
Default Question Block

Department of Psychology student mid-term survey (Michaelmas Term)

Please complete by 10am, Tuesday 10 November 2020.

To ensure our online teaching is meeting your needs, we appreciate any feedback you can give in this survey, which is for papers taught by the Department of Psychology.

- The survey is fully anonymous, and the primary aim is to gather feedback to help improve your learning outcomes.
- The anonymised responses will be discussed at the Staff/Student committees taking place w/c 9th November, from which action points and improvements will be decided.
- All questions are optional unless marked as (*mandatory*). At any point before you submit, you can amend your responses throughout the survey.
- We recommend you answer the survey on a laptop or desktop computer.
- When you've made your way to the end of the survey, you'll be greeted by a wholesome token of thanks!

You are also invited to take part in an optional research study using the data from this survey. Further information is on the next page.

For any questions you have about the survey, please email teaching@psychol.cam.ac.uk.

If you've been finding this term challenging, please do speak to your college tutor or DoS. You can also explore the University Counselling Service here: www.counselling.cam.ac.uk/studentcouns

Message of thanks from Dr Kate Plaisted-Grant (Deputy Head (Education) of the Department of Psychology)



0:00 / 1:37



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Study Information and Informed Consent

The study information can be found here: rb.gy/9vftd1

Informed consent

Please tick all six options to give your consent to be part of the research study. If you do not give consent, you can move to the next page without responding.

- ☐ I confirm that I have read and understood the information about the study.
- ☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
- ☐ I understand that all personal information will remain confidential and that all efforts will be made to ensure I cannot be identified (except as might be required by law).
- ☐ I understand that following open data recommendations the data and findings obtained in this study may be shared with the research community, for example, by uploading the anonymised data file onto an online data depository.
- ☐ I confirm that I am at least 18 years of age.
- ☐ I agree to take part in the above study.

Block 1

About You

Tell us your year and paper choices so we can best use your feedback.

Which year are you in? (*mandatory*)

- ☐ PBS Part IA (inc. those borrowing [PBS IA papers](#))
- ☐ PBS Part IB (inc. those borrowing [PBS IB papers](#))
- ☐ PBS Part II (inc. those borrowing [PBS II papers](#))
- ☐ NST Part IB
- ☐ NST Part II (inc. BBS)
- ☐ PNB Part II (inc. BBS)

Which Psychology papers are you taking? (*mandatory*)

- ☐ PBS1 (Introduction to Psychology)
- ☐ PBS2 (Psychological Enquiry and Methods)
- ☐ PBS3 (Social and Developmental Psychology)
- ☐ NST IB/PBS4 (Cognitive Neurosciences and Experimental Psychology)
- ☐ PBS5/NST Research Project
- ☐ PNB research project
- ☐ PBS6 (Developmental Psychopathology)
- ☐ PBS7 (Advanced Topics in Social Applied Psychology)
- ☐ PBS8 (The Family)
- ☐ NST Paper 1 (Methods of Inquiry in Psychology)
- ☐ NST Paper 2/PBS9/PS2 (Cognitive and Experimental Psychology)
- ☐ NST Paper 3/PBS10/PS3 (Behavioural and Cognitive Neuroscience)

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About the course

We are interested in students' experiences with remote learning. There are many aspects to remote learning, and we would like to learn more about your opinions and experiences. The questions below are structured around your overall evaluation of remote learning, your experience with various platforms and modes of learning, and your level of satisfaction with specific aspects of remote learning. **In your responses please refer only to core PBS papers (including Experimental psychology 1B/PBS4, PBS10 and PBS11/NST paper 2 and 3).**

(mandatory)

	Not at all	Slightly	Moderately	Very	Extremely
How satisfied are you with your papers this term?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How engaging have you found your papers generally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent has the move to remote teaching met your expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the information and guidance you received on how to participate in online teaching sessions (i.e. lectures, Q&As, practicals, workshops etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the last question ('How satisfied are you with the information...?'), please feel free to expand on your answer in the box below, providing any detail which can help us address problems.

(mandatory)

	Not at all	Slightly	Moderately	Very	Extremely
To what extent has the switch to remote learning affected your ability to socialise with other students on the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Covid crisis and lockdown can present huge changes both practically and emotionally. To what extent has the switch to remote learning... *(mandatory)*

	Not at all	Slightly	Moderately	Very	Extremely	Prefer not to say
Positively affected your psychological wellbeing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negatively affected your psychological wellbeing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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About the course (continued)

In your responses please refer only to core PBS papers (including Experimental Psychology 1B/PBS4, PBS10 and PBS11/NST paper 2 and 3).

(mandatory)

	Never	Infrequently	Some of the time	Frequently	Always
Considering that all lectures are recorded, how often do you first attend lectures at their scheduled time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you view the lectures more than once?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you attend lectures together with other student (or students), who are physically in the same room as you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do lectures (live or pre-recorded) over-run (go over 50 minutes)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do lectures (live or pre-recorded) feel too short and/or have been under 35 minutes in length?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you experienced technical problems participating in online teaching sessions (i.e. lectures, Q&As, practicals, workshops etc.) e.g. with equipment or connectivity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the last question ('Have you experienced technical problems...?') please feel free to expand on your answer in the box below, providing any detail which can help us address problems.

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About modes of teaching

Not all papers use the same format for delivering lecture content. For example, some papers have provided primarily live lectures while others have provided mainly pre-recorded lectures. Some lectures have been delivered using MS Teams, while others have been delivered using Zoom. Please can you indicate the number of lectures in a typical week that were delivered across the various formats, and then indicate your level of satisfaction with them. **In your responses please refer only to core PBS papers (including Experimental Psychology 1B/PBS4, PBS10 and PBS11/NST paper 2 and 3).**

On an average week, how many of your online teaching sessions have been in the following formats/platforms? (*mandatory*)

	None	Very few	About half	Most or all of them
Pre-recorded lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Live online lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panopto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with each of the following formats/platforms? (*mandatory*)

	Not at all	Slightly	Moderately	Very	Extremely	N/A (not used)
Pre-recorded lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Live online lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panopto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

About modes of teaching (continued)

In your responses please refer only to core PBS papers (including Experimental Psychology 1B/PBS4, PBS10 and PBS11/NST paper 2 and 3).

Please answer the following questions about different teaching modes.

To what extent have you found **pre-recorded lectures**... (*mandatory*)

	Not at all	Slightly	Moderately	Very	Extremely
Effortful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent have you found **live online lectures...** *(mandatory)*

	Not at all	Slightly	Moderately	Very	Extremely
Effortful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Referring to in-person teaching you had in previous years*, to what extent have you found them... *(mandatory)*

**if you are a Part 1A student, those would be lectures or classes you attended before University*

	Not at all	Slightly	Moderately	Very	Extremely
Effortful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 3

About supervisions

Please indicate the number of supervisions in a typical week that were delivered across the various formats, and then indicate your level of satisfaction with them. In your responses please refer only to core PBS papers (including Experimental Psychology 1B/PBS4, PBS10 and PBS11/NST paper 2 and 3).

In an average week, how many of your supervisions have been... (*mandatory*)

	None	Very few	About half	Most or all of them	N/A (I haven't had any supervisions)
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with the format for your online supervisions? (*mandatory*)

Not at all	Slightly	Moderately	Very	Extremely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with the format for your face-to-face supervisions? (*mandatory*)

Not at all	Slightly	Moderately	Very	Extremely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 4

About your experience

The following questions go into greater detail about your personal experience of remote learning. Please feel free to share your insights, but don't feel obliged to give an elaborate answer to every question below.

Are you satisfied with the balance of teaching modes, such as live teaching, pre-recorded lectures and Q&A sessions?

☐ Yes

☐ No

Please feel free to expand on your response in the box below.

There may be technical, educational, or social aspects of remote learning that you find particularly helpful or particularly challenging. Those would be different for each student. For example, some may find the ability to pause lectures helpful, while it may be completely unimportant for others. Some may delight in the opportunity to attend lectures alone, while others crave the social interaction. Please tell us about your experience – what you found helpful, and what you found more tricky.

What constructive feedback can you give the course team in order to improve our remote learning provision? Is there anything you would like to see changed?

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If you are having specific difficulties with borrowed papers, practical classes, or your project, please tick yes below and expand on your answer in the box below.

☐ Yes

☐ No

Please tell us what difficulty you are facing and for which paper.

Do you have any specific difficulties with practical classes?

☐ Yes

☐ No

Please tell us what difficulty you are facing.

Do you have any specific difficulties with your research project?

☐ Yes

☐ No

Please tell us what difficulty you are facing.

Block 9

Thank you for taking part!

We really appreciate your time and attention, and will do our best to use the answers well to support your learning this year.

As a token of our thanks, here's a link to the Good News Network (www.goodnewsnetwork.org) plus all number of animal live cams: explore.org/livecams

If you've been finding this term challenging, please do speak to your college tutor or DoS. You can also explore the University Counselling Service here: <https://www.counselling.cam.ac.uk/studentcouns>

Research study debriefing

Thank you for participating in this study. We will now explain a bit about the background and aims

of the study.

To ensure our online teaching is meeting student needs, we must gather information from students about how things are going for you this term. Similarly, to ensure that our online teaching is not overly burdensome for staff, we need to know how things are going on for them. Are staff and students facing any specific practical difficulties we can help with? Is there something about our approach to online teaching that we need to change?

The survey you completed includes a breadth of questions to capture a number of aspects of the experience of students and staff in online teaching. Our plan is to use the survey to inform online teaching provision at the department of Psychology.

If you would like to learn more about the topic of the research, you might find the following literature of interest:

- Gourlay, L. (2020). Quarantined, Sequestered, Closed: Theorising Academic Bodies Under Covid-19 Lockdown. *Postdigital Science and Education*, 1-21.
- Littlejohn, A. (2020). Seeking and sending signals: remodelling teaching practice during the Covid-19 crisis. *Access: Contemporary Issues in Education*, Vol. 41

If you have any questions about the study, feel free to contact the Principal Investigator **Deborah Talmi** at dt492@cam.ac.uk.

Thank you once again for your help with this research.

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