

George J. Hollich: Curriculum Vitae

Contact Information

Department of Psychological Sciences, 703 Third Street,
Purdue University, West Lafayette, IN 47907-2004.

Phone: (765) 494-2224; Email: ghollich@purdue.edu.

Employment

2002 - 2008. Assistant Professor, Psychological Sciences, *Purdue University*.

2008 - present. Associate Professor, Psychological Sciences, *Purdue University*.

Education/Training

1991 – 1995. *Lebanon Valley College*, B.A., Psychology – Summa Cum Laude.

1994. *Carnegie Mellon University*, Summer Program, Mathematical Modeling.

1996 – 1999. *Temple University*, Ph.D., Cognitive Psychology, Advisor: K. Hirsh-Pasek.

1998. *Oxford University*, Summer Program, Connectionist Modeling.

1999 – 2002. *Johns Hopkins University*, Postdoctoral Fellow, Advisor: P. Jusczyk.

Selected Honors and Awards

1994. Competitive Fellowship to Attend *Carnegie Mellon University* Summer School.

1995. Anthony Neidig Collegiate Award, *Lebanon Valley College*.

1998. Competitive Fellowship to Attend *Oxford University* Summer School.

1999. Marianth Georgoudi Dissertation Award, *Temple University*.

2006. Early Career Contribution Award, *International Society on Infant Studies*.

2007. Boyd McCandless Early Career Award, *American Psychological Association*.

Monograph

1. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. (2000). Breaking the language barrier: An emergentist coalition model of word learning. *Monographs of the Society for Research in Child Development*, 65 (3, Serial No. 262).

Peer-Reviewed Journal Articles

2. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999). Trends and transitions in language development: Looking for the missing piece. *Developmental Neuropsychology*, 16, 139-162.
3. Seidl, A., Hollich, G., & Jusczyk, P. (2003). Infants' and toddlers' comprehension of subject and object wh-questions. *Infancy*, 4, 423-436.
4. Younger, B. A., Hollich, G., & Furrer, S. (2004). An emerging consensus: Younger and Cohen revisited. *Infancy*, 5, 209-216.
5. Hollich, G., Newman, R., & Jusczyk, P. (2005). Infants' use of synchronized visual information to separate streams of speech. *Child Development*, 76, 598-613.
6. Prince, C. G. & Hollich, G. (2005). Synching models with infants: A perceptual-level model of infant audio-visual synchrony detection. *Journal of Cognitive Systems*

Research, 6, 205-228.

7. Hollich, G. (2006). Combining techniques to reveal emergent effects in infants' segmentation, word learning, and grammar. *Language & Speech*, 49 (1), 3-19.
8. Hollich, G., Golinkoff, R., & Hirsh-Pasek, K. (2007). Young children associate novel words with complex objects rather than salient parts. *Developmental Psychology*, 43, 1051-1061.
9. Hollich, G., & Prince, C. (in press). Comparing Infants' Preference for Correlated Audiovisual Speech with Signal-Level Computational Models. *Developmental Science*.

Book Chapters and Conference Proceedings

1. Hollich, G., Hirsh-Pasek, K. & Golinkoff, R.M. (1998). Introducing the 3-D intermodal preferential looking paradigm: A new method to answer an age-old question. In C. Rovee-Collier (Ed.), *Advances in Infancy Research, Vol. 12* (pp. 355-373). Norwood, NJ: Ablex Publishing Co.
2. Arnold, K., Driscoll, K., Golinkoff, R., Hirsh-Pasek, K., Rocroi, C., Hollich, G., Hennon, E. (1999). The whole is greater than the sum of the parts: An investigation of the object scope principle. *Proceedings of the 24th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
3. Golinkoff, R.M., Hirsh-Pasek, K., & Hollich, G. (1999). Emergent cues for early word learning. In B. MacWhinney (Ed.), *The Emergence of Language*. Mahwah, NJ: Lawrence Erlbaum Associates.
4. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In R.M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. Smith, A. Woodward, N. Akhtar, M. Tomasello, G. Hollich, *Becoming a Word Learner: A Debate on Lexical Acquisition*. New York, NY: Oxford University Press.
5. Hollich, G., Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (2000). A change is afoot: Emergentist thinking in language acquisition. In P.B. Anderson (Ed.) *Downward Causation*. Aarhus, Denmark: Aarhus University Press.
6. Hollich, G., Jusczyk, P., & Brent, M. (2001). How infants use the words they know to learn new words. *Proceedings of the 25th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
7. Hollich, G., Jusczyk, P., & Luce, P. (2002). Lexical neighborhood effects in 17-month-old word learning. *Proceedings of the 26th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
8. Seidl, A., & Hollich, G. (2002). Infants' and toddlers' comprehension of subject and object wh-questions. *Proceedings of the 26th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
9. Prince, C. G., Hollich, G., Helder, N. A., Mislivec, E. J., Salunke, S. & Memon, N. (2004). Taking synchrony seriously: A perceptual-level model of infant synchrony detection. *Proceedings of the Fourth Annual Workshop on Epigenetic Robotics*.

Sweden: Lund University Cognitive Studies.

10. Hollich, G., & Houston, D. (2007). Language Development: From speech perception to first words. In A. Slater & M. Lewis (Eds.) *Introduction to Infant Development* (Second edition). New York, NY: Oxford University Press.
11. Bahrick, L., & Hollich, G. (2008). Intermodal perception. In M. M. Haith & J. B. Benson (Eds.). *The Encyclopedia of Infant and Early Childhood Development, 2nd edition*. London: Elsevier Ltd.
12. Hollich, G. (in press). Perceptual Development: Speech Perception. In B. Goldstein (Ed.) *Encyclopedia of Perception*. New York: Sage Publications.

Grants Received

- 2004. PI – Summer Research Grant, *Purdue Research Foundation*, \$7K.
- 2005. PI – Research Incentive Grant, *Purdue Research Foundation*, \$1K.
- 2006. PI – International Travel Grant, *Purdue Research Foundation*, \$1K.

Invited Addresses and Symposia

1. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R.M. (1996, December). *Introducing the 3-D Intermodal Preferential Looking Paradigm: A New Twist on a Classic Idea*. Invited Speaker, Conference on Research Methods in Language Acquisition. LaTrobe University, Melbourne, Australia.
2. Hollich, G., Tucker, M., Hirsh-Pasek, & Golinkoff, R.M. (1997, May). *A Change is Afoot in Theories of Language Comprehension*. Invited speaker, Seminar on Downward Causation. Aarhus University, Denmark.
3. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R.M. (2001, June). *Breaking the Language Barrier: An Integrative Account of Early Word Learning*. Invited Speaker, Society for Philosophy and Psychology. Cincinnati, OH.
4. Hollich, G. (2002, March) *Language Acquisition: Speech Perception and Lexical Learning in Infancy*. Invited Speaker, Seminar on the Splitscreen Preferential Looking Paradigm. Potsdam University, Berlin, Germany.
5. Hollich, G. (2002, April) *Domain General Influences on Language Acquisition*. Invited Speaker, Cognitive Science Lecture Series. Ohio University, Columbus, OH.
6. Hollich, G. (2002, June). *Infants' Integration of Multiple Modalities in Speech Processing*. Invited Speaker, International Workshop: From Senses to Language: Perceptual, Cognitive, and Neuropsychological Perspectives on Normal and Impaired Language Development. Berlin, Germany.
7. Hollich, G. (2002, September). *Domain General Influences on Language Acquisition*. Invited Speaker, Department of Speech and Hearing Sciences. Indiana University, Bloomington, IN.
8. Hollich, G. (2002, November). *Perceptual Processes & Language Acquisition: Introducing the Multi-Modal Preference Procedure*. Invited Speaker, Mini-conference on Language Comprehension Across the Lifespan: New Methodologies to Study an Old Question. University of Kansas, Kansas City, KA.

9. Hollich, G. (2002, August). Language acquisition: Speech segmentation and word learning. In L. Gershkoff (Organizer), *What Do Children Need to Learn Language?* Symposium conducted at the 23rd Annual Symposium on Research in Child Language Disorder and 9th Congress International Association for the Study of Child Language, Madison WI.
10. Hollich, G. (2003, April). Wisdom from successful candidates. In APA symposium on *The Academic Marketplace*. Conducted at the Society for Research in Child Development, Tampa, FL.
11. Hollich, G. (2004, May). *Do You See What I Hear? Infants' Use of Audio-Visual Synchrony During Language Development*. Symposium Organizer & Presenter. Conducted at the International Conference on Infant Studies, Chicago, IL.
12. Hollich, G. (2004, October). *Emergent Effects in Language Acquisition*. Invited Speaker, Infant Development Lab Lecture Series. Florida International University. Miami, FL.
13. Hollich, G. (2004, November). *Infant language acquisition in the face of distraction*. Invited speaker, Audiology and Speech Sciences Brown Bag Lecture Series. West Lafayette, IN.
14. Hollich, G. & McMurray, B. (2005, April). *Core Principles of Language Acquisition: The Interface of Computation and Experimentation*. Symposium Organizer & Chair. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
15. Hollich, G., Prince, C. G., Mislivec, E. J., & Helder, N. A. (2005) Infants' use of audiovisual synchrony in learning language. In G. Hollich & B. McMurray (Organizers). *Core Principles of Language Acquisition: The Interface of Computation and Experimentation*. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
16. Hollich, G & Rochelle Newman. (2005, April). Can you see/hear me now? Infants' use of visual information to separate streams of speech. In R. Cooper (Organizer) *Multimodal Influences on Infants' and Children's' Detection, Discrimination, and Learning About Visual and Auditory Events*. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
17. Hollich, G. (2005, April). *Emergent Effects in Language Acquisition: Learning in the Face of Distraction*. Invited Speaker, Developmental Psychology Brown Bag Series, University of Chicago.
18. Hollich, G. (2006, June). Basic Perceptual Mechanisms and SLI. Invited Speaker, Workshop on *Word-learning in Children with Specific Language Impairment: Theory, Diagnosis and Intervention* conducted at the Centre For Developmental Language Disorders And Cognitive Neuroscience, University College London.
19. Hollich, G. (2006, June). A Computational Account of Gibson's Invariance Detection: Why Synchrony Matters. In L. Gogate (Organizer), *Invariance Detection and Speech-Language Development: What is the Mechanism?* Symposium conducted at the International Conference on Infant Studies, Kyoto, Japan.
20. Prince, C., Gogate, L., Helder, N., & Hollich, G. (2006, June). Epigenetic Robotics

and Environmental Interactions and Dynamics. In C. Prince and L. Gogate (Organizers), *Models of Infant Development: Are We Really Serious about Environmental Interaction and Dynamics?* Symposium conducted at the International Conference on Infant Studies, Kyoto, Japan.

21. Hollich, G. (2006, August). *Infant/Toddler Language Development*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2006 Institute, West Lafayette, IN.
22. Hollich, G. (2007, April). *The Mystery of Language Development*. Invited Speaker, Indiana Early Childhood Conference, Indianapolis, IN.
23. Hollich, G. (2007, April). *Do you see what I hear? Infant Perception*. Invited Speaker, Indiana Early Childhood Conference, Indianapolis, IN.
24. Hollich, G. (2007, May). *Are you synching what I'm synching? Infants' detection of audiovisual synchrony in language development*. Invited Speaker: Workshop on Visual Prosody in Language Communication, Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands.
25. Hollich, G. (2007, Aug). *Language-Learning From the Earliest Stages of Typical Development*. McCandless award address. American Psychological Association Conference, San Francisco, CA.
26. Hollich, G. (2008, Feb). *Language-Learning From the Earliest Stages of Typical Development*. Invited Speaker, Developmental Psychology Brown Bag Series, University of Chicago.
27. Hollich, G. (2008, August). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2008 Institute, West Lafayette, IN. (More than 100 attended).

Papers Presented at Professional Meetings (* indicates primary advisor to first author)

1. Hollich, G., & Specht, S. (1994, March). *Sequential recall: The verbal/visual debate*. The Ninth University of Scranton Psychology Conference, Scranton, PA.
2. Hollich, G., & Ermentrout, G. B. (1995, March). *A kinetic model for the formation of ocular dominance columns*. The Tenth University of Scranton Psychology Conference, Scranton, PA.
3. Hirsh-Pasek, K., Golinkoff, R., Wiley, J., Brand, R., Hollich, G., Hankey, C., & Rocroi, C. (1997, April). *Mapping words to referents: Multiple cues for word learning*. Society for Research in Child Development, Washington, D.C.
4. Shipley, T., & Hollich, G. (1997, November). *Perception of rigid versus nonrigid forms*. Psychonomics Society, Philadelphia, PA.
5. Hollich, G., Hirsh-Pasek, K., Golinkoff, R., Brand, R., Hankey, C., Rocroi, C., & Hennon, E. (1998, April). *Breaking the word barrier: How infants learn their first words*. International Conference for Infant Studies, Atlanta, GA.
6. Hirsh-Pasek, K., Hollich, G., Golinkoff, R., & Rocroi, C. (1998, July). *Advancing the preferential looking paradigm: When less is more*. American Psychological Society, Washington, D.C.

7. Hollich, G. & Rocroi, C. (1999, April). *Testing language comprehension in infants: Introducing the split-screen preferential looking paradigm*. Society for Research in Child Development, Albuquerque, NM.
8. Arnold, K., Driscoll, K., Golinkoff, R., Hirsh-Pasek, K., Rocroi, C., Hollich, G., & Hennon, E. (1999, November). *The whole is greater than the sum of the parts: An investigation of the object scope principle*. Boston University Conference on Language Development, Boston, MA.
9. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999, November). *The emergentist coalition model of word learning*. Boston University Conference on Language Development, Boston, MA.
10. Hollich, G. (2000, March) *Toward a unified model of word learning*. Eastern Psychological Association Conference, Baltimore, MD.
11. Hennon, E., Hirsh-Pasek, K., Golinkoff, R., Rocroi, C., Arnold, K., & Hollich, G. (2000, July). *From proper nouns to categories: infants learn how words work*. International Conference on Infant Studies, Brighton, U.K.
12. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000, July). *Language development at the "radical middle:" The emergentist coalition model of word learning*. International Conference on Infant Studies, Brighton, U.K.
13. Hollich, G. (2000, July). *Making the implicit, explicit: A computational account of four theories of word learning*. International Conference on Infant Studies, Brighton, U.K.
14. Hollich, G., Jusczyk, P., & Luce, P. (2000, August). *Of words, worms, birds, and weeds: Infant word learning, and lexical neighborhoods*. Cognitive Science Society Conference, Philadelphia, PA.
15. Hollich, G., Jusczyk, P., & Brent, M. (2000, November). *How infants use the words they know to learn new words*. Boston University Conference on Language Development, Boston, MA.
16. Hollich, G., Jusczyk, P., & Luce, P. (2000, December). *Lexical neighborhood effects in 15- and 17-month-old infants*. Acoustical Society of America, Newport Beach, CA.
17. Hollich, G., Jusczyk, P., & Luce, P. (2001, April). *Infants' memory for similar sounding words: Phonetic false memories*. Society for Research in Child Development, Minneapolis, MN.
18. Hollich, G. (2001, April). *When half is a whole: Infants' developing perception of occlusion events*. Society for Research in Child Development, Minneapolis, MN.
19. Hollich, G., Jusczyk, P., & Newman, R. (2001, October). *The cocktail party effect: Infants' use of visual information in speech segmentation*. Cognitive Development Society, Virginia Beach, VA.
20. Seidl, A., & Hollich, G. (2001, November). *Infants' and toddlers' comprehension of subject and object wh-questions*. Boston University Conference on Language Development, Boston, MA.
21. Hollich, G., Jusczyk, P., & Luce, P. (2001, November). *Lexical neighborhood effects in 17-month-old word learning*. Boston University Conference on Language Development,

Boston, MA.

22. Hollich, G., Jusczyk, P., & Newman, R. (2001, December). *Infants' use of visual information in speech segmentation*. Acoustical Society of America, Fort Lauderdale, FL.
23. Hankin, J., Hollich, G., Jusczyk, P., & Seidl, A. (2002, April). *Attention and the comprehension of subject and object wh-questions*. International Conference on Infant Studies, Toronto, Canada.
24. Hollich, G., Jusczyk, P., & Brent, M. (2002, April). *Talker variability and infant word learning*. International Conference on Infant Studies, Toronto, Canada.
25. Hollich, G. (2002, June). *Talker variation and word learning*. Acoustical Society of America, Pittsburgh, PA.
26. *Wales, J. & Hollich, G. (2003, October). *I say tomato, you say tomaato: Infants' learning of similar words*. Third Biennial Meeting of the Cognitive Development Society, Park City, UT.
27. Prince, C. G., Helder, N. A., Mislivec, E. J., Ang, B. J., Lim, M. S., & Hollich, G. J. (2003, October). *Taking contingency seriously in sensory-based models of learning in infants*. Third Biennial Meeting of the Cognitive Development Society, Park City, UT.
28. *Wales, J. & Hollich, G. (2004, May). *Infants' flexible learning of similar sounding words*. International Conference on Infant Studies, Chicago, IL.
29. Choi, S., Greenig, L., Wilson, E., Gravis, B., & Hollich, G. (2004, May). *Preverbal spatial cognition and language-specific input: Categories of containment and support*. International Conference on Infant Studies, Chicago, IL.
30. *Rashad, Fatimah F., & Hollich, G. (2004, July). *What did you say, Mommy? Infant word learning and comprehension in varying levels of noise*. Purdue MARC/AIM Summer Research Conference, West Lafayette, IN.
31. *Wales, J., & Hollich, G. (2004, August). *Early word learning: How infants learn words that sound similar*. Cognitive Science Society, Chicago, IL.
32. Hollich, G., Mislivec, E., Helder, N., & Prince, C. (2004, October). *Are you synching what I'm synching? Modeling infants' real-time detection of audiovisual contingencies between face and voice*. International Conference on Development and Learning, San Diego, CA.
33. *Wales, J., & Hollich, G. (2004, November). *Early word learning: How infants learn words that sound similar*. Mid-Continental Workshop on Phonology, Evanston, IL.
34. Helder, N. A., Mislivec, E. J., Prince, C. G., & Hollich, G. J. (2005, April). *Ontogenetic design: Infant robots crying out for causal mechanisms and variables*. Society for Research in Child Development, Atlanta, GA.
35. *Finneran, D. A., Hollich, G., Seidl, A., & Leonard, L. B. (2005, April). *Preferential looking tests of wh-questions in children with specific language impairment*. Society for Research in Child Development, Atlanta, GA.
36. *Rashad, Fatimah F., & Hollich, G. (2005, April). *What did you say, Mommy? Infant*

word learning and comprehension in varying levels of white noise. Society for Research in Child Development, Atlanta, GA.

37. *Wales, J., & Hollich, G. (2005, April). *Factors influencing infants' learning of similar sounding words*. Society for Research in Child Development, Atlanta, GA.
38. Houston, D. M., Stewart, J., Moberly, A., & Hollich, G. J. (2005, April). *Word learning in deaf toddlers one year after cochlear implantation*. Society for Research in Child Development, Atlanta, GA.
39. Hollich, G., Prince, C., Mislivec, E., & Helder, N. (2005, July). *Audiovisual synchrony in language learning*. The Xth International Congress for the Study of Child Language, Berlin, Germany.
40. *Combs, M. (2006, May) *Talker Variability and Pitch: How Does It Affect the Learning of New Words?* Psi Chi Midwestern Regional Convention, Chicago, IL.
41. Houston, D. M., Stewart, J., Moberly, A., & Hollich (2006, July) *Auditory word learning in deaf infants and toddlers: Effects of early cochlear implantation*. International Conference on Infant Studies, Kyoto, Japan.
42. *George, K. (2007, May) *Modification of the preferential looking paradigm to obtain individual differences*. Psi Chi Midwestern Regional Convention, Chicago, IL.
43. Hollich, G. & George, K. (2008, March) *Modification of the preferential looking paradigm to obtain individual differences*. International Conference on Infant Studies, Vancouver, Canada.

Professional Memberships and Service

Courtesy Appointments: *Purdue University Department of Speech Language and Hearing Sciences, Florida International University Infant Development Center.*

Editorial Board: *Child Development, and Monographs of the Society for Research in Child Development, Oxford University Press Developmental Psychology Advisory Panel.*

Reviewer: *Cognition, Cognitive Development, Developmental Psychology; Developmental Science; Infancy; Journal of Child Language; Journal of Experimental Child Psychology; Journal of Speech, Language, and Hearing Research; Language Learning & Development; National Science Foundation External Grant Review; Oxford University Press; Perception & Psychophysics; Psychological Science; Psychonomic Bulletin & Review; Science; Society for Research in Child Development Program Review; Sixth International Conference on Epigenetic Robotics Program Review; 11th IASCL conference Program Review & Thrasher Research Fund External Grant Review.*

Member: *American Psychological Association, Association for Psychological Science, Cognitive Development Society, International Society on Infant Studies, Society for Language Development, Society for Research in Child Development.*

Purdue Affiliations: *Cognitive and Language Development Center; Purdue Autism Network; PHASE (Purdue Hearing/Acoustics Science and Engineering) Discovery and Learning Center.*

Purdue Departmental Service: Undergraduate Committee, 2002-2003; Colloquium Scheduling Committee, 2003; Human Subjects Review Committee, 2003-2004, Website Committee, 2005, 2008.

Technical Consulting and Programs

SuperCoder: A program for coding infant eye movements.

The Split-screen Preferential Looking Paradigm: A system for the computerized construction and presentation of preferential looking stimuli.

Consulting for: Rebecca Brand, Sonja Choi, Susan Goldin-Meadow, Rebecca Gomez, Derek Houston, Nina Hyams, Jeffery Lidz, Rochelle Newman, Annette Karmiloff-Smith, Janet Werker, Juergen Weissenborn.

2002 - 2003. Consultant, *National Science Foundation* (BCS 0091493), Title: A crosslinguistic study of spatial categorization from the preverbal stage to adulthood, PI: Soonja Choi.

2003-2007. Consultant, *National Institute of Health* (1R03HD43831-01), Title: Relation between language-specific semantics and cognition, PI: Soonja Choi.

Teaching Experience

Undergraduate Courses: Infant Research Methods, 2002-present; Child Psychology, 2002-present; Issues in Child Development, 2004; Language Development, 2001; Language Acquisition, 1999; Introductory Psychology, 1997-1998. Supervisor, Research Focused Honors, 2005-present (3 students, 2 MPA presentations).

Graduate Courses: Language Development, 2002, Development in Infancy, 2006. Workshop on Infant and Toddler Language, 2006 (Infants and Toddler Specialists of Indiana).

Dissertations and Thesis directed:

Ph.D.

1. Schmale, R. (2008, August). The role of variability in voice and foreign accent in the development of early word representations.

Masters

2. Schmale, R. (2006, December). 26-month-old's use of word order to learn new adjectives.
3. Pope, S. (2008, May). Infant detection of audiovisual synchrony in continuous speech.
4. Rashad, F. (2008, May). Infant word learning in noise.

Graduate Student Committees (w/major advisor): Alex Da Fonte (L. Lloyd); Stephanie Furrer (B. Younger), Denise Finneran (L. Leonard), Marco Vasconcelos (P. Urcuioli), Priya Shimpi (J. E. Huttenlocher; University of Chicago).

Teaching Effectiveness

Child Psychology (Fall 2002 – present): 160+ teaching award nominations with an average instructor rating of 4.8 out of 5 (Excellent = 75%, Good = 23%, Fair < 2%). Typical Comments: “Best teacher here at Purdue.” “Instructor was very energetic, made class fun!” “...an amazing teacher. His use of examples videos and songs made class entertaining and interesting.” “Students want to go to his class.”

To gauge teaching effectiveness, the Department of Psychological Sciences Teaching Excellence Committee compiled teaching evaluations for each course taught at Purdue that were large enough to preserve anonymity.

University Core items:

PICES 1. Overall, I would rate this course as:

PICES 2. Overall, I would rate this instructor as:

Course Number	# of students	# of evals	% response	PICES 1	PICES 2
PSY 235 (Fall 04)	71	43	60.56	4.5	4.9
PSY 235X (Sp 05)	33	18	54.55	4.4	4.9
PSY 235 (Sp 05)	80	45	56.25	4.5	4.8
PSY 235 (Fall 05)	77	45	58.44	4.1	4.6
PSY 235X (Sp 06)	33	21	63.64	4.4	4.8
PSY 235 (Sp 06)	128	55	42.97	4.3	4.7
PSY 235X (Fall 06)	22	15	68.18	4.6	4.8
PSY 235 (Fall 06)	95	42	44.21	4.4	4.9
PSY 235X (Sp 07)	29	20	68.97	4.3	4.8
PSY 235 (Sp 07)	137	66	48.18	4.7	4.9
Average	71	37	56.59	4.4	4.8