

Teaching: Recent Coursework

summary: 22 courses, 4 institutions, ~2400 students

Winter 2024:

Basic Research Methods (PSYCH 291, U. Waterloo). Number of students: 43

Fall 2023:

Cognitive Neuroscience (Psych 261, U. Waterloo). Number of students: 143

Spring 2023:

Applied Cognitive Psychology (PSYCH 470, U. Waterloo). Number of students: 25

Winter 2023:

Introductory Psychology (PSYCH 101, U. Waterloo). Number of students: 388

Fall 2022:

Basic Research Methods (PSYCH 291, U. Waterloo). Number of students: 297

Fall 2021:

Basic Research Methods (PSYCH 291, U. Waterloo). Number of students: 173

Arts & the Fourth Industrial Revolution (ARTS 140, U. Waterloo). N. of Students: 36

Introductory Psychology (LIBS 1085, Conestoga). Number of Students: 40

Artificial Intelligence (LIBS 1095, Conestoga). Multiple Sections. Number of students: 120

Spring 2021:

Applied Cognitive Psychology (PSYCH 470, U. Waterloo). Number of students: 40

Artificial Intelligence (LIBS 1095, Conestoga) Multiple Sections. Number of students: 120

Winter 2021:

Dynamics of Human Behaviour (PSYC 72240, Conestoga). Number of Students: 31

Cyber Psychology: The Self and Others in a Wired World (PSYC 73010, Conestoga).
Number of Students: 20

Introductory Psychology (LIBS 1085, Conestoga). Number of Students: 81

Fall 2020:

Arts & the 4th Industrial Revolution (ARTS 140, U. Waterloo). Number of students: 25

Artificial Intelligence (LIBS 1095, Conestoga). Multiple Sections. Number of students: 163

Spring 2020:

Introductory Psychology (LIBS 1085, Conestoga). Number of students: 60.

Winter 2020:

Personality Psychology (PSYCH 356, U. Waterloo). Number of Students: 130.

Cognitive Neuroscience (PSYCH 261, U. Waterloo). Number of Students: 126.

Artificial Intelligence (LIBS 1095, Conestoga). Number of students: 60.

Fall 2019:

Basic Research Methods. (PSYCH 291, U. Waterloo). Number of Students: 250.

Arts & the 4th Industrial Revolution. (ARTS 140, U. Waterloo) Number of students: 25

Other Courses and Seminars

Courses:

Human Computer Interaction. (KXT313). *Co-Lecturer with Dr. David Rozado (CSIRO) and Dr. Christopher Lueg (U. Tasmania).* Number of Students: 30. (2014)

Minds, Brains, and Machines. (PSYC3280). *Lecturer on Embodied Cognition and AI / Intelligent Agents.* Department of Psychology University of Guelph. Number of Students: 25. (2009).

Seminars:

Statistical Analysis (PSYCH292a) Department of Psychology, University of Waterloo. Number of Students: 50. Multiple Semesters.

Cognitive Processes (PSYCH 207) Department of Psychology, University of Waterloo. Number of Students: 70. Multiple Semesters.

Honours Seminar in Cognition (PSYCH458) Department of Psychology, University of Waterloo. Number of Students: 20.

Sensation and Perception (PSYCH2390) Department of Psychology, University of Guelph. Number of Students: 50.

Principles of Behaviour 1 (PSYC1100) Department of Psychology, University of Guelph.
 Number of Students: 40.

Principles of Behaviour II (PSYC1101) Department of Psychology, University of Guelph.
 Number of Students: 35.

Course Evaluations

This represents a snapshot of evaluations 2019-2021. Most recent course evaluations are also good, and can be uploaded up upon request.

I will provide summary tables (this page), and more detailed graphs for my recent teaching evaluations (below).

Summary Chart: University of Waterloo, Department of Psychology (scores are out of 5, except see * below)

Course	Section	Instructor	Term	Students	Surveys	Resp. %	Prof. Score	Course Score	Template
ARTS 140	023	Lochner, Marty (mlochner)	1199	23	19	82.6%	4.7	4.5	Arts
ARTS 140	061	Lochner, Marty (mlochner)	1209	20	5	25%	4.6	4.4	Arts
PSYCH 261	081	Lochner, Marty (mlochner)	1201	84	21	25%	3.4	3.3	CEL
PSYCH 291	001	Lochner, Marty (mlochner)	1199	230	123	53.5%	3.5	3.4	Arts

* Psych 261 had 4 as 'strongly agree' and 5 as 'no response', so this may be read as 3.4 / 4

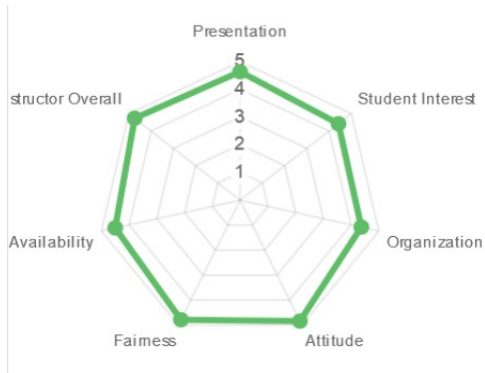
Summary Chart: Conestoga College (scores are out of 5)

In Winter 2020 I started teaching courses at Conestoga College, in addition to my UW research and teaching. These charts are scored out of 5.

Martin Lochner - 8704263 - Fall 2020				
Summary Questions (-/5)				
Scale: (1) Not satisfactory / (2) Fair / (3) Good / (4) Very good / (5) Excellent				
Fall 2020 LIBS1095 Section 1 N=21/38	Fall 2020 LIBS1095 Section 2 N=22/41	3-Term School of Liberal Studies Average	3-Term College Average	
4.15	4.43	4.37	4.26	
4.05	4.00	4.11	4.09	
Scale: (1) Strongly disagree / (2) Disagree / (3) Neither agree or disagree / (4) Agree / (5) Strongly agree				
3.81	4.00	4.03	4.01	

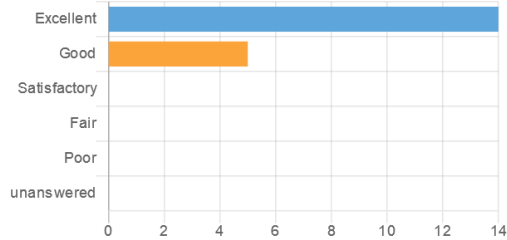
**Detailed plots to follow:
Arts 140: Arts & The Fourth Industrial Revolution (Fall 2019)**

Notes: I designed this course from the ground up, and I believe the scores here best represent my course design ability, strong motivation, and teaching aptitude.



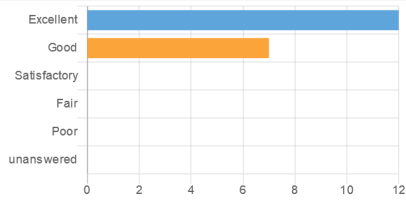
Instructor Overall

overall evaluation of the instructor



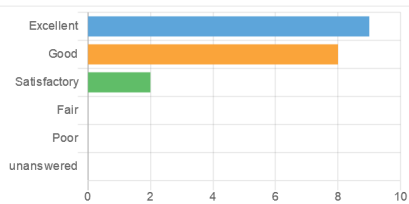
Presentation

the presentation of course material



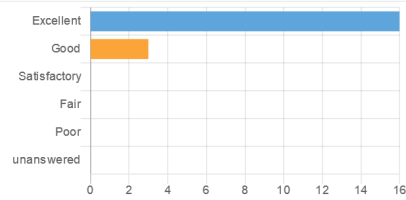
Organization

course organization and planning



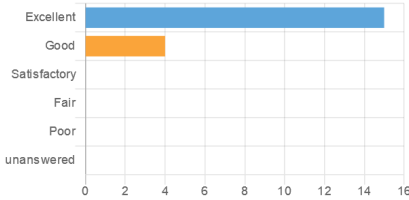
Attitude

instructor's attitude toward and interest in students



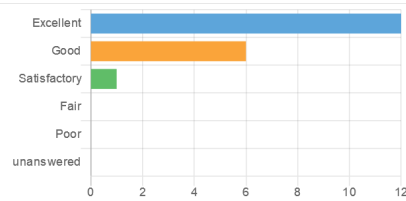
Fairness

objectivity and fairness in discussions and grading



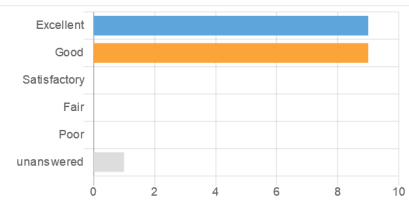
Work/Reading Value

value of readings and assigned work



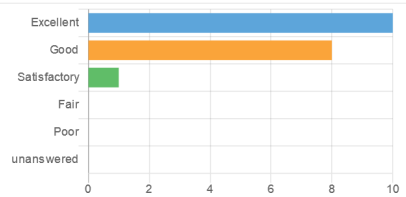
Availability

instructor's availability outside of class



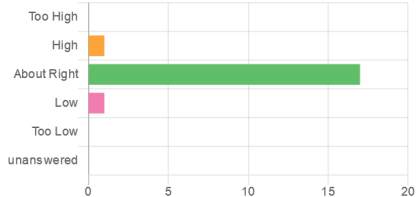
Course Overall

overall evaluation of the course

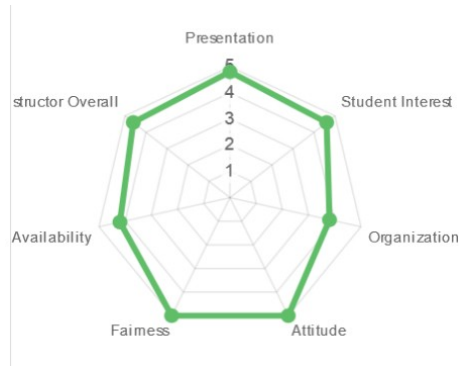


Workload Demands

workload demands upon the student

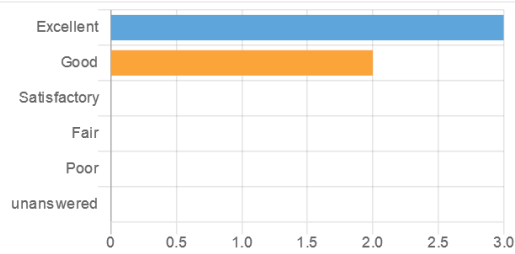


Arts 140: Fall 2020 (moved to fully online, which I believe impacted the 'organization' score)



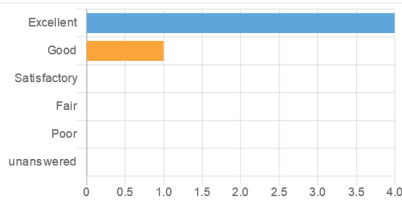
Instructor Overall

overall evaluation of the instructor



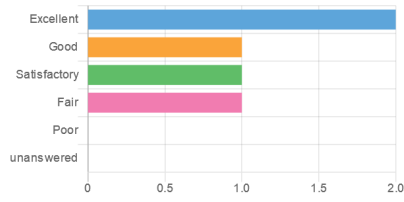
Presentation

the presentation of course material



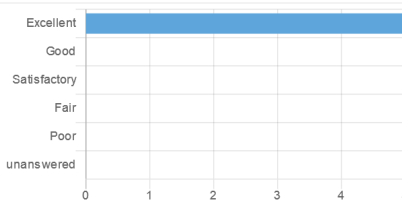
Organization

course organization and planning



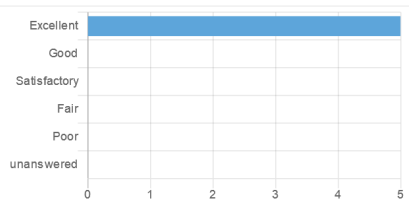
Attitude

instructor's attitude toward and interest in students



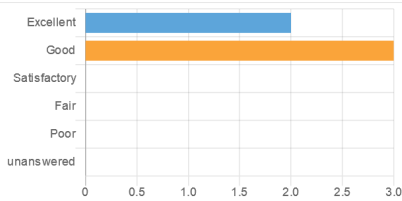
Fairness

objectivity and fairness in discussions and grading



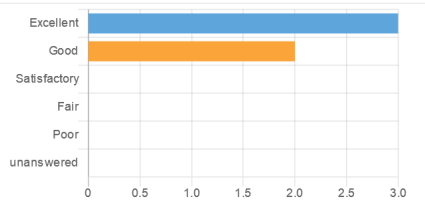
Work/Reading Value

value of readings and assigned work



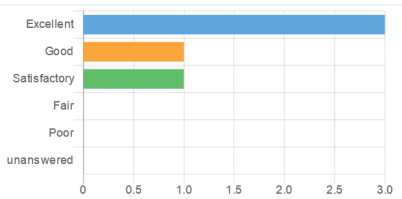
Student Interest

ability to maintain student interest



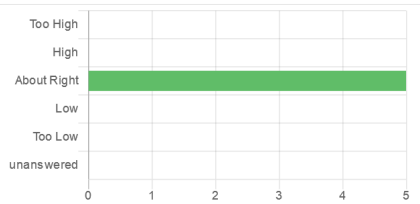
Course Overall

overall evaluation of the course

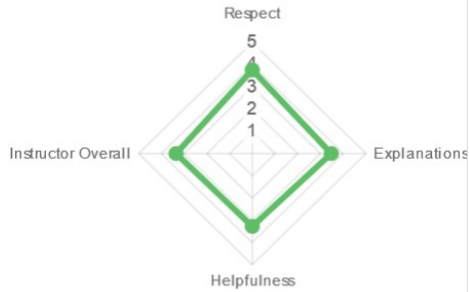


Workload Demands

workload demands upon the student

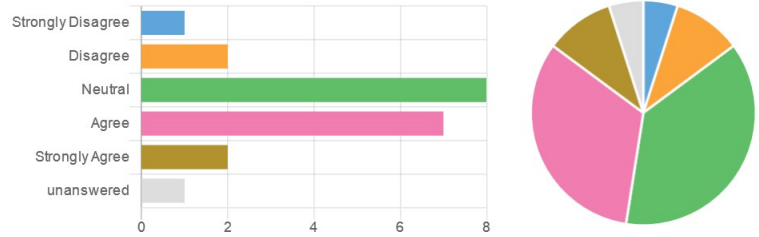


Psych 261: Cognitive Neuroscience (Winter 2020)



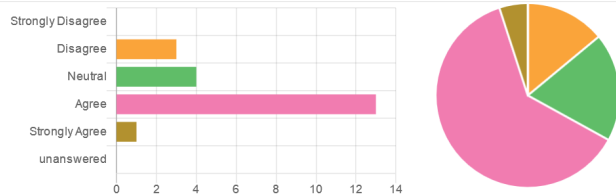
Instructor Overall

Overall, I learned a great deal from the instructor.



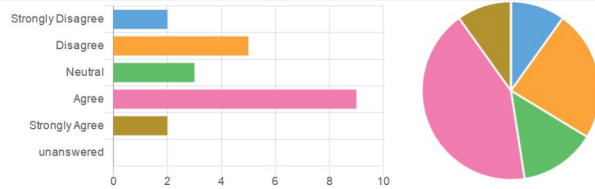
Organization

Course materials were presented in an organised manner.



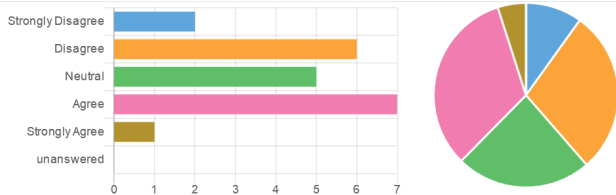
Clear Expectations

Expectations for learning were clearly communicated.



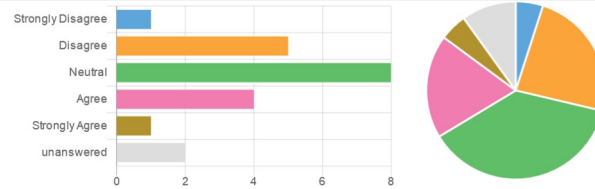
Content Usefulness

The assignments, activities, and content helped me achieve the stated learning objectives.



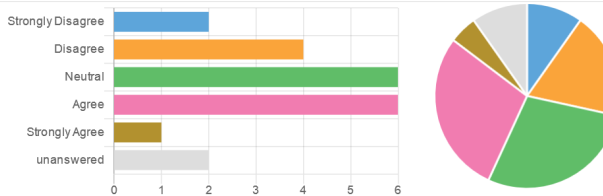
Assignment Value

The assignments contributed to my learning.



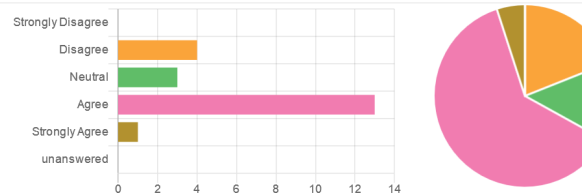
Feedback

Feedback on course assignments contributed to my learning.



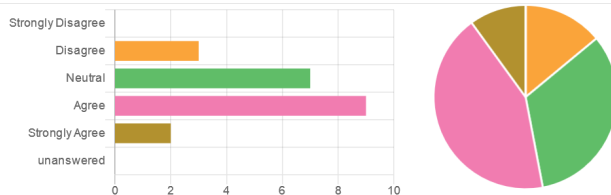
Use of Technology

Technology was used effectively for learning in the course.



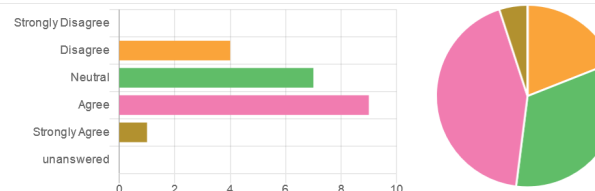
Learning Climate

The general climate in the course was good for learning.



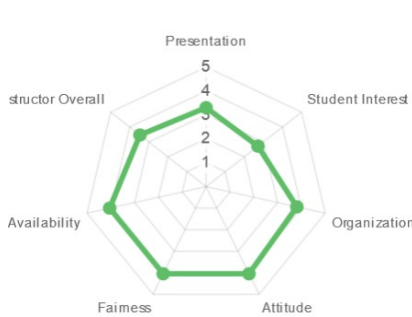
Course Overall

Overall, I learned a great deal from this course.



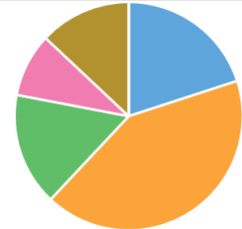
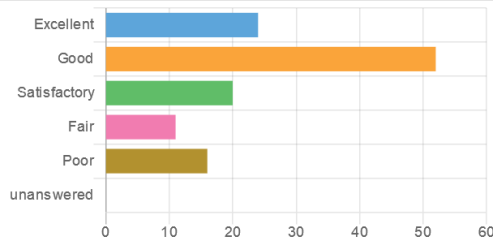
FALL 2019. Psych 291: Basic Research Methods.

Notes: I believe the early time slot (8:30 am) and the fact that it was a required methods course contributed to the lower student interest. This also illustrates my improvement since F2019.



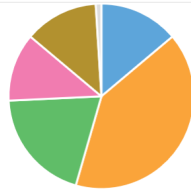
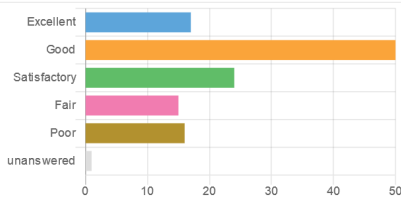
Instructor Overall

overall evaluation of the instructor



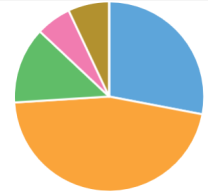
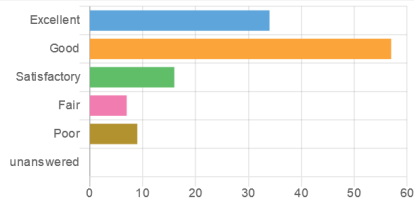
Presentation

the presentation of course material



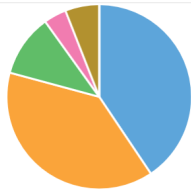
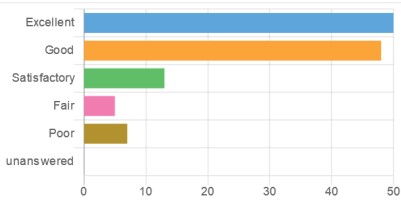
Organization

course organization and planning



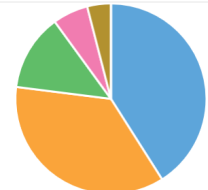
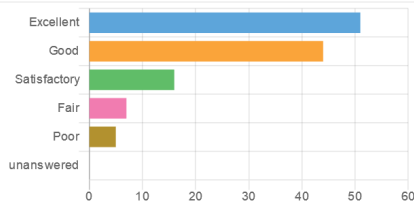
Attitude

instructor's attitude toward and interest in students



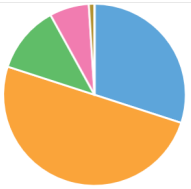
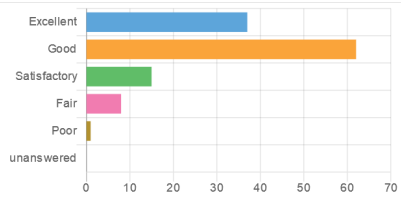
Fairness

objectivity and fairness in discussions and grading



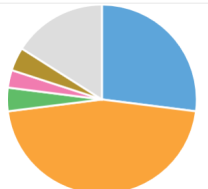
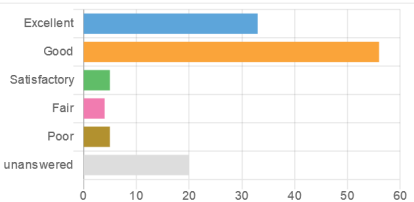
Work/Reading Value

value of readings and assigned work



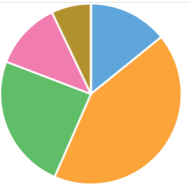
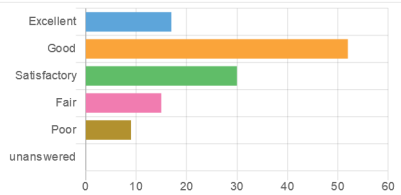
Availability

instructor's availability outside of class



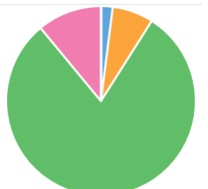
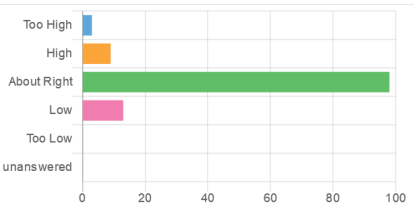
Course Overall

overall evaluation of the course



Workload Demands

workload demands upon the student



Conestoga College: Detailed Evaluations

W2020 evaluations were cancelled due to the pandemic, but F2020 evaluations were conducted, and are posted here. Scores are out of 5.

Summary Questions (-/5)	Fall 2020 LIBS1095 Section 1 N=21/38	Fall 2020 LIBS1095 Section 2 N=22/41	3-Term School of Liberal Studies Average	3-Term College Average
<i>Scale: (1) Not satisfactory / (2) Fair / (3) Good / (4) Very good / (5) Excellent</i>				
Overall I would rate this teacher's performance as:	4.15	4.43	4.37	4.26
Overall I would rate the quality of this course as:	4.05	4.00	4.11	4.09
<i>Scale: (1) Strongly disagree / (2) Disagree / (3) Neither agree or disagree / (4) Agree / (5) Strongly agree</i>				
Overall, I feel I am learning and understanding the subject material in this class.	3.81	4.00	4.03	4.01

Core Items & Overall Dimensions (-/4)	Fall 2020 LIBS1095 Section 1 N=21/38	Fall 2020 LIBS1095 Section 2 N=22/41	3-Term School of Liberal Studies Average	3-Term College Average
<i>Scale: (1) Never / (2) Some of the time / (3) Most of the time / (4) Always</i>				
Conducts the course in an organized and well-planned manner.	3.48	3.77	3.68	3.63
Clearly defines what is expected of the student to be successful in the course.	3.48	3.65	3.61	3.55
Follows the course outline.	3.67	3.84	3.78	3.73
Explains content in a way that I understand.	3.52	3.47	3.53	3.49
Manages class behaviour in a manner that makes it comfortable for me to learn.	3.62	3.79	3.69	3.65
Organization & Clarity	3.55	3.70	3.66	3.61
Relates course material to real-world applications.	3.60	3.77	3.60	3.57
Demonstrates a thorough knowledge of the subject.	3.60	3.80	3.66	3.62
Discusses developments in the field.	3.65	3.60	3.47	3.46
Shows interest and enthusiasm in the subject.	3.60	3.80	3.73	3.66
Presents material in an interesting way.	3.55	3.55	3.49	3.41
Expertise & Enthusiasm	3.60	3.70	3.59	3.54

Makes it easy for me to remain engaged with the course.	3.43	3.59	3.45*	3.43*
Motivates me to do my best work.	3.43	3.55	3.51	3.49
Checks to ensure that the class understands the material.	3.48	3.70	3.53	3.53
Stimulates discussion within the course (e.g., using polling tools, break out rooms, discussion boards).	3.43	3.45	3.59	3.48
Encourages my participation.	3.38	3.58	3.59	3.51
Promotes Learning	3.43	3.57	3.53	3.48

Faculty SAT Summary Report | Fall 2020 | Office of Institutional Research & Planning

Facilitates opportunities for me to ask questions through supportive invitations and responses.	3.71	3.67	3.61*	3.62*
Provides opportunities for the sharing of ideas and opinions.	3.67	3.80	3.65*	3.62*
Presents the content at a reasonable pace.	3.71	3.79	3.62	3.55
Responds to student communication in a timely manner.	3.70	3.80	3.66	3.63
Treats me with respect.	3.71	3.85	3.84	3.81
Report	3.70	3.78	3.68	3.64

Grades according to a rubric or marking scheme and expected course standards.	3.57	3.81	3.74*	3.72*
Gives assignments and tests that cover course content.	3.62	3.70	3.76	3.72
Uses a variety of evaluation methods to determine my grades.	3.57	3.65	3.60	3.57
Ensures that updated info. regarding my level of performance is available within eConestoga.	3.48	3.80	3.64	3.61
Provides me with helpful feedback on my work in this course.	3.52	3.70	3.58	3.54
Assessments & Grading	3.55	3.73	3.65	3.61