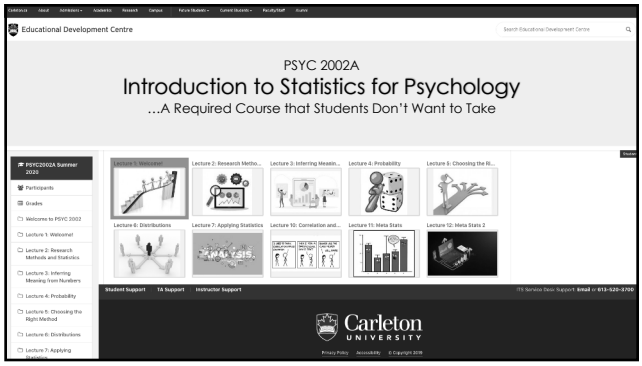
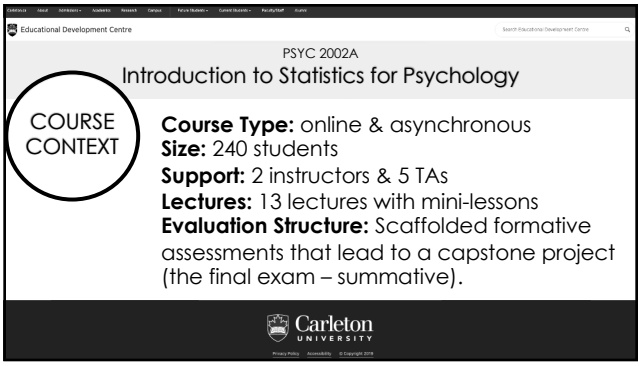
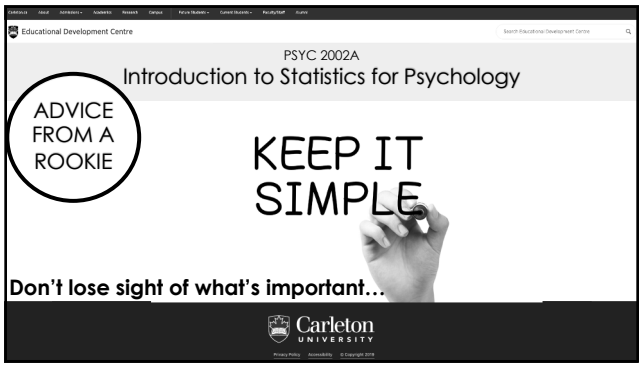

Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
...A Required Course that Students Don't Want to Take
Carleton UNIVERSITY

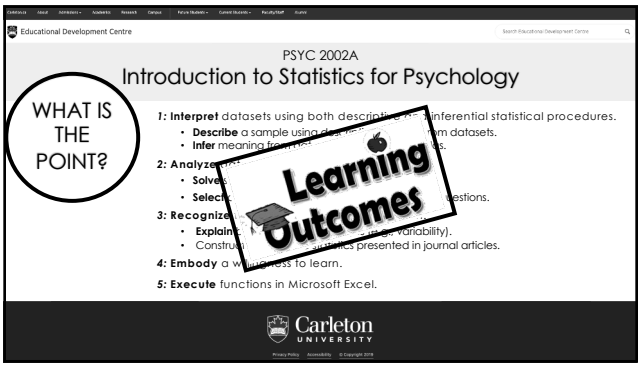
1


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
COURSE CONTEXT
Course Type: online & asynchronous
Size: 240 students
Support: 2 instructors & 5 TAs
Lectures: 13 lectures with mini-lessons
Evaluation Structure: Scaffolded formative assessments that lead to a capstone project (the final exam – summative).
Carleton UNIVERSITY

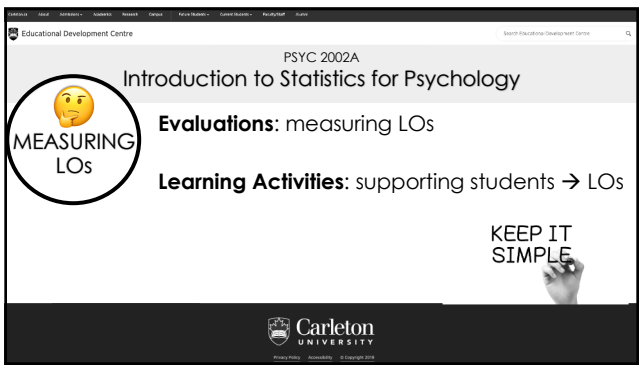
2


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
ADVICE FROM A ROOKIE
KEEP IT SIMPLE
Don't lose sight of what's important...
Carleton UNIVERSITY

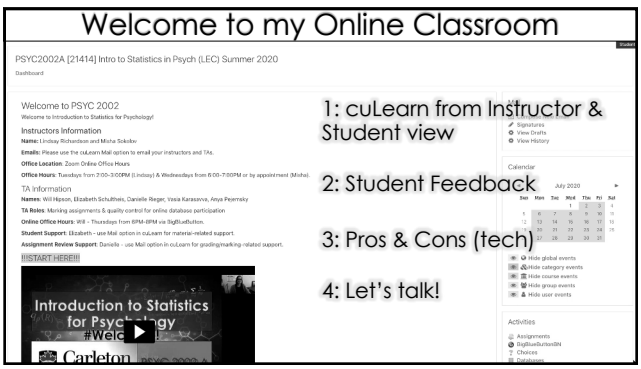
3


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
WHAT IS THE POINT?
Learning Outcomes
Carleton UNIVERSITY

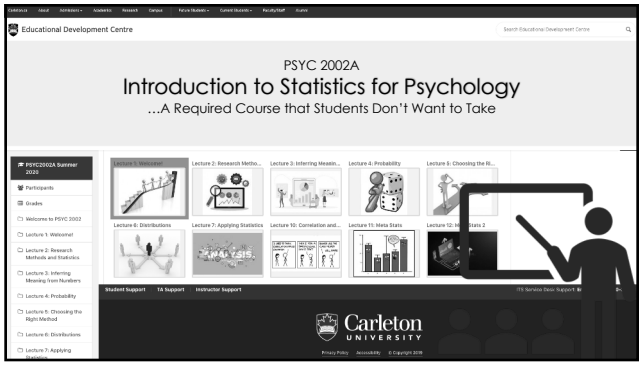
4


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
MEASURING LOs
Evaluations: measuring LOs
Learning Activities: supporting students → LOs
KEEP IT SIMPLE
Carleton UNIVERSITY

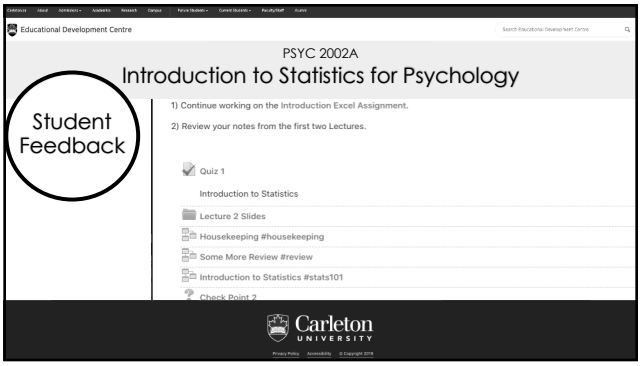
5


Welcome to my Online Classroom
PSYC2002A [21414] Intro to Statistics in Psych (LEC) Summer 2020
1: cuLearn from Instructor & Student view
2: Student Feedback
3: Pros & Cons (tech)
4: Let's talk!

6



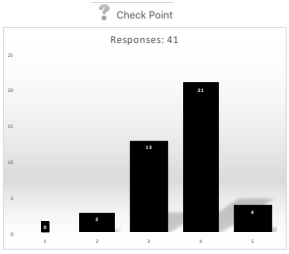
7



8

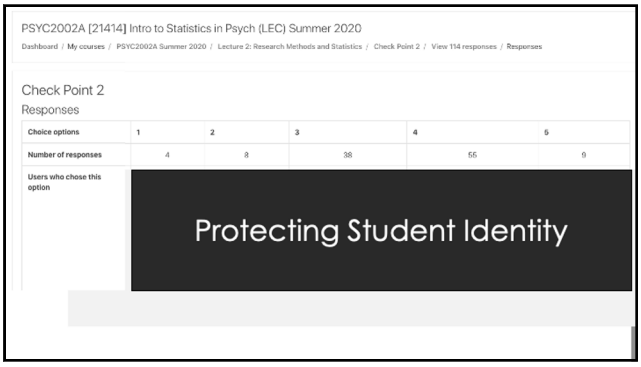
Transition: Check Point #2

- At the end of Lecture 2, you were asked to:
  - *"rate how confident you are in your understanding of the material so far".*
- This was done using a 5-point Likert Scale.
  - Where 1= Not at all confident, and
  - 2= Extremely confident
- We will be going over data visualization in the upcoming mini-lesson #graphsnstuff.
- For now, here are the results:



PSYC 2002 – Introduction to Statistics for Psychology 9

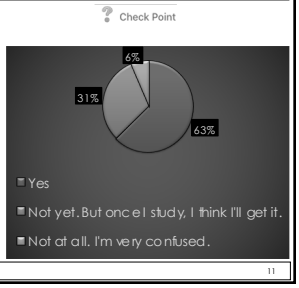
9



10

Transition: Check Point #3

- At the end of Lecture 3, you were asked:
  - *"Do you feel as though you understand the material so far?"*
- Possible responses were:
  - Yes
  - Not yet. But once I study, I think I'll get it.
- Here are the results (*n* = 32):

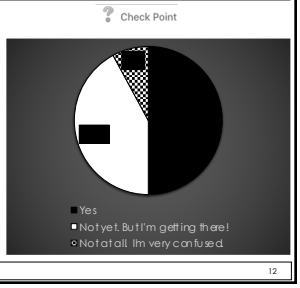


PSYC 2002 – Introduction to Statistics for Psychology 11

11

Transition: Check Point #5

- At the end of Lecture 3, you were asked:
  - *"Do you feel prepared for the assignments?"*
- Possible responses were:
  - Yes
  - Not yet. But I'm getting there!
  - Not at all. I'm very confused.
- Here are the results (*n* = 38):

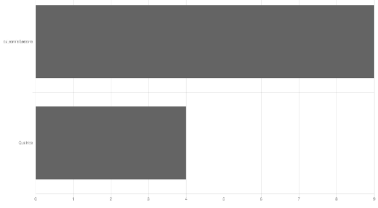


PSYC 2002 – Introduction to Statistics for Psychology 12

12

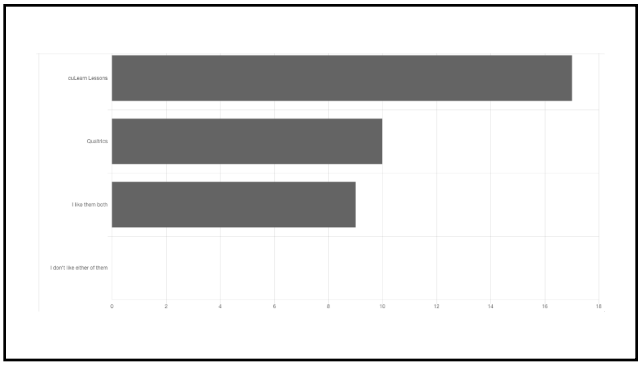
Student Feedback – thank you!

- cuLearn or Qualtrics?



- Everything in cuLearn
- Familiarity
- Loading issues
- Progress Bar
- "I like both"
- Clearer A/V
- Shorter videos
- Easier to watch

13



14

- *"In Qualtrics you cant navigate as well as you can in cuLearn."*
- *"Easier and have more experience with cuLearn. cuLearn also gives a list of topics that are going to be covered so it helps with time management."*
- *"The one thing I prefer with CuLearn is seeing the checklist of videos in the lesson so I know here I'm at in the lesson. But they both work great overall!"*
- *"Qualtrics makes the video very small, while for whatever reason I can see better on cuLearn. I also prefer the interactive arrows on cuLearn and the links to other things in the lesson. While there is progress bar now in Qualtric s, it still doesn't say the actual percentage of how far along I am."*

15

Student Feedback – thank you!

Areas of Strength

- Interactivity & Questions
- Software review (spss & excel)
  - Excel demonstrations
- Sorting lecture material
- Different options for learning
- Support opportunities
  - Prompt support
- Smaller chunks
- "Not as hard as I thought"
- Short assignment
- Structured and Organized

Areas for Growth

- Play around more in Excel
- Too many tabs and links in cuLearn
- Lengthy Excel demonstrations
  - But rushed at points.
- All lessons in one file.
- One whole video please
- More engaging material
- Looking at the screen and following along in demonstrations.
- Release lectures sooner
- Organization of quizzes and assignments

16

Student Course Feedback

- Questions:
  1. (Areas of Strength) What are three best things about this course?
  2. (Areas for Growth) What are three things you wish you could change about the course?
- Responses:
  - *n* = 28

17

Student Course Feedback

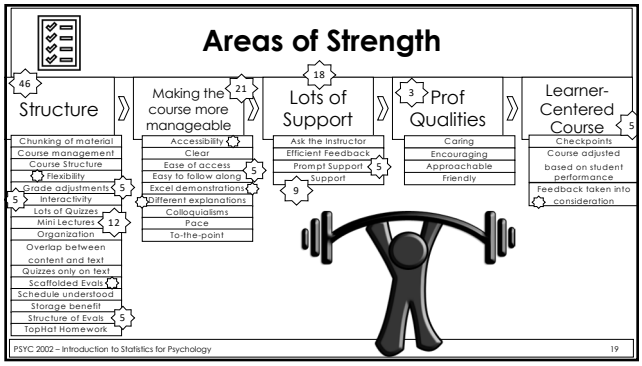
Areas of Strength

- Course Structure (46)
- Making the course more manageable (21)
- Lots of Support (18)
- Professor Qualities (3)
- Learner-Centered Course (5)

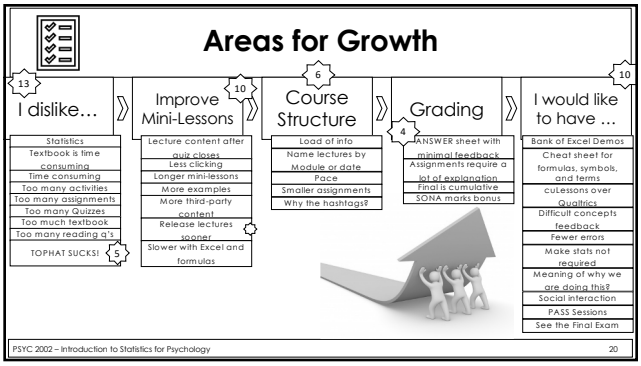
Areas for Growth

- I dislike… (13)
- Improve mini-lessons (10)
- Course Structure (6)
- Grading (4)
- I would like to have… (10)

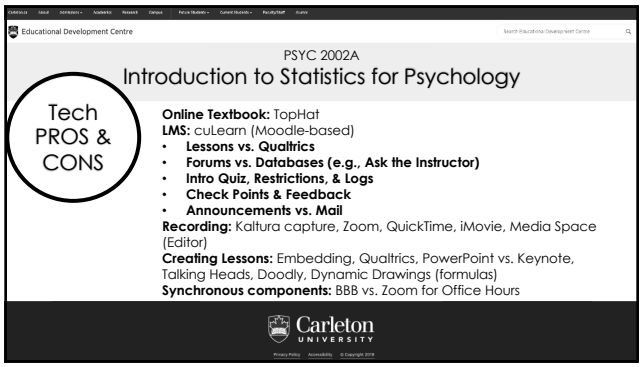
18


Areas of Strength
Structure
46
Chunking of material
Course management
Course Structure
Flexibility
Grade adjustments
5
Interactivity
5
Lots of Quizzes
Mini Lectures
12
Organization
Overlap between content and text
Quizzes only on text
Scaffolded Evals
Schedule understood
Storage benefit
Structure of Evals
5
TopHat Homework
Making the course more manageable
21
Accessibility
Clear
Ease of access
5
Easy to follow along
Excel demonstrations
Different explanations
Colloquialisms
Pace
To-the-point
Lots of Support
18
Ask the Instructor
Efficient Feedback
Prompt Support
5
Support
9
Prof Qualities
3
Caring
Encouraging
Approachable
Friendly
Learner-Centered Course
5
Checkpoints
Course adjusted based on student performance
Feedback taken into consideration
PSYC 2002 – Introduction to Statistics for Psychology
19

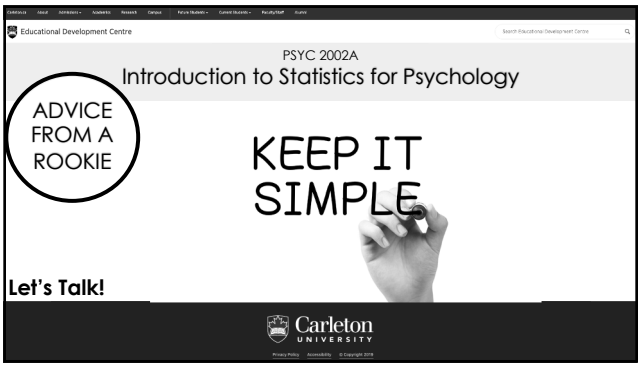
19


Areas for Growth
I dislike...
13
Statistics
Textbook is time consuming
Time consuming
Too many activities
Too many assignments
Too many Quizzes
Too much textbook
Too many reading q's
TOPHAT SUCKS!
5
Improve Mini-Lessons
10
Lecture content after quiz closes
Less clicking
Longer mini-lessons
More examples
More third-party content
Release lectures sooner
Slower with Excel and formulas
Course Structure
6
Load of info
Name lectures by Module or date
Pace
Smaller assignments
Why the hashtags?
Grading
4
ANSWER sheet with minimal feedback
Assignments require a lot of explanation
Final is cumulative
SONA marks bonus
I would like to have ...
10
Bank of Excel Demos
Cheat sheet for formulas, symbols, and terms
cuLessons over Qualtrics
Difficult concepts feedback
Fewer errors
Make stats not required
Meaning of why we are doing this?
Social interaction
PASS Sessions
See the Final Exam
PSYC 2002 – Introduction to Statistics for Psychology
20

20


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
Tech PROS & CONS
Online Textbook: TopHat
LMS: cuLearn (Moodle-based)
Lessons vs. Qualtrics
Forums vs. Databases (e.g., Ask the Instructor)
Intro Quiz, Restrictions, & Logs
Check Points & Feedback
Announcements vs. Mail
Recording: Kaltura capture, Zoom, QuickTime, iMovie, Media Space (Editor)
Creating Lessons: Embedding, Qualtrics, PowerPoint vs. Keynote, Talking Heads, Doodly, Dynamic Drawings (formulas)
Synchronous components: BBB vs. Zoom for Office Hours
Carleton UNIVERSITY

21


Educational Development Centre
PSYC 2002A
Introduction to Statistics for Psychology
ADVICE FROM A ROOKIE
KEEP IT SIMPLE
Let's Talk!
Carleton UNIVERSITY

22