9.31 Neurophysiology of Memory

Term Evaluated: Fall 2010
Response Rate: 3 responses out of 22 students

Recommended Pre-requisites: 7.01x and 9.01; 9.09 and 9.15 would be helpful, but aren’t necessary

Motivation for taking the course: One took the class because it fulfilled a neuroscience elective requirement and the other two because they were interested in the content

Two students felt it was among the most consistently interesting classes they’d taken at MIT and enjoyed that the material was different from that of other course 9 classes. One did not like the lecture style – powerpoints heavy with text – and lectures dense with material; this student felt they spend so much time taking notes that they weren’t able to think about the material.

One student pointed out that there was little graded work – 2 exams, weekly quizzes, a final and two short papers – so that made the amount of time you spent on the class each week flexible; another found that going to class, taking good notes and reviewing them was enough to do well; the third felt that there was so much material that it was hard to know what to study.

Best things about the course:
- The content is really interesting and unique from other course 9 classes
- Prof. Goosens is really nice

Worst things about the course:
- The slides are heavy on text and not posted in full after lectures, so you need lots of note-taking endurance
- Prof. Goosens had to miss several lectures for conferences
- One student felt that Prof. Goosens was not an engaging lecturer
The Readings: Most agreed that the textbook was not necessary, but the other assigned readings were.

Grading: Everyone agreed that grading was pretty fair, but two students said it was perhaps too easy.

What future students should know about this course:
- It’s heavy in memorization and physiology, so be prepared for both of these!
- Two of the students said they would go out of their way to take this class

Everyone agreed that Prof. Goosens was knowledgeable, and two students felt that she was an engaging lecturer, open to questions during lecture and addresses those questions well, and is available outside of class. A third student did not enjoy her lecture style and did not feel she was as available because she didn’t have scheduled office hours.