful and interesting.
- This class offered a great introduction to the field of cognitive science, being a first year and taking this class in my first ever quarter. The inclusion of guest lectures showed me the different types of research being conducted in the field, and helped me form interests I wish to explore more later in my undergraduate years.
- This is an amazing course with a great professor for those just beginning research into cognitive science. It does a great job of incorporating historical ideas/research and modern discussions in cognitive science (especially surrounding AI). Coursework and exams are more than manageable, and the professor provides so many resources to help understand and complete it.
- This is the one course I would recommend to any major, it feels intellectually stimulating and many concepts are applicable to your own life or work.

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