COGS 180: Post-Course Survey

30 responses

[Publish analytics](#)
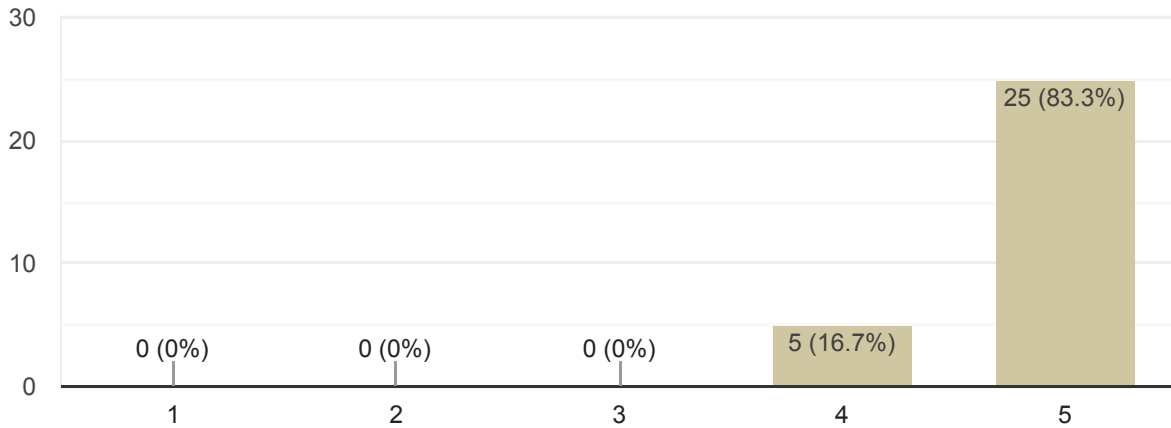
Course goals

On a scale of 1-5, how well did the course help you achieve this goal?   ⧉ **Copy**

Identify and *describe* key theories and concepts related to decision making, such as common cognitive biases and heuristics, expected utility theory, prospect theory, Bayesian decision theory, etc.
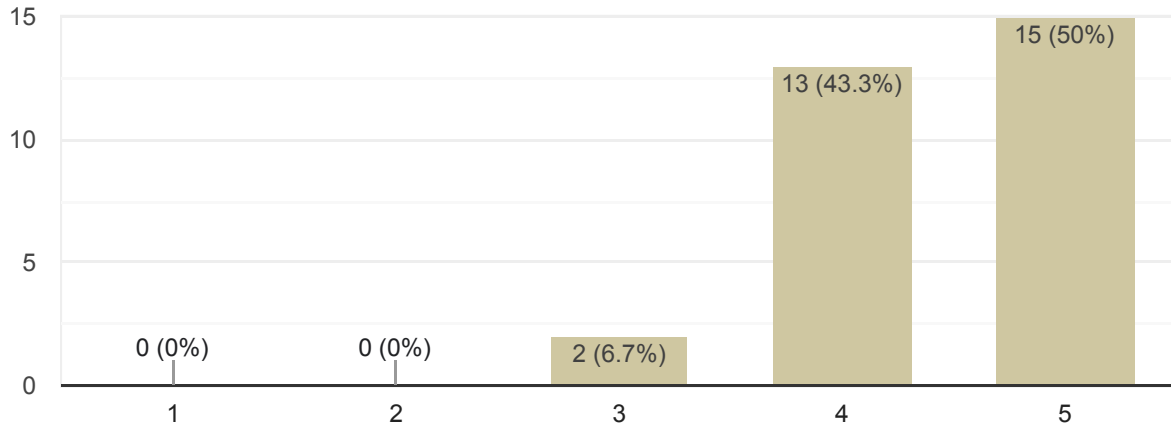
30 responses

On a scale of 1-5, how well did the course help you achieve this goal?   Copy

Apply decision making models to analyze behavioral or neural data

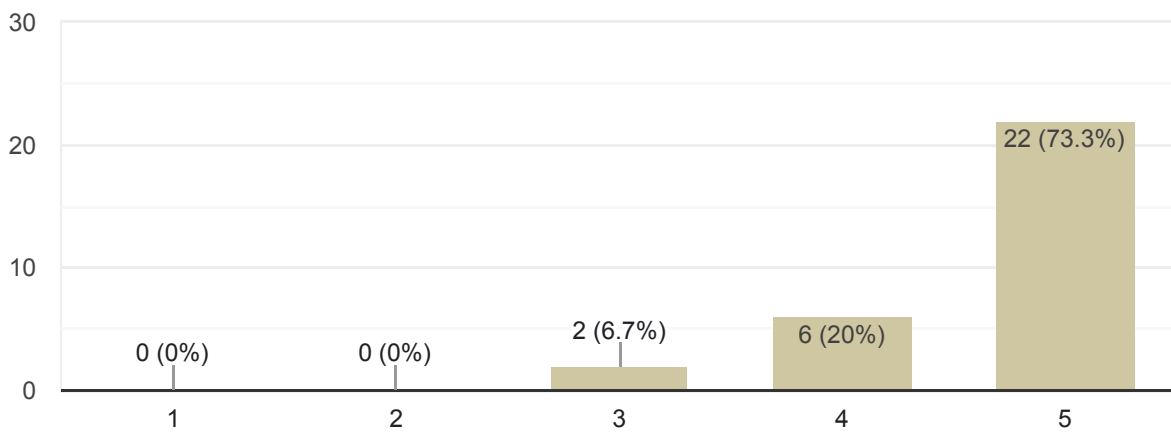30 responses

On a scale of 1-5, how well did the course help you achieve this goal?   Copy

Critically evaluate models of decision making and their applicability in different domains
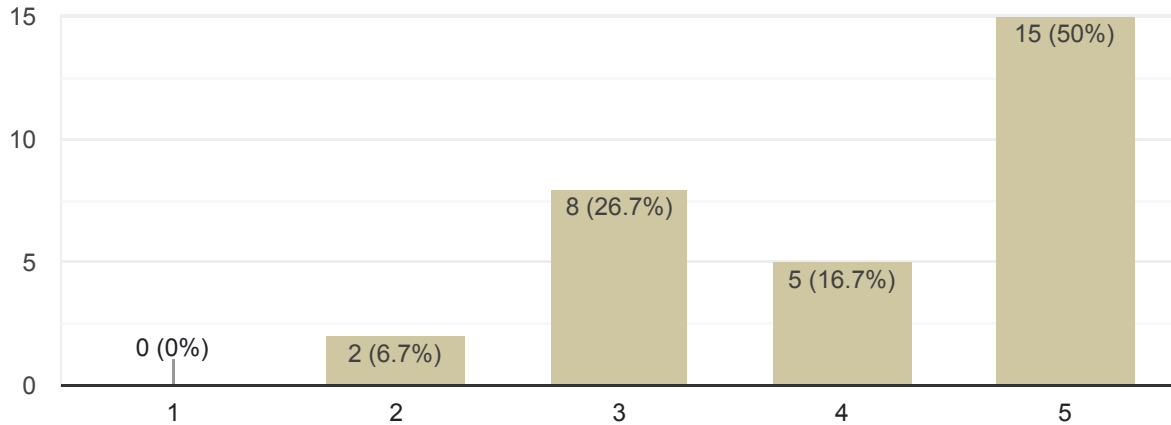
30 responses

On a scale of 1-5, how well did the course help you achieve this goal?   [copy icon] Copy

Design an original study to investigate a specific aspect of decision making

30 responses

15 (50%)

15

10

8 (26.7%)

5

5 (16.7%)

0 (0%)   2 (6.7%)
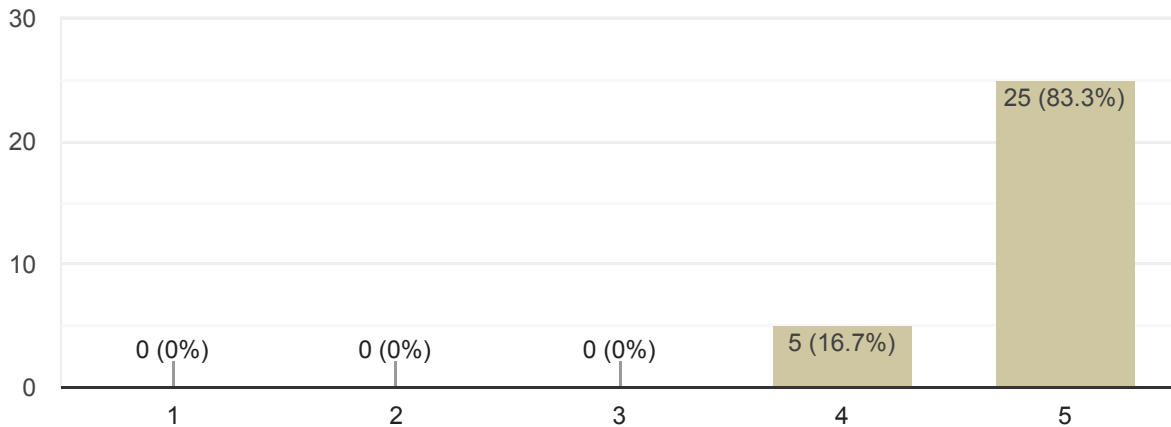
0

1   2   3   4   5

On a scale of 1-5, how well did the course help you achieve this goal?   [copy icon] Copy

Evaluate the rigor of a research study and *identify* its strengths and weaknesses

30 responses

30

25 (83.3%)

20

10

5 (16.7%)

0 (0%)   0 (0%)   0 (0%)

0

1   2   3   4   5

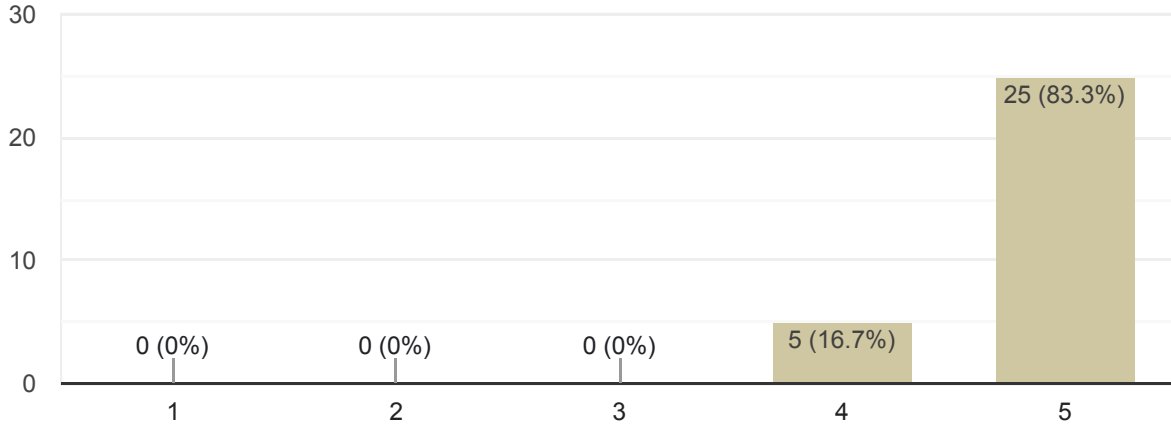On a scale of 1-5, how well did the course help you achieve this goal?   📋 **Copy**

Effectively communicate primary research to an interdisciplinary audience

30 responses

On a scale of 1-5, how well did the course help you achieve this goal?   📋 **Copy**

Contribute to a collaborative and interactive learning environment

30 responses
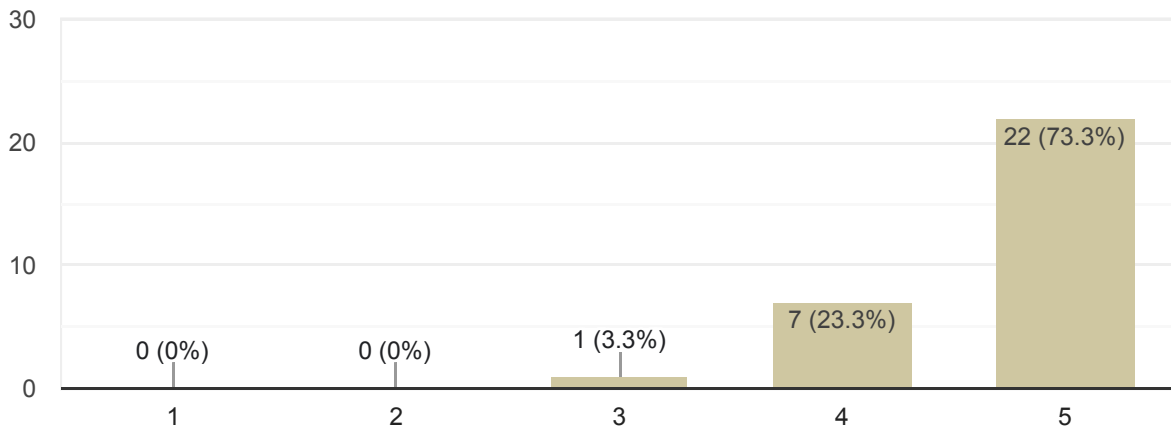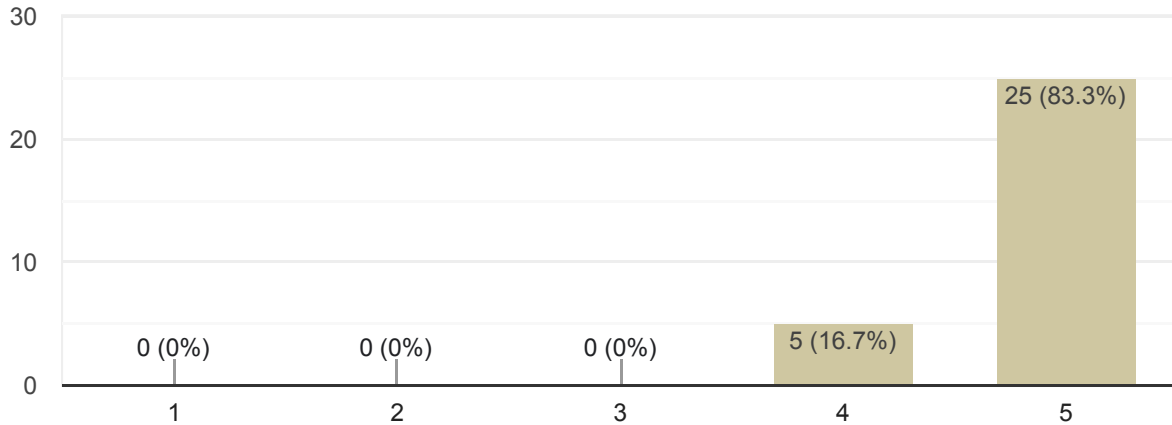
On a scale of 1-5, how well did the course help you achieve this goal?   🗐 Copy

Set personal, achievable, learning goals and cite evidence of your achievement of these goals
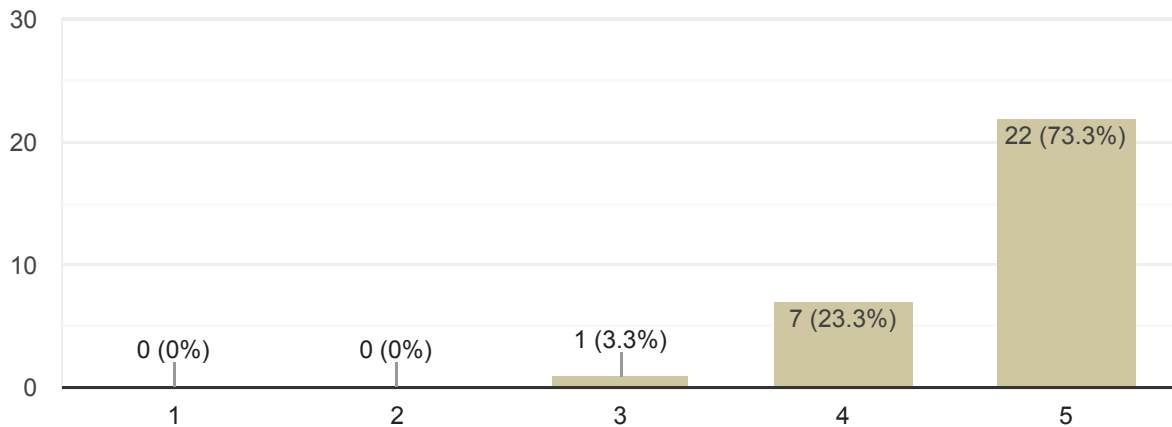
30 responses

On a scale of 1-5, how well did the course help you achieve your **own personal learning goals that you set in your learning goals assignment**?   🗐 Copy

30 responses

Tell me about your experience <u>setting</u> your own learning goals. Did setting your own goals change the way you approached the course? If so, how?

30 responses

Yes, it forced me to critically recognize my shortcomings and be intentional in fixing them

I loved the collaborative design of the course. It helped me better understand course material and helped me engage with the course effectively.

It definitely did because I was much more aware of what I wanted to get out of this course.

Setting my own goals served as a way to check in with myself throughout the course. I could always looked to them to check what it was that I was working for. They were good reminders to start work early, participate in class, etc.

I think setting my own goals does change something. I would focus more on the content I actually interested in. Also put more attention on the assignment that can improve on my goals

I loved setting my own goals because it helped me have something to work towards besides just the usual letter grades. It kept me focused.

I kept the course goals in mind through the course which didn't change the way I approach the course but helped me make consistent progress on the goals through the course.

settings my own goals didn't really change the way I approached the course

Yes, setting my own goals definitely helped me be more aware of what I was trying to accomplish. This led me to be more proactive. Writing my goals down and sharing them with you made it official and I was not going to let myself down.

setting my own learning goals affected my attitude in approaching the course. even though the learning goals i set are goals that i always have every time i take a class, taking the time to reflect and articulate specifically what my goals were in detail gave me more of a sense of responsibility in sticking to them. that being said, i don't necessarily think that i made much progress in the goals, since they're goals that don't really have an end point. it made me want to do well in the parts of the class that mattered, but i might have made the same amount of effort into the assignments anyways.

Yes, I was able to look into what I was lacking and put effort in improving them

it was a bit hard at first looking at it, but after having seen the examples it became easier.

Yes, I really enjoyed being able to set my own goals so that I was able to be more engaged during class lectures since I had a more clear direction on where I want to be headed. Not just where the classes is headed.

No, not really. I think it was great for seeing what I wanted to get out of the course.

It made me more organized throughout the learning process and committed to achieving my goal .

Setting my own learning goals was a great motivator. It helped me take charge of my learning and made me think of actual ways to overcome the issues that usually hinder my learning.

Setting my own learning goals allowed me to have clear objectives entering this class. It helped me prioritize my efforts and focus on areas I wanted to improve in.

Setting my own personal learning goals did change the way I approach the goal as every lecture I had one of my goals in the back of mind that I needed to achieve.

yes, they were good reminders

I think just wanting to do a good job in the class and not fail helped me show up and complete all the work required.

Honestly, setting the goals was initially difficult. It isn't often that a class asks YOU what you want to get out of it. Normally it's the silent mutual understanding of "this student needs to take this course as a requirement for something." It was a completely different experience to have someone ask us to almost set intentions for this course. It was really nice to have this guideline because oftentimes my learning goals, although not always in the forefront of my mind, they would appear often enough for me to have noticed that they helped me make my studies more intentional.

Setting my own learning goals gave me a clear direction and purpose, motivating me to actively engage with the course material and participate in discussions more than I typically would.

I enjoyed setting my own learning goal as I was able to focus on self-improvement and reaching these goals rather than focusing on getting a good grade.

Yes, it did change the way I approached the course. With a lot of the courses I've taken, the goal has always been to finish the class, turn in the assignments, do my best on the exams, etc, but when approaching the course in more of a personal growth perspective, it allowed me to watch myself more and to dedicate more time into growing as a student.

Setting my own goals allowed me to better understand what I would to earn and achieve during this course, but also allowed me to be realistic on what I want to learn and put my direct effort into.

Setting my own learning goals motivated me to engage in class and made me take charge of my learning process.

I think by setting learning goals in the beginning of the quarter, it definitely set a bar for me for what I want to get from this course. I will more likely to engage in learning because I know by the end of the class, I will be able to do x, y, z.

Yes it became more about taking charge of my own learning and what I made of it, and less about just getting the grade I needed. I still worked to get the grade I needed, but I felt like I took the time to learn everything properly as well due to this approach

My goals didn't change much, as they are very aligned with the course. I believe to harvest the most by focusing on my original goals.

Yes, it is really fun to set sme achievable goals and then later on look at them to see the path that you have traveled. I think I would keep doing these types of approaches for other big projects that I do! It help me track progression greatly.

Tell me about your experience <u>reflecting</u> weekly on your own learning goals. Did the weekly reflections change the way you approached the course? If so, how?

30 responses

It made me aware of where I was in regards to where I started and motivated me to work harder to finish out the lap

I liked reflecting weekly as it helped keep me reminded about the different goals that i set for myself. This helped me keep on track.

I would say they helped in readjusting my mentality for the coming weeks.

Yes, doing weekly reflections helped me see what information I was able to remember each week. They helped me approach the course in a way that keeps me more engaged so that I can write about those lectures and any concepts I liked, and found difficult in the reflections.

Reflecting weekly makes me realize that I can't really focus on everything in a single month. The more I reflect, the narrower my goals are. But I think I did make more progress on these narrowed goals.

I think that the weekly reflections kept me accountable and helped me to not forget my goals.

The weekly reflections helped me keep track of my progress on my learning goals.

the weekly reflections didn't really change the way I approached the course

The weekly reflections helped but they did not made me change the way I approached the course.

honestly, i found the weekly reflections to get a bit tedious as the course went on. maybe if this was because of the nature of my goals; they weren't really goals that had definite check points so i didn't really feel like i could necessarily make rapid enough "progress" on them. because of this, i kind of felt that i was trying to find something different to write every week. that being said, i was also nice to pinpoint the different parts of the week that generally made me feel like i did make progress in something.

I could see my progress and looked forward to continue improving!

after reflecting, I tried to think back of what i wanted to achieve constantly, and did more effort in that direction so it helped.

I think it did change the way that I approached this course, allowing me to stay more on track towards my goals. I also think that it helped with acheiving the goals as well, since in each

week I am reflecting on the things that I did or did not do, this then sets up the next week with a fresh beginning.

Yes, grading myself changed how I approached the course because I had to give a legit reason and reflect on what I did.

I think reflecting weekly on my own learning goals is a good way for me to think about what I really learned and what I could do better. This helps me engage in proactive learning.

The reflections made me more mindful of my learning goals and kept me motivated throughout the course to achieve them.

Reflecting on my learning goals weekly allowed me to keep track of my own growth and progress. It also helped me stay motivated and on top of my learning.

Weekly reflections did change my approach as I had to critically evaluate what I was doing and checking if I was progressing or not

Yes, I liked to be reminded every week on my goals

I think it helped me realize where I lacked understanding so I could look back at the content to grasp the information better.

Reflecting on my own learning goals was really humbling at first because I felt like I was being held accountable for something I did not yet take seriously. It was a helpful check-in because this is what got me to more consistently think about my learning goals in regards to this course. These weekly reflections encouraged my focus on the subject and made this class more intentional and applicable to my own learning goals.

Reflecting weekly on my learning goals helped me stay focused and made my learning approach to the course more intentional and goal-oriented.

These weekly reflections did change the way I approached the course as I could see where I could improve and have a mental checklist making sure that I was following my goals which pushed me to work harder for this class.

Yes, same as the previous answer! It also allowed me to reflect and check back in on myself and see if I was happy with the way that I was performing in the class.

Reflecting weekly definitely made it easier to remember the goals made and stick to them through the end. It allowed me to approach the course with the goals directly in mind for each topic and how the homework / discussions impact the goals I made.

Reflecting weekly ensured that I was working towards my goals and helped me track my

improvement.

I think the weekly reflections help me keep track on my learning goals and it help me to make a plan that what should I focus on next week.

Yes, it lept me thinking about the long term goals I wanted to achieve on a shorter time frame which helped me make more noticeable effort towards them

I don't think the REFLECTION part helped that much honestly, but I do think the homeworks helped me a lot. They align with the class content.

A little bit in the begining I think, but when getting to the later weeks, I kind of developed a way to approach it.

Course elements

On a scale of 1-5, rank each course element by how much it **helped you learn and solidify the course material.**   ⧉ Copy

(1 means *"Not helpful at all"* and 5 means *"Very helpful"*)
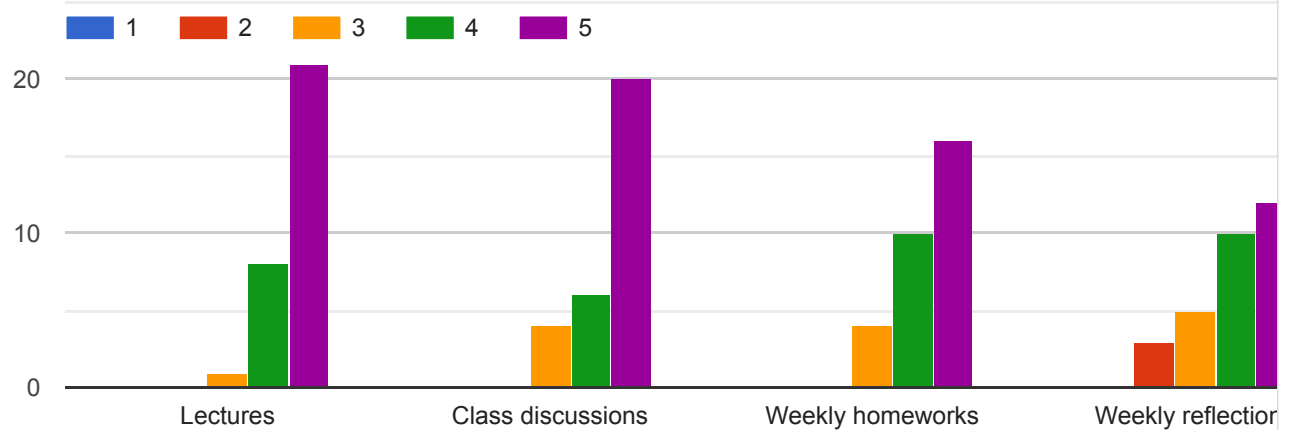
On a scale of 1-5, rank each course element by how **challenging it was for you.**

(1 means "Too easy" and 5 means "Too challenging"...3 means "just the right level of challenge")

Copy

On a scale of 1-5, how much did you *improve* your ability to...

(1 means "No improvement" and 5 means "Massive improvement")

Copy
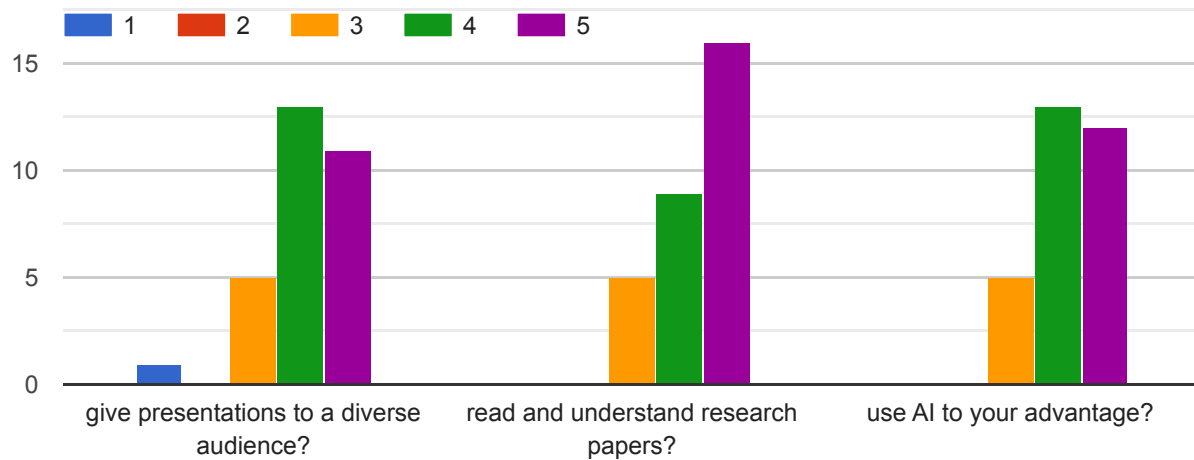
My favorite lecture(s) were (you may select more than one):   ⧉ Copy

30 responses

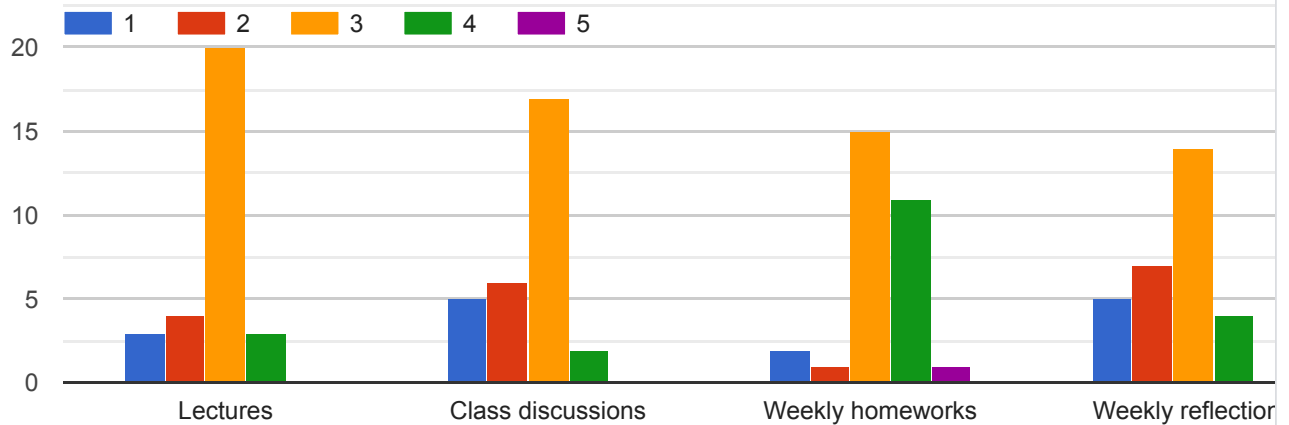| Lecture	Count (%)
Course introduction	7 (23.3%)
Cognitive biases and heu…	17 (56.7%)
Expected utility theory	11 (36.7%)
Prospect theory	8 (26.7%)
Neural correlates of deci…	13 (43.3%)
Neuroeconomics & delay…	7 (23.3%)
Drift diffusion & Bayesian…	9 (30%)
Reinforcement learning &…	22 (73.3%)
Disorders of decision ma…	19 (63.3%)
Computational psychiatry	10 (33.3%)
Nudging and choice archi…	19 (63.3%)
Human-centered design	15 (50%)
Machine learning and alg…	16 (53.3%)
Making decisions with AI	13 (43.3%)

What aspects of the course did you end up enjoying the most, and why?

30 responses

I enjoyed the mix of topics alot! I felt like I got a really well rounded idea while being able to choose which concepts to critically engage in for my projects.

I enjoyed the collaborative environment of the course. I really felt apart of the course being able enjoy my time while learning about topics related to the course.

reinforcement learning and dopamine as I related the most to it.

I enjoyed the routinely lectures, where we had warmup/intro, lecture, breakout room/discussion/exit ticket. I really like building routines since it gives me a sense of stability. And the lecture does not take up the entire class time, so we are all not just sitting there listening the whole time.

The face that I put hard work and I learned a lot.

I really enjoyed the decision making with Ai the most because I found it extrememly interesting.

The small group discussions were really fun and helpful and the homeworks were also really fun to do.

I enjoyed learning new useful concepts the most because I can apply them to my life immediately

Group discussions, they kept me engaged and focused in class.

i actually really liked the homeworks and that they gave us a chance to practically work with the ideas that we discussed in class. they were challenging, but very doable and i was super impressed with how they were created and structured. part of me wishes there were more opportunities for them, even though i didn't take advantage of all of them myself. since they do take a lot of effort, i guess i wish i was put in more situations where i would be "forced" to complete them.

I truly enjoying learning from lectures and group discussions. Those were the most immersive parts of class for me

the lectures actually, and the (good) discussions

I enjoyed the final project a lot since this was self guided, I was able learn more in the direction that matched my interest.

Probably being exposed to different concepts because I was actually interested in concepts of nudging and human-centered design.

I enjoyed the weekly homework and paper analysis parts of the course the most. These activities helped me digest the material I learned in class and gain a deeper understanding of the research, making the learning experience feel more systematic.

I most enjoyed the group discussions because I felt the most engaged during this aspect of the course.

I enjoyed how much control we have over our learning in this course. It definitely made the class more enjoyable and engaging.

I ended up enjoying the warm ups the most since everybody mostly didn't know how to go about it so no one was really afraid to answer the warm ups

Economics, risk, addiction, and biases. They were fun to learn about

I liked learning about biases, heuristics, and EUT most since those are things that I hadn't heard of before, and they seem to be very applicable in our daily lives.

Out of everything with the course, my favorite part was honestly the interactive elements to the course, especially considering it was a remote class. I really enjoyed the discussions in class and how it was possible to feel included and heard in the class whether we spoke out loud clearly, or we typed in the chat. Regardless of our mode of participation, our thoughts were heard and seen, which made all the interactive elements of the class even better.

I enjoyed the final paper the most because it allowed me to deeply explore a topic of interest and apply the concepts learned throughout the course.

I enjoyed the Class discussions the most because I was able to communicate with my peers and hear their ideas about what we learned. It also allowed me to listen to others when I did not understand what was going on in class. In addition, I was able to confirm my thoughts into words that further helped people understand what was going on.

I enjoyed the more open-ended questions that were given to us during the small group discussions, it allowed for a more fluid conversation, and more opportunities to speak and get to know my classmates. It also allowed for us to utilize all of the breakout room time!

I enjoyed how applicable each lecture was to current trends and the importance in each concept because in many classes, they rarely connect to current media or social culture, and with decision making being a broad topic, I think the course did really well to explore those connections in both research and modern applications.

I loved the group discussions because I felt the most engaged in this aspect of the course.

I think the part that I enjoy the most is doing homework especially the two with analyzing neural data. I think a bit challenging but really fulfilling since I can actually use my coding ability to explore some questions in neuroscience and that's something I always wanted to do.

I ended up enjoying a lot of the practical components of the homeworks, as well going deep into a topic through the group presentation and final project

I actually liked the discussion. In the beginning, I expected people to not really participate, but then when people are actually participating, this process is fun.

All the HW and project assignment becasue it priovides a deep dive into topics that we can freely choose. Also conducting an original research (though small) is always really fun and satisfying.

What aspects of the course did you enjoy the least, and why?

30 responses

The homeworks were sometimes challenging because I dont know matlab as well as I do Python

I did enjoyed homework the least but who doesn't lol. It was not that big of a deal for me as homework is a natural way of the world but you know, homework is homework and it takes time, haha.

None of it.

I do not think I found anything about the course that I disliked.

I think there are some parts in my presentation I could improve. I hope I had more time to work on that, like taking this class in a regular quarter instead of a short one.

I did not really like the prospect theory because it was just a little boring to me.

I don't think these was any part that I particularly disliked.

I did not enjoy doing the hw

I enjoyed most of it, nothing that significantly stands out.

i don't know if i can say that i have a least favorite aspect of the course. every aspect made sense and i felt like everything had a purpose, even if i didn't really like them. i guess the part i wasn't really looking forward to was that it was really participation heavy. however, i liked that we had autonomy with it, because we assign ourselves a grade for that in the end. so i knew that i didn't have to force myself to get seriously uncomfortable with it to get the grade i wanted. and the participation aspect for this course made a lot of sense. i think professor lai did a great job in setting the expectations for the course, so i didn't have any sort of negative feelings towards it.

none! overall it was a great class!

the group presentation maybe, since it could be a bit hard to work with other people that did not contribute as much.

I would say the class discussion aspect, if this was an in person class I think this would have worked better. But the way in the end as different groups are assigned different slides worked better than in the beginning.

Final presentation and paper because it wasn't that fun for me, especially when I'm trying to studying for my other classes. I think it should be either presentation or a paper instead of both.

I enjoyed how the weekly homework was designed with various question parts, such as reflecting on what I learned each week, paper analysis, and data analysis sections. These activities helped me digest the material I learned in class and also gain a deeper understanding of the research, making the learning experience feel more systematic.

I did not enjoy the weekly reflections as much. Although they were helpful, I felt like there was a significant portion of the course dedicated to reflecting.

The small group discussions I enjoyed the least just cause I don't have much experience with groups and sometimes it was just too awkward sometimes

AI, machine learning. I wasn't so interested in them

I didn't really like the neuroscience part of this class only because I've never liked having to memorize information; I feel like neuroscience is a lot of memorization.

I did not really enjoy the group project part of this class because my group, at least at first was struggling with having proper communication between members. At first it was just me and one of my partners. Our third member was MIA for a few days and did not attend our first planned group meeting. We even considered talking to him or to you about future steps because we needed to start making progress on our project. These miscommunications made the group project really not ideal.

I enjoyed the rigid structure of deadlines the least because it was challenging to manage due to the scheduling challenges.

I least enjoyed the weekly homeworks because sometimes they were confusing especially when I did not understand what was going on. But rewatching the lectures and asking questions especially helped me go through the homework.

There weren't really any aspects of the course I didn't enjoy. The only thing would be the fact that it was an online course, since I think that this course would be much more engaging in person, but hopefully you'll be able to proceed with in person teaching for this class in the future.

I did not enjoy as much as I'd like the fast paced environment as it was a lot harder for me to understand the material and I felt a lot more stressed.

I did not enjoy the weekly reflections as much because of the amount of time they took.

I think no specific part that I enjoy the least.

There were a lot of assignments for such a short period of time; I think making weekly reflections biweekly and slightly reducing the amount of questions on the homework would have helped a lot as there were times where it felt like I had to work on several different things in the span of just a few days. Also make attendance slightly less strict

The reflection aspect, I would say. I would just summarize what I learned.

All of the components is pretty good! But the least enjoyable one may be the group discussion. I feel like the level of good discussion that you can have really depend on the classmates that you get from the smaller groups.

How did you feel about being able to **"choose your own adventure"** in the homework assignments? How did this agency influence your learning?

27 responses

I loved it!! It let me pick and put more effort towards what I was interested in.

I enjoyed this as it gave me a better chance to do my homework based on my skills and my interests.

It definitely made me more excited to work on things I cared about more.

This was also really helpful. This sense of freedom in choosing what I want my grade to be based off of was nice. I could choose something on the homework that I was more interested in, or choose something in the homework that was "easiest" to me.

I think that helps a lot with my own learning goals.

It helped me focus and understand the topics that interested me in a much better way.

i like it because I prefer some things over others.

This was awesome!! I would've hated reading a paper I had zero interest in.

i really liked that there were different options and how they made me feel like i had a choice. it made the homeworks feel like less pressure and more fun in a way? it might also be that i would plan to do the harder option for homework 2 and both options for homework 3 (i didn't end up doing this) so i felt like i allotted myself more time.

I enjoyed being able to pick the assignment I wanted to complete depending on how I felt with the level of difficulty on that weeks topics.

that was nice so that we were able to choose what we wanted to focus on according to our own interests!

I think being able to choose options influenced my enthusiasm for the course. I found the homework very interesting to complete since I was able to choose my own directions. This definitely influenced my learning where I was more interested in the course materials.

I think choosing my own adventure was "adventurous" but it didn't really change my learning.

I think the flexibility of choosing what I want to focus on in homework allowed me to work on what interests me, which helped me stay focused and proactive.

I liked being able to choose questions to answer that I was interested in - I felt more in control over my learning and motivated to completed assignments.

I really liked it! I felt more motivated to learn and put in more effort since the assignment was something I was interested in.

I liked having a choice on what I wanted to learn and answer

It was nice to have the freedom to choose. It let me have control over what I wanted to be graded for

I liked the "choose your own adventure" homework assignments because they provided me the flexibility to do something that I was proficient in and still participate or contribute my work or knowledge with this class. The selection allowed me to demonstrate my obtained knowledge and utilize the skills I was most proficient in. It influenced my learning in a positive way by reinforcing my confidence in the materials I knew, but it did not expand my knowledge in those that left me completely lost because the topics I didn't understand weren't just hard, they were outside of my realm of comprehension.

I appreciated the "choose your own adventure" approach as it allowed me to tailor my learning to my interests, making the assignments more engaging and relevant to my goals.

I enjoyed this part of the homework as I was able to further explore the topics that I thought were interesting during lecture and apply what I learned into the homework.

I liked the choose your own adventure type of homework assignments as they allowed me to partake in the exercise I felt more comfortable doing.

I did like how there were options, but I do think having the opportunity to learn both or to just attempt the other topics at hand would be more beneficial. I think it does help with what I'd like to focus on more in my learning.

Choosing questions to answer was helpful and allowed me to focus on areas I was interested in.

I liked it a lot, I think it allowed me to fit the homework more to how I might have been feeling in any particular week, so I could either choose to go out of my comfort zone if I wasn't too busy or I could get it done quick by working with concepts I had a foundation in if I was busy

VERY NICE! I like how we can choose the topic we are most interested in.

Really really good! As Iw as saying earlier in this survey and also in HW5, I think the deep dive section really provides the freedom to explore more and try more things that we are interesting

in (though it was a little bit hard thinking about what project to do when starting it), but once diving into it, it is super fun.

How did you feel about how **discussion sections** were utilized? Do you think you could have benefitted from a section that went in more depth on some topics (instead of *only* being used for practicing group presentations with Janet)?

Would your answer differ depending on if this course was run during the school year vs. summer session (e.g., *"it was nice to not have to go to section during summer session, but I might have gone to section if it was during a normal quarter")*? Any and all thoughts appreciated here.

24 responses

I actually prefer the fact that class was closer to section (with small discussion) than having an actual dedicated section. I got to hear more about the opinion of others in the wider class of 28 instead of just 5-ish people. My answer would not differ here.

No I feel like there wasn't a need at all for discussions. Going over the presentations with Janet was just fine.

I felt like in class discussions were a perfect way to think about what we were taught in the short lecture time. Discussion sections could perhaps been used to review info, but I would say that in class we learned pretty quickly.

I am not sure. But I believe we should have discussion sections if it is run in a normal quarter. We would usually have 4 classes each quarter and can get very busy. The discussion sections would help to distill information more efficiently.

I think the lecture discussions were much more helpful but I think voluntary discussion section for each topic during lecture for those who wanted to dive deeper could have helped.

I'm busy so I tend not to go to discussion sections. I think the practice group presentation was productive though.

I don't usually go to discussion section and I do well anyways. I think it is nice that it was optional in case we do need help.

part of me wishes that more material could be covered, since a lot of time was taken up by presentations and group discussions. so i think it would be nice to have discussion sections that do go more in depth into some topics. but, it was really nice to not have to really think about discussion sections at all and having less material to cover made this class more of a breeze. i don't know if i would really have the motivation to end up going to discussion sections if they did exist. they would have to be really well structured and designed, and i would also have to feel like it's worth my time in order to actually attend them.

I preferred discussion sections in class time rather than odd days during the regular quarter. I was able to immediately apply what I learned and made the class more fun

the practice run was very helpful and we got a lot of useful feedbacks from her! appreciate her!!
in a normal quarter i would definitely go it if was required, and it would depend on what's offered in the discussion sections if it was not required. if i find the materials useful (e.g. going over hw) i would go.

I think the discussion sections were extremely helpful, especially for presentations. Thanks a lot to Janet in providing valuable feedback. This allows the group to present better!

I think the discussion sections weren't bad at all but obviously that depends on what people you have in the sections. Yes, I absolutely believe that the discussion section should have went into more depth on topics. From my experience, people tend to not want to go to sections on campus because of traffic situations, walking, etc. However, I do think that it is extremely helpful to have your office hour or maybe sections RIGHT AFTER class ends.

Based on my experience, students don't prefer classes that require attendance and active discussions with neighbors in large classes. Since this is a small-sized class and a Zoom session that allows for discussions to happen in breakout rooms, having a discussion section is beneficial for digesting the concepts we learn.

I thought the singular discussion section with Janet was very helpful and enough for the scope of this course. Because classes and assignments were already engaging, I think it would have been overwhelming to have discussion sections on top of those regardless of whether they were during the summer or school year.

i was pretty glad that section was optional since i had another commitment during that time. during the normal school year, i also typically don't go to section unless it's for courses that are exam heavy.

They were fine I didn't think we needed them at all

Discussion sections were good because they were guaranteed to be productive and a good use of everyone's time. My group and I used our assigned slot with Janet and even met with her once more outside of that as a final review on our presentation, so we were able to utilize this resource well. I think we would utilize the discussion section equally regardless of online or in person sections.

I felt that the discussion sections could have been more beneficial if they had included deeper dives into certain topics, as this would have provided additional learning opportunities. During a normal quarter, I probably would have been more inclined to attend sections and engage wit'

additional content, whereas the summer session made it convenient to skip sections without missing core material.

I might have gone to section if it were a normal quarter, however most of the time going to section means having a separate lesson than the one given in lecture. I wish we had more interaction with Janet, just having the opportunity to get to know the instructional team. It was nice to not have to go to section during the summer, especially since it conflicted with my other responsibilities.

I do think discussion sections, especially in an online course, would be more helpful for lecture recap or additional ways to connect to the TA. I think with a recommended amount to attend, but not a strict requirement to attend all would help create a better connection between discussion section and lecture. Plus extra credit opportunities!

I think the discussion with Janet was very helpful. I think having discussion sections about course content would have been overwhelming (in the summer or during the school year) since the class already involves a lot of engagement.

Due to my group project, I didn't go to section at all so I can't really say. During the school year I almost never go to sections as well, I think keeping it how it was done here seems good.

In other classes, the TA organizes the content in class and go over it, and not a lot of people participate. I think it would be good if we can have some problem solving in discussion.

Maybe during school year, I think sections are a good oppourtunity to go more in-depth in some of the topics. But in summer session, especially with zoom lectures, I think the current setup is pretty good because of the flexability provided.

If you were the instructor for this course, **what would you change** about how this course was structured or run?

Please give any **additional comments, suggestions, or feedback** about the course elements or organization below!

22 responses

I wouldn't change anything.

Theres very little I would change. Maybe the timing was a bit packed for SS but beyond that I thought the class was run brilliantly.

I don't think I would change anything about the course.

I don't think I would change anything about the structure of the course I absolutely loved it.

i would not make it late it the afternoon for 4 days straight

I think that it was fair and I would not change anything. However if you could fit a very short discussion of what the weekly homework is about and how long it might take I feel like this would encourage student to start homework earlier or help them better plan to get it done.

i wish that there was more class time to go more into depth into some of the material. though i did end up feeling like being able to see so many presentations was useful, part of me wishes there would be a way to lessen the time that it takes for these parts of the course and put more time into lecture material. i think we only ended up going through 3 weeks of actual lectures (1st week was intro+two day break; 5th week was just presentations) and those days also had group presentations and group discussions. so i felt like this part of the course was a bit lacking and hope that the time could be structured differently to have more time for lectures (but not be too overwhelming with everything else).

nothing! It was great!

it was actually really good, and i can tell that the course was very carefully structured and designed even as a student, so i appreciate the effort the instructor put into this!

I don't think there's much to change if this course was in person. However, for an online course I would possible change some of the attendance requirements.

Again, I think for the final, it should either be a presentation OR a paper at least when taken online.

I thought this was a well-organized and clear class, especially considering the fast pace and the amount of material covered. My only wish was for more lecture time to explore the concepts and less discussion time.

I felt like the split of the homework assignments should be primarily learning/engaging with course concepts and the reflection portion should take less time/energy. I felt a bit tired when it was more of a 50/50 split between learning and reflection on assignments. I would have liked the division to be more like 70/30 with reflections maybe in the format of a Google form instead of a written portion.

I wouldn't change anyhting

I would maybe move the time that this course was offered because it was a weird time, especially if we were not in PT. I also think that it would be helpful to have the homework more possible to complete before the end of the week so that this encourages students to work on it early, or if the homework has to tie to specific materials covered in class, to have (at the top of the appropriate section) clarification on what day we covered or will cover this information on.

As the instructor, I would incorporate more flexible accommodations and include optional deep-dive discussion sections to explore complex topics in greater detail.

I would have loved to have done a physical project. Obviously, there are limitations with an online course, but even for lectures such as "Neural correlates of decision making", I think it would have been fun and/or somewhat engaging to make a brain hat. (I know that there are print outs and stuff meant for younger students, but I think some people might get a kick out of it.)

I wouldn't change the approach to students and the types of lectures myself, possibly to be more strict with timing and allow for more class interaction.

I would have made weekly reflections shorter so there was more of a 70/30 split between course content learning and reflection. Having reflections as a form instead of a written portion of assignments would have been less tiring and more effective, in my opinion.

All the stuff I mentioned earlier (less frequent reflection and slightly shortened homework's to reduce workload spread, slightly less stringent attendance policy)

Really enjoy taking your course! Keep teachning with yoru teaching philosophy, I think it would benifit many students as it provides a different way of looking at classes.

General

How would you describe this class to a friend? Like if a friend asked you *"Hey, I'm thinking about taking COGS 180, how was that class?"*, what would you say?

28 responses

COGS180 is an insanely interesting class. I got to learn about decision theory in basically every cogs specialization and its made me alot more self aware of certain choices that we make day to day.

This class encourages a lot of sharing and collaboration. Be ready to talk to the other students in the course as well as the teaching staff. The professor is really nice and is very accommodating so you shouldn't worry too much about her. The course goes over a lot of different topics regarding decision making which is nice, its really centered around a really multidisciplinary take on cog sci. I really enjoyed the course and as long as you come ready to learn and ready to participate you should be successful in the course.

It was a great course that teaches you a lot about your own ways of thinking as well as very practical ways to use AI.

I would say that if its with prof Lai, it'll be so much fun.

Yes, I would let them know that this is a very interesting class to take. Also the professor is giving the maximum freedom for everyone to achieve their own learning goals.

I would say I loved the class and loved the professor. You learn a lot while also having enjoyable lectures. And the professor is very fair with her grading.

I think its the best class to take if you want to bolster your fundamentals and also have fun while doing it.

its pretty good, there's a group presentation and a final paper.

Taaaaaaaaaake it!!!!! It's a great class you'll learn a lot and you won't experience much stress. Professor is very honest and encourages the use of AI responsibly as opposed to saying don't use it or ignoring the fact that it exists.

you should take it! the professor is really awesome and the class is pretty easy since a lot of it is based on effort and you "grade" yourself. there is a lot of participation and presentations that you have to do, so be sure to be prepared for that. i think it's a pretty chill class that you can still learn a lot from though.

So fun! definitely a great intro to decision making and can give you inspiration for future neuro research. Its not hard and more engaging than most classes. A true learning experience!

it's a really cool class, and the professor was very chill and nice. the lectures were required, but i go to classes normally anyways so i didn't mind. overall i really recommend it.

If you are comfortable with speaking in front of an audience then go for it.

I thought it was a well-organized and clear class. The course is structured in a way that reduces stress about grades while you will learn a lot in a supportive environment

I would tell them that it was the best-formatted class I've taken during my undergraduate years. The topics we learned in the class were interesting and relevant, the professor was amazing, and the discussions made coming to class exciting.

i highly recommend! it's really interesting and practical and the way the class is structured is super unique!

It is interesting learning about decisions in different areas like neuroscience, machine learning, design, and economics

I would say it'll be fun if it's with Dr Lai

The homework load is more than you think, but it is run unlike any class I had previously taken because your own self improvement and growth in this field is the priority of the class. The professor really focusses on making sure that you walk away from this class learning something new.

You should take COGS 180 because the professor is awesome and both the class materials and environment are so engaging!

I would recommend to take this class because it was interesting and included multiple aspects of cognitive science that regardless of your specialization, the class is overall enjoyable.

I would say that if Prof. Lai is the professor then take it, but if not, maybe wait another quarter if you can afford it. It's a pretty interesting class and you really do get what you put into it.

It was a really fun, engaging, but intensive class with a really great professor that will be supporting you along the way!

I greatly enjoyed this class, the students in it, and the professor's teaching style. I would highly recommend this class to a friend!

You should definitely take it cuz Professor Lai is amazing!!!

I would say it was goated 😎

If your major is CG35, take it. It is a very reasonable class, you work hard and you can get an A. (unlike some unreasonable math classes)

Take it! Take it with Lucy Lai! Not too hard of a course, but with the more effort you put into the course, you would see much more than when you started.

Which best describes how you felt about this class in general? You may select multiple options or write a more nuanced view.
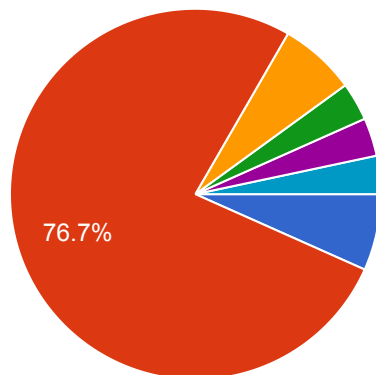
Copy

30 responses
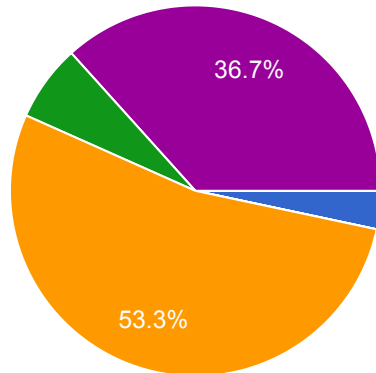
- This class was about what I expected
- This class was worse than I expected
- This class was better than I expected
- This class wasn't what I expected, in a neutral way
- This class wasn't what I expe…
- This class wasn't what I expe…

Which best describes why you took this class? You may select multiple options or write a more nuanced view.

Copy

30 responses

- I took this class because I needed the credit, I was indiff…
- I took this class because I needed the credit, but I was a…
- I took this class as an additional elective (didn't necessarily ne…
- I took this class as a nuerosci elective to complete my major
- I needed the credit and was a…
- I need the credit, and I saw y…

Tell me about your experience of <u>self-evaluation and self-grading</u>. The below questions may help guide your comments:

1. Did self-evaluation/grading change the way you approached the course and assignments? If so, how?
2. Did you worry about your grade in this course compared to other courses? Why or why not?
3. Do you think that self-evaluation is a fair way of grading?
4. Is there anything you would change about how grading works in this class?

30 responses

1. Yes, I felt more intrinsically motivated to do well
2. Yes, because I knew what I put in I would get out
3. Novel, but fair so long as the students are trustworthy
4. No

I like this way of grading. I have a little experience with this form of grading as my college writing sequence graded us like this but it really gives power to the students. Being judge based on personal performance and progress gives me a little more piece of mind than being graded on a scale.

It changed my approach because having the fact that I had to justify my grade made me more aware of how I am performing.

My self grading was a great way to check on myself, and reflect in an honest way how I would grade my performance in the course.

I think it is fair if every student is being honest, so they should work well in a small class. However, if it is in a larger like 100 person, probably they are not the best way for grading.

I think that self evaluation and self grading made me have to step back and really assess my work and how much I put into it, it kept me accountable.

I think the self evaluation was very helpful and the self grading took away some of the performance stress which just helped me focus more freely on the content. I think self grading is fair but I would've preffered a little more reliance on you to grade because I feel like it is quite hard to judge ourselves.

self-evaluating helped me make adjustments to my work

I consider myself an honest person and i knew that I would want to give myself the best score but I also knew that i was not going to ask for a 5 if i felt like I did not try a good effort. Which

is why I think this works, I feel like it made me try even harder that I would have if someone else was grading my assignments.

Yea, I think it made me try to put in a lot of effort into the assignments, because I knew that the grade I give myself would have to be reflected in my work. I wanted to give myself a good grade and have the work to back that up, since I knew that the prof/ta would be looking at my work more closely. Also, for the presentations and projects it made me pay super close attention to how I was being graded and the rubrics for each assignment so that I could do the best there also. I really did not worry about my grade for this course, since I felt that I had enough points to get the grade I wanted (an A). And I felt like since I was grading myself, I wasn't stressing too much about how a grade would turn out, since I kind of knew what range it would be in.

If anything, I wish that I knew exactly how we would be grading ourselves for our final grade in homework 5. If we had a grade that was lower than what the traditional grade cutoffs suggest, I like that we could justify for a better grade and the grade cutoffs aren't as strict (so rounding grades isn't a problem). But I think I wouldn't want to go through that process (I didn't have to) and was glad that I had enough points to be in that A range. It felt a bit less lax than I originally thought, though I do think the process makes a lot of sense, so it would be nice to know exactly how that goes from the beginning of the course.

It helped me analyze my overall contribution to the class and what I took from it. The grading helped me feel more relaxed about credit and not worry whether I will pass or not, helping focus more on the content and learning.

1. i cannot see much influence.
2. i did not really since i could see how my grade had been along the way.
3. it was fair, and i think this honor-ish system would work for most people, especially when we were told that the staff was keeping an eye on it too.
4. not really.

1. self evaluation did change the way that I approached the course, I have more motivation to participate in the course which is different from regular course where I would only look at materials to meet the status quo.
2. I don't worry much beside the attendance portion since I know exactly what to do for the grade that I aim for.
3. I think it is, since different people are from different starting points, especially for this course we can have students coming from a more technical background apart from others.

Self-evaluation changed how I graded my assignments because it made me reflect on what effort I actually put in. I can't just give myself a 5 every single time so I had to look for areas where I could have put more effort in. I do worry about my grade but I worry more about not failing a class so I can graduate on time. I think self-evaluation is pretty fair.

1.The self-evaluation made me less stressed about testing. I could focus more on the content that interests me rather than worrying about what would be tested.

2.I was less worried about the grade because I learned that showing effort and critical thinking in this class was more important than the grade itself.
3.I think self-evaluation is a fair way of grading and I enjoyed taking the class this way.
4.I don't have any suggestions for changing the grading system in this class.

I think self-evaluation was a fair way of grading and was also a great motivator in putting in my best efforts into class. I liked how there was more certainty in my grades and so, I focused less on the grade and more on the learning process.

1. yes and no. sometimes i forget that i have to self-evaluate my work until the end when i get to that section. however, when i do remember, i typically put in more effort because i know i have to justify why i deserve that score.
2. compared to other classes, i hardly worried about my grade in this course. since there were no exams such as midterms or finals, i knew that i would do good as long as i put in the effort.
3. yes, i believe self-evaluation is a fair way of grading because people typically tend to be their own worst critic. as long as you can justify why you deserve that score, i don't think there's a problem with self-evaluation.
4, no, i'm pretty satisfied with the grading system of this class.

I think that self-grading is a fair way of grading when a TA or professor check to see if the grade highlights the work and effort put in

Self grading g was also a good self check on my work.

I think it was a fair way of grading, I was honest with everything.

1. Self-evaluation and grading did change the way I approached the course and assignments as it made me want to also do the work for myself and not just for a grade.
2. I did worry about my grade in this course, especially at the start, because I was really unsure about this grading methodology because it was completely new to me.

Self-evaluation and self-grading changed the way I approached the course and assignments by making me more reflective and honest about my performance, encouraging a focus on learning and personal growth rather than just the final grade, and this was helpful for me as I get very anxious and fixated on numbers a lot. I was less worried about my grade compared to other courses because this process allowed for a more personalized and introspective assessment. I believe self-evaluation is fair as it promotes accountability and self-awareness, though it requires honesty and reflection.

I never had a class where I had to self-grade myself. It changed the way I approached the course and assignments as I had to make sure that I put in the effort for everything I did. I did not really worry about my grade because I knew that I tried in the class. I think that self-evaluation is a fair way of grading especially since everything in the course is open ended. There are no exams but instead projects and it is important to self-reflect on everything that you do.

In terms of my own experience of self-evaluation, I feel like I am someone who is harder on myself, especially when I have to present my conclusion to another person, let alone a professor, but it made me think about the way I worked throughout the course and what I had set my goals as earlier in the quarter.

Self evaluation allowed me to better understanding why I was taking the course, what I should be expecting from the course, and how I can apply it to my future. It created a self reflection period between homeworks to better understand myself and the effort I put in.

Self-evaluation and self-grading allowed me to focus less on the uncertainty of a grade and more on the actual learning process.

I think self-grading is fair because it actually encourage students to learn from my perspective. If I didn't put enough effort, or if I did met some criteria of some assignments, I would be really hard for me to give a high score to myself, due to honesty. I think self-grading force me to do everything on the rubric and do what I can do to let me success.

It felt pretty strange as I didn't want take it too hard on myself, b it I also didn't want it to seem like I was just trying to get by easily. I worried often that I would get a grade very different from the one that I assigned, but thankfully that didn't happen. I think self-evaluation is hard to get right in terms of fairness because some students naturally tend to be harder on themselves while some others may be less perfectionist; maybe if a checklist or scale were added in to make the self evaluation more measurable that would help

I would say that I worry about my grades less but not because self-grading. It is more because the grade you give us are very reasonable.
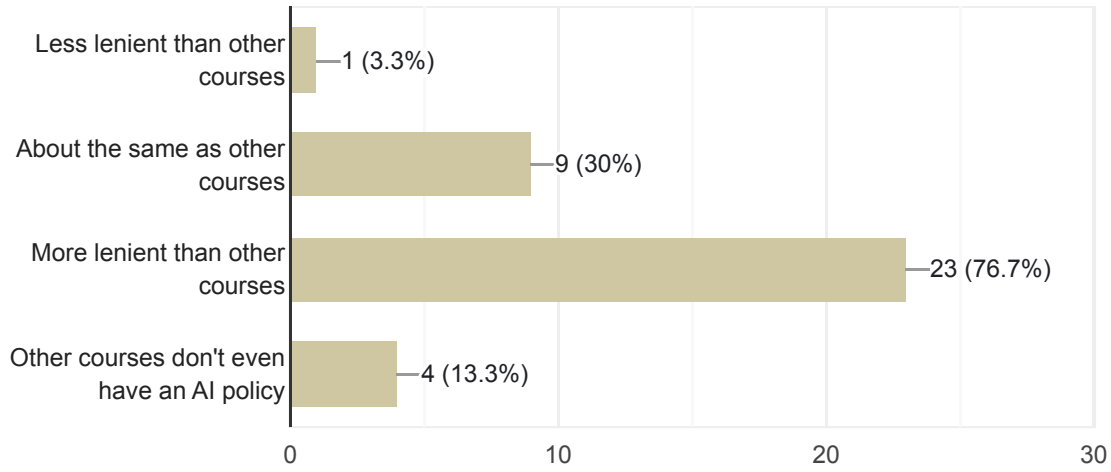
Yes, I think self-evaluation is a good way for grading (for smaller classes) because it give a way of confirming your own effort and it also kind of pushes you to do more. But when the class size gets big, it might be more complicated.

The [AI policy](#) for this course (in the FAQ section) is...   ⬓ Copy

30 responses

Chart data:

Response	Count
Less lenient than other courses	1 (3.3%)
About the same as other courses	9 (30%)
More lenient than other courses	23 (76.7%)
Other courses don't even have an AI policy	4 (13.3%)

Did you at any point (knowingly or accidentally) **violate the AI use policy?** To be specific, did you ever directly use the output of ChatGPT **as your own answer** on any assignments in this course?

If so, why did you do it? *(e.g., pressed for time, felt that AI summarized statements better than I could, etc.)* Is there anything that could have incentivized you to do otherwise?

(I'm not asking this to catch anyone, as the survey is anonymous, but rather because I'm genuinely curious about the utility of having an AI policy at all).

30 responses

Yes, debugging my existing MATLAB script after trying for 4 days straight on my own (I did not know matlab at all before this course)

I did not. I used AI as a tool but never as the solution.

Yes, I was pressed for time and accidentally used more GPT that I should have.

I used AI on one of the home works to code for me, and show me visual results. I also used it on the same homework to describe the results further, so I could further understand the results.

Probably in the small discussion when I really don't know what to say

No i did not.

I don't think I violated it I just used it to bridge my gaps in understanding and guide me if I got stuck somewhere.

no

No, I chose to use my own ideas and analysis than using AI's input but i did use it a good amount for better comprehension of the papers we read, but after understanding them I was able to generate a lot of ideas and answer any questions.

I used AI for the reading analysis portions of the homework assignments, but I don't think I violated any of the policies there. I might have accidentally for the final paper, since I was pretty pressed for time there.

no, I do not rely on AI I prefer to do my work and maybe use it to check for writing errors but Im

not a frequent user at all.

no.

No, I used GPT to summarize paper so that I can understand better. However, I did process and type all the words to any assignment.

Maybe? To be honest, I would write my answer down but then it sounded dumb to me and I would use AI to reword it into something more professional or coherent.

In our group presentation, I used ChatGPT to provide general weaknesses and strengths of the paper because I felt that the AI summarized statements better than I could at that moment.

No, I did not violate the policy. I used AI for the course, but did not copy output directly. I used the gist of the output to produce my own response or I used AI to slightly tweak grammatical errors in the writing I had already come up with.

no, while i often use AI to help synthesize and condense my thoughts, i've never directly copied its output to claim as my own.

I never directly put in output from ChatGPT

Only for coding portions of the homeworks

No, I never copy and pasted from ChatGPT, I only used it to help me understand the papers better.

I don't think I violated this because I mainly used it when the homework content was really difficult with MATLAB. That was the most I had done for copy and pasting, but for any analysis, it was all my own.

I did not

I did not violate the AI use policy. I would use AI as a guide for the homework especially breaking down the key points of the papers to help me further understand the paper when I was struggling and did not understand what was going on. After having AI break it down, I would reread the paper with a better understanding.

No, I think explicitly allowing students to use AI as a study tool or a summarizing tool made me feel a little guilty about copy-pasting. Also, the UCSD AI policies and punishments are not worth finishing a homework assignment on time just to get it done. I went through a trial a while back and it took them 1 year and 2 months to tell me that I wasn't guilty. It was incredibly stressful knowing that I could have faced a suspension for something I didn't even do.

I did not, AI was used as a tool for sure to guide me on what to write or my approach to study, but I do think it was a lot more emphasized in this class to utilize AI so in other such cases, students would be more likely to violate the policy.

I did not violate the AI policy because I never directly used the output of ChatGPT.

I didn't violate the AI use policy. I only used chatgpt for generating codes for analysis (I know we are allowed to), brainstorming ideas, and summarizing papers.

I tend to not use the AIs direct outputs ever just because of how often I see imperfections in it, so probably not

I did not, but I want to say a little bit for the previous question. For other programming based classes, like COGS 108 and 190 series, AI usage is encouraged. For other classes, AI usage is not encouraged.

I don't think so. I think AI is a good search engine that give random answers sometimes (just like Epsilon-greedy) and also very good in helping constructing your ideas.

Would you describe this class as an **"easy A"** to someone? Why or why not?

26 responses

Yes, but only because you know that if you put in the work, you have an expected outcome. Other classes will hide grades or give 2 assignments that you have to get near perfect marks on which leads to a really unstable perception of the class. This class, the I/O is very predictable in the sense that you will get what makes sense for your efforts and its made me work harder as a result.

I would say that it is not an easy A but it's also not a difficult one either. The A took effort and consistency as all good things do but I never felt pressure in my pursuit.

I would say it's an easy A if you're curious about the topic and put in a solid amount of effort.

It is not easy. You could easily NOT get an A by not going to class. The final project requires you to have paid full attention in the entire course for you to even come up with your own topic of research. The same goes for the group presentation.

I would say it is an easy A if you put like 12-14 hours outside of the class.

I don't think the class is an easy A but rather it encourages me to get an A much better than any class I've taken before.

its an "easy A" if you do everything

NO, i would say if you do the work you'll likely get an A but not if you are lacking off. like the assignments are very straight forward and the projects are as well.

Yes, since a lot of it is effort based and there are no tests. There is a lot of wiggle room to be able to get an A.

50/50. It is easy if you put in the required effort (which is not a crazy amount) but you can easily fail if you are not active in assignments, class, etc.

no cuz you need actual effort, and attendance, do the hw which takes up lots of time, and active participation. though the A (if as expected) was not too hard in my opinion since I do enjoy the whole class.

Yes at least when taken in Summer. Its pretty much just answer a few questions on the assignments, turn them in on time, grade yourself on how well you did, and presenting and speaking in front of an audience.

This class is not an easy A for me. It involves a lot of critical thinking and paper reading analysis, which require effort and time .

I would not describe it as an "easy A". The effort you put in is what you will receive.

yes, if you put in genuine effort

No, you need to work for it. Your final and group project is not an easy A

Yes if you are willing to put in the work. If you don't attend section or don't do the homework with consistent effort, then this translates in your work and your grade won't be an "easy" A.

No, because it demands active participation and thorough engagement with the course materials.

I would describe this class as an easy A especially since the majority of the grade is participation. For the class, all you have to do is put effort into your work and to actively participate in class. Participation will further your understanding in the course which will help you with the homework and projects.

I would say it's more of a "you get what you put into it" course.

Not necessarily, I do think if you do not participate or attend class, you will for sure not get an A, but if you have the passion, interest, and involvement within the class structure I think it would be "easy" to obtain an A

I would not describe it as an easy A. The effort you put in is what you receive and I think that is fair.

I think this class is definitely easier than those math, cs, and engineering class. But I don't think it is an easy A, since I had taken some easy A classes before. They require you to put little effort and you still can get an A at the end of the class because the professors didn't care about their students. But this class is different. I'll say you can get an easy A if only if you put enough effort which is fair. This class's homework is definitely harder and taking longer time. So I won't say this is an easy A class.

Maybe a medium A? I think if this were offered during the school year the assignment load would be much more relaxed but it was a bit of a scramble for me towards the end

This is not an "easy A" class, but a "reasonable A" class, which I think is good. An easy A would probably be COGS 1 or 101 series.

To be honest, if some one just want to spend minimum effort and get a grade, they might be able to do it with the setup of this cours , but that does no good for their own education

purposes. I think to earn a "solid A" in this class and learn a lot, you must actually spend effort and make the thought process. However, the effort is different than traditional test taking and review effort, it is more research oriented and more creation process envolved (which is what I like and one of the major reason why I think this course is amazing).

What **pre-requisite courses or skills** do you think this course requires? I am in the process of officially changing the course description and pre-reqs, so your input here would really help.

24 responses

Maybe another CS class though I'm unsure. I am sure the MATLAB stuff might have thrown cogs students in a loop considering we take COGS18 (a python course) instead of CSE

Know a little bit of matlab.

I felt like I didn't need any. ML courses might have helped.

I do not think any more pre-reqs are required other than COGS1. If you really wanted to, probably 107A, but that's it. You mentioned you did not require much coding knowledge in the class so perhaps not COGS 108 either.

The basic neuroscience info is needed. Cogs 17 is enough.

I think basic Cogs classes and a few skill specific classes like cogs 18 are important.

not sure

I think I would have been fine if I had not taken statistics and programing and even calculus. I also think that there were a few formulas that we worked with but we had time to decipher them in class. as long as someone is upper division they should be able to perform well.

I do think a intro coding/computational class (like COGS 18:Intro to Python) would be useful. I think some of the background I had in that area was really necessary for homework 3. I also think that a research methods class (like COGS 14a or PSYC 70) was pretty necessary for the individual project and for analyzing papers for the homeworks and group assignments. But these are classes that most upper div COGS/PSYC students have completed, so it still makes it a super accessible class. I don't really think COGS 17 (neurobio) was really necessary for understanding the course, since the parts of the class that did incorporate those concepts were super basic and a majority of the class didn't really cover that.

Probably Psyc 108 (cognitive neuroscience)

some coding skills. at least some numpy or panda experience.

The way this course was structured felt very similar to COGS 1 where you are just exposed to the concepts. However, what this course did do differently was go into more depth into those

concepts and how they are used. Maybe some basic coding, math, psychology, and cognitive science requirements. Pretty much requirements taken in lower divisions.

COGS 17

I think that COGS 108 would help with the homework from week 3

Maybe just Cogs 1

I don't think that this course even really required COGS 17, which was the prerequisite. I would say that this class overlapped with material I covered in my COGS 1 and PSYC 3 courses, but even then, you don't need this information to take this course.

I think a basic understanding of cognitive science concepts and research methods would be beneficial.

COGS 108

I think having taken COGS 17: Neurobiology of Cognition and COGS 14A: Introduction to Research Methods will come in handy for the course. I had Johnson for 17 and Barrera for 14A, both very passionate professors, but it's not always a guarantee that students will get those professors.

To input more MATLAB assignments or code, MATH 18 would be a start but do look into other courses that utilize MATLAB. Since I took math 18 but had no idea on how to do the matlab code, I think having an intro or your own video on how to approach the code would help (like a sample example). COGS 17 / 107A are great intro courses for cog sci and would for sure greatly help learning how to design a research question while they are able to understand course topics easily.

COGS 17

I think an intro course in Python would be helpful, maybe the standard math prerequisites (so like math 18 or 10 series or something). Maybe COGS 17 as well, but I don't remember having to use my knowledge there at any point for this course. However, that might be different for someone who focused more on the neuroscience topics in their homework and presentations

From what we have currently, I think the MATH prereq can be deleted, bc it's somehow irrelevant to this class. However, I believe taking COGS 107 A before this class would be helpful.

Cogs 17 (general neuroscience understanding, probably no need Cogs 107 series)

Some sort of ML course, maybe not Cogs 108 or 109, they are computation but not really relevant, maybe Cogs 118A or Cogs 118B.

Maybe ideally an RL course, maybe the one that you are planning to teach?

Finally, comment on my teaching style. What did you like? What did you not like? How could I improve as an instructor? *(You might want to save what you wrote here to submit for my official instructor evaluations!)*

30 responses

I liked the environment you created with your demeanor and teaching style. You always left room for questions about the lecture and I think the small group DURING class was ingenious since it made me listen to the ideas of others outside of the 5 or so people I spoke to within my discussion group. Your teaching style with grading is for sure more on the novel side, but I ended up appreciating it for what it is and if anything found it extremely refreshing. The way you teach was also incredibly understandable and I never felt stupid for not understanding things the first time around and going about asking questions. Kudos Professor Lai, this was a great class.

I loved your teaching style cause it doesn't feel like a traditional classroom. I felt more open and accepted due to the limited size of the course. andI felt more present in the course material through the constant collaboration and attention. You are also a little spunky yet thorough and have a clear communication style. All in all, I loved this class.

I really liked your helpful and understanding approach. It definitely made everyone feel more welcomed.

I liked your attitude a lot. Very positive, enthusiastic, and encouraging.

I really like your teach style. I received a lot of help. Hopefully I will still at UCSD at next fall. I would definitely reach out to you!

I think you are an amazing teacher. I loved your outlook and how understanding you were but also kept us accountable to learn and do our work.

I loved your teaching style I dont think I would change anything about it.

I like that your teaching style is unique and you try to implement a structure that is different from regular courses.

You were great!! not just your philosophy, but maybe I can offer something unique here, and focus on your energy. You were phenomenal, you smiled you were confident you had great energy. It goes a really long way, believe me when professors do nothing more than just read off the slide and lecture without giving student a chance to be engaged, it is so hard to pass those classes. It is excruciating to attend those lecture. I personally feel cheated when its like that, how am I supposed to do my best in that kind of environment when things can easily be better with a bit of effort from the professor? Anyway thank you for that. also you were humble and never felt like you were bragging about your Harvard degree.

I really enjoyed your teaching style! The lectures are super clear and easy to understand, even though there were a couple more difficult concepts. The lecture slides were also really well made. I like how you break things down in a way that's digestible, and I like how we covered a broad range of concepts. I'm super impressed with how this class was built really well and how it was remade to be available more students. You also seem super reliable, knowledgeable, and credible which is always nice to have in a professor. On top of that, you also are really kind and understanding :) I think it was really awesome to see you engage in "easier" concepts while still having the capacity to engage in harder concepts as I saw in some of the individual presentations. Having that range is a serious strength that makes you accessible to a really broad range of students. I think that UCSD is super blessed to have a professor like you, and I'm super jealous of the future students that will be able to take some awesome classes from you!!! Thank you so much <3

I loved the leniency and interactiveness! Felt like talking to a cool friend who is also your teacher lol

I loved it!! it was very chill but still instructional, and i liked that the classes facilitated interaction as a person very pro that. you are great no need to change anything!!! :)) thank you for spending these 5 weeks with us!

Great professor, enjoyed the comments that you were leaving for the homework assignments.

I think your teaching style is fine. You were very enthusiastic about the topics and so heart-warming to everyone. There was nothing I disliked. I think you are better than most professors.

The professor is very caring toward every student, with a passion for teaching and open to adjusting to find the best ways for her students to learn, while also understanding their diversity.

I really liked how friendly and down-to-earth Lucy was. She promoted a welcoming environment and allowed students to engage without the pressure of needing to be right or needing to be extremely expressive. She made lectures engaging and fun to listen to and was very well-prepared and organized in how she taught material. I liked how she explained her teaching style at the beginning - it was helpful to know what to expect.

i really enjoy how engaging and interactive the class is. i also always appreciate the detailed feedback and comments i get for each assignment and it makes me feel supported in this class. overall, i really like the class structure and especially how understanding most policies are.

I liked having to discuss about what we learned at the end of each lecture so it would go in my long term memory

You did a great job in my opinion. Keep up the teaching enthusiasm

You were always very nice and always had a great/positive attitude. Sometimes I felt like the hw was too long for s 5 week class but otherwise always very helpful to help us not be overwhelmed.

I really liked how you kept the class engaging and interesting by varying the order in which we would do work in the class, but always kept the same activities that encouraged interaction and comprehension during the lecture. In other words, you weren't just lecturing without end. You varied the input I was hearing and listening to. I liked how you were also able to hold the class without making zoom feel "awkward" if that makes any sense.

I appreciated the interactive and engaging teaching style, which fostered active participation and collaboration, and I was able to tailor my learning experience to my interests.

I liked how interactive the class was and how the class was graded. Some things that could be improved on is timing of the class as sometimes it would run a little late. But that could also be since the class was online and occasionally starting late due to waiting for people to log onto zoom.

I liked the interactive teaching style and the support system that you provided. It might be hard to do that with a larger group of students, however with this smaller group, even though I wasn't a student that spoke up much or really directly interacted with you, I felt surprisingly safe within the class environment and it's rare that I find that in my classes at UCSD.

I did really like how you provided a lenient policy on the course's structure and the way you approached homework allowed for more self reflection which I liked! I do think you would strive better in a more longer class time frame, but with this class format, possibly allowing discussion sessions to relate more to learning goals or to contribute to group / final presentation support.

I really liked Lucy's teaching style! She was very welcoming and I liked how she was more fluid in how she approached class and engagement. Overall, the class was very well-organized and Lucy's enthusiasm made class interesting and fun.

I like your teaching style. Every class is very well organized and a lot of discussion time. In other lectures, people even don't know each other by the end of the class, but I know some classmates from this class and this actually increase my education experience. I also like how you grade this course. I feel like letting me do self-grading will foster me to do everything in the rubric cuz I know what to do to get an A. In other class, your destiny can't be foreseen. Sometimes you put all the effort in your whole life to a course but you still get a B (which is pretty common in some math and bio classes). I don't like that. So I prefer your grading better, as it really encourage to learn the materials and understand it.

I think you ran the course very well and the only changes I would make are the ones I already mentioned

everything is perfect. I think you are a very vivid professor, and your teaching style is awesome. The only thing I want to know is, are you able to tell the difference between people who are actually working hard and the slackers?

Keep following your teachning philosophy, I really like it and I think it would benifit student learning a lot!

End

Google Forms