

**Political Science 6**  
**MW 4pm - 5:50pm, Room: Haines 39**

---

**Course Objectives:** Political science aims to study and understand the underpinnings of political phenomena, broadly defined. The research aims of scholars in political science are beautifully diverse. Researchers vary in their approaches to answering questions, but the field increasingly requires the ability to *data* to bolster claims about how the world works. This course will teach you the tools of *data analysis*. You will learn how to use data to test the observable implications of a theory. The tools of data analysis are not limited to political science, and the methods you learn in this class are applicable to any scientific field. **The goal of this class is to teach you how to be an informed user and critical consumer of statistical methods.** We will achieve this by focusing on the following:

- *Learning to think about when a difference is a difference.* A recent poll released by Gallup polling firm says 54% of people approve of the job President Obama is doing, and 42% disapprove.. (49% Clinton, 42% Trump). A poll conducted around the same time by Rasmussen says that 57% of people approve of the job President Obama is doing, and 42% disapprove. Are these two results different? Many statistical tools aim to help researchers discern difference from random noise, and you will learn many tools to systematically answer these types of questions.
- *Learn R.* The most life-changing skill this course can help you develop is the ability to open R and start writing or modifying code. This may sound intimidating, but this course is a great opportunity to develop some basic coding skills (if you have not already) at a gentle pace. Of course, we will also use R to help you build statistical intuitions, and implement statistical procedures! I expect many of you will go on to use R in other contexts as a general way of solving problems, collecting data from the web, making plots or other graphics, or constructing a randomizer that decides which of your friends will pay for dinner. It is also a good gateway to other computer languages such as Python.
- *Learn that correlation is not causation!* A good consumer of statistical research knows how to discern when a research design has likely identified a causal effect from a simple association between two variables. Understanding what a causal effect is, when they can be identified, and when a researcher's causal claim is not justified, is one of the most important skills you can learn in this course. You will rarely look at newspaper headlines the same way again.
- *Learn some statistics.* Statistics is an immense field of research, significantly too large to cover in our time in this course. However, you will learn some basic skills that can serve as a building block for future classes. Some of these topics will seem technical, abstract, and difficult. Learning statistics can be like learning a new language. We will build from intuition and example, and we will help each other internalize these concepts.

You will accomplish these goals in three ways: (1) through the study of the technical aspects of data analysis, (2) through the consumption and analysis of academic research, and (3) through *a lot* of hands-on data analysis. The best way to learn statistics and coding is by *doing* statistics and coding. You will complete problems sets, in-class and in-discussion section assignments, quizzes, a midterm, final, and a research project. This class is a lot of work. Please make sure that you have got the necessary time in your schedule this quarter to ensure you excel in the class.

**Learning objectives:** By the end of this course, you should be able to:

- Present data using graphics and descriptive statistics in a clear and informative manner
- Apply basic concepts from probability theory to social science research questions
- Describe the threats to making causal inferences from observational data and identify how they could change the conclusions of a study
- Make inferences about the distribution of populations based on a sample
- Correctly conduct and interpret hypothesis tests
- Understand linear regression in theory and practice (i.e., be able to read and interpret regression tables in academic articles)
- Interpret social science research
- Think carefully about research design
- Work collaboratively with other students to complete problem sets that apply concepts from class readings and short lectures
- Gather, analyze, interpret, and present your own data

**Prerequisites:** This course is intended as a first course in data analysis and statistics. If you have had exposure to this material before, that is great and will help you better understand the material at a deeper level. It will also give you the opportunity to learn more through helping your fellow students to learn. However, no previous knowledge of the material is required, and only an understanding of algebra is necessary. No prior familiarity with coding, or with R is required. More advanced students will have ample opportunity to cover the material in greater depth, particularly through the final project.

**Textbooks:** We will read, in full, two textbooks in this course, *Naked Statistics* by Charles Wheelan, and *OpenIntro Statistics* (OIS). *Naked Statistics* will serve as an approachable, verbal explanation for the statistical concepts we will cover in this course. It should be the first thing you read when approaching a new topic. OIS will serve as our main textbook for the course. It will cover the statistical concepts, as well as provide R coding examples. In addition, there will be academic and newspaper articles assigned that provide context for the statistical methods we are learning, and which will help expose how these methods are used for academic and journalistic research.

All of the books below are available via Amazon. Many of the resources for this class will also be available online, for free.

*Required:*

Wheelan, Charles. 2013. *Naked Statistics*. New York, New York: W. W. Norton and Company.

*Required (Free):*

*OpenIntro Statistics 3rd Edition*. Free online textbook. More information [here](#).

*Suggested For Extra Help:*

Gill, Jeff. 2006. *Essential Mathematics for Political and Social Research*. Cambridge, England: Cambridge University Press.

Alan Angresti and Barbara Finlay. 2009. *Statistical Methods for the Social Sciences, Fourth Edition*. Upper Saddle River, NJ: Prentice Hall.

Gonick, Larry and Woolcott Smith. 1992. *The Cartoon Guide to Statistics*. Harper-Collins Publishers.

*Statistical Reasoning*. Online tutorial provided by the Open Learning Initiative at Carnegie Mellon. More information [here](#).

*Online Statistics Education: An Interactive Multimedia Course of Study*. Free online textbook. More information [here](#).

*For Extra Credit:*

Each student may earn up to .5% extra credit by authoring a three page response paper to the books below. These responses are due at the same time as each of the five homework assignments. When writing, please respond to the prompt, “What components of this book build positive knowledge through research design and empirical analysis? What are potential strengths and weaknesses of this approach and analysis?”

1. Sinclair, Betsy. 2012. *The Social Citizen*. Chicago: University of Chicago Press. (HW 1)
2. Lewis, Michael. 2004. *Moneyball*. New York: W. W. Norton and Company. (HW 2)
3. Green, Donald. P. and Alan S. Gerber. 2008. *Get Out the Vote: How to Increase Voter Turnout*. 2nd Edition. Brookings Institution Press. (HW 3)
4. Issenberg, Sasha. 2013. *The Victory Lab: The Secret Science of Winning Campaigns*. Broadway Books. (HW 4)
5. Salsburg, David. 2002. *The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century* Holt Paperbacks. (HW 5)

**Software:** You will be using [the R statistical package](#) which you will access via [RStudio](#). This package is widely used in political science, economics, computer science, data science, psychology, sociology, and biostatistics. R is available for every computing platform, and most importantly, is free. *Please bring your laptops to each class and discussion session unless otherwise indicated.*

You may find the following link helpful for [getting started](#) in RStudio.

For students who do not have their own laptops, UCLA has a laptop lending service. See

<http://www.library.ucla.edu/powell/clicc-laptop-lending-powell-library> for more information.

**Team-based learning:** This course will feature as little traditional lecturing as possible. Students will be expected to learn the basic content of the readings before class so that the majority of class time can be dedicated to discussion, group work, and hands-on demonstrations, which are more likely to facilitate successful learning. We will work in teams throughout the quarter to maximize active engagement with the course material. By working in teams, students will not only develop communication and collaboration skills but assist each other in understanding and applying concepts successfully. Early in the quarter, you will be assigned to a team of six to seven students. You will work with this team throughout the quarter on in-class assignments, homework, and final research projects. To ensure that each student contributes to the group's success, your contributions will be assessed via the self- and peer-evaluation components discussed below.

**Course website:** The course website will be hosted at:

<https://moodle2.sscnet.ucla.edu/course/view/17W-POLSCI6-1>

This will be the main source for all course materials, including problem sets, quizzes, and readings. In addition to lectures and office hours, *all questions about lectures, problem sets, and other course materials* should be posted to the discussion forums on the course website. This allows all students to benefit from the discussion, and to help each other understand the materials. If you have a question, chances are one of your colleagues does too. All non-personal questions should be posted to the discussion forum, and both students and instructors are encouraged to participate in the discussion.

**Instructor:** Erin Hartman, ekhartman@ucla.edu

**Office Hours:** Tuesday 10:30 - 11:50 (3270 Bunche Hall)

**Teaching Assistant:** John Ray, johnlray@ucla.edu

**Office Hours:** Thursday 10am - 12pm (3288 Bunche Hall)

**Teaching Assistant:** Anton Sobolev, asobolev@ucla.edu

**Office Hours:** Fridays 10am - 12pm (3288 Bunche Hall)

**Teaching Assistant:** Qian Wang, qian@ucla.edu,

**Office Hours:** Mondays 10am - 12pm (3288 Bunche Hall)

**Teaching Assistant:** Joy Wilke, joywilke@ucla.edu

**Office Hours:** Thursday 3pm - 5pm (3288 Bunche Hall)

**Discussion Sections:**

<b>Section</b>	<b>Location</b>	<b>Day/Time</b>	<b>Teaching Assistant</b>
1A	Pub Aff 2317	Wednesday – 6pm-6:50pm	Joy Wilke
1B	Pub Aff 2325	Wednesday – 6pm-6:50pm	Qian Wang
1C	Pub Aff 2317	Wednesday – 7pm-7:50pm	Joy Wilke
1D	Pub Aff 2325	Wednesday – 7pm-7:50pm	John Ray
1E	Pub Aff 1270	Thursday – 5pm-5:50pm	Joy Wilke
1F	Pub Aff 1270	Thursday – 6pm-6:50pm	John Ray
1G	Pub Aff 1270	Thursday – 7pm-7:50pm	John Ray
1H	Pub Aff 1256	Friday – 9am-9:50am	Qian Wang
1I	Pub Aff 2284	Friday – 12pm-12:50pm	Qian Wang
1J	Pub Aff 1270	Friday – 1pm-1:50pm	Anton Sobolev
1K	Pub Aff 1264	Friday – 2pm-2:50pm	Anton Sobolev
1L	Pub Aff 1264	Friday – 3pm-3:50pm	Anton Sobolev

Course attendance and discussion section attendance are both critical and consequently mandatory for all enrolled students. We will record discussion section attendance and more than two absences will result in a **zero** class participation grade.

## Requirements and Evaluation

Grading in this class will be based on the components described below. **Late work will not be accepted without prior permission.** Makeup exams will not be given, and students who miss exams will receive a score of 0 absent extraordinary circumstances.

### Peer assessments - 10%

Early in the quarter, you will be assigned into a team of 6-7 individuals. You will work with this team throughout the quarter on assignments and your final research project. To help ensure that all members of the team are actively contributing, students will be asked to evaluate their teammates' contributions, effort, and performance. You will receive anonymous, ungraded midterm evaluations from your group to help you know how well you are doing and identify areas in need of improvement. You will also complete a midterm self-evaluation of your own contributions, effort, and performance using an identical form to help you reflect on your own effort and performance. Your highest and lowest peer-evaluation scores will be dropped. (All peer and self-evaluation forms are provided at the end of the syllabus.)

### Problem sets, in-class work, and quizzes - 20%

*Problem sets*, or homeworks, will be distributed throughout the course (10%). These are group assignments – you may ask your colleagues for help – and you will turn them in as a research team and receive a single grade. Please turn them in on the specified date **at the beginning of class** with all group member names provided. If you have a printing problem, you are responsible for emailing it to your graduate TA before class starts.

*Individual preparedness assessments* (IPAs) are open book quizzes that will be administered CCLE before each class (5%). They become available at least 24 hours before they are due and are available until 15 minutes before class begins. These are designed to ensure that students arrive to class prepared to engage in discussion and team activities based on the assigned reading. (Many in-class team activities will be graded, so these assessments are necessary to ensure that all members are ready to contribute.) You should complete these assessments yourself with no assistance from your colleagues; you may not discuss them with other students prior to class. Each student's two lowest IPA grades will be dropped in final grade calculations. No additional waivers will be granted.

Note: IPAs will be set to become available on CCLE 24 hours before they are due and remain available until 15 minutes before the beginning of the class whose content they cover. Each IPA is five minutes long and consists of up to five multiple-choice or multiple-answer questions. You must complete them in one sitting after doing the reading; they may not be paused or retaken and they will automatically be submitted when the time limit expires.

*In-class assignments* will be completed during class with your research team (5%). These will vary as to whether they are group-level or individual-level assignments. **All absent students will receive a zero.** Students missing more than ten minutes of class time will be counted as absent. Each student's two lowest in-class assignment grades will be dropped in the final grade calculations. No additional waivers will be granted.

### Midterm exam - 20%

The midterm exam will be held in class on 02/22 and will cover the material discussed in class up to that point. No calculators are permitted.

## Participation – 5%

Attendance in discussion sections is mandatory. More than two absences will result in a zero participation grade.

## Research project - 20%

Working with your assigned team, students will select a social science research question of interest, collect data, and conduct a quantitative analysis of their results. You and your group will work on this project throughout the course, with milestones evaluated with each homework assignment. These findings will be written up and as scientific posters. Each group should submit PDF file of their poster and replication data/annotated R code generating your results. \* Note that the teams receiving the best poster grades are inevitably those that start early and ask for feedback. The best poster will receive 1% extra credit toward their overall course grade.

## Final exam - 25%

A comprehensive final exam will be held 03/22. No calculators are permitted.

## Extra Credit

No adjustments will be made to final grades under any circumstances. Students will have the opportunity to earn extra credit over the course of the quarter.

- As noted above, the team that produces the best research poster will earn 1%.
- Students may earn additional extra credit on homework when noted.
- Students may earn up to .5% extra credit per book summary (noted for each separate course unit).

## Grading Scale

Score	Grade	Score	Grade	Score	Grade	Score	Grade
≥94	A	≥83	B	≥ 73	C	≥63	D
≥90	A-	≥80	B-	≥ 70	C-	≥60	D-
≥87	B+	≥77	C+	≥ 67	D+	<60	Fail

---

\*Don't worry about whether your hypothesis was supported! Evaluation will be based on the criteria specified in the rubric on the final page of this syllabus, not the statistical significance of your results.

## Class policies

### Grade Appeals

I am happy to meet with students about grading issues, but only after they have met with the graduate TAs and submitted a grading request in writing. Please meet first with the graduate TAs with any concerns about evaluation.

If you wish to appeal the grading of an exam or assignment, you must return it to the graduate TAs. You must staple to the original graded exam or assignment a note that states which question(s) is (are) to be re-graded and why you believe that your answer deserves more credit. Nothing additional (notes, explanations, etc.) should be written on the original assignment and NO changes or erasures should be made on the original before regrading.

*Grade appeals will only be considered if submitted, in writing, up to one week after the assignment is returned.*

However, no adjustments will be made to final grades under any circumstances.

### Technology in the classroom

You will frequently make use of computers in this course during lecture periods and during discussion sections. Please be respectful to your instructors and your peers by using your computers only for class-related purposes. Please put your phone away before class starts and don't bring it out.

### Academic Honesty

Cheating and plagiarism will not be tolerated. I strongly encourage you to review the University's policies regarding academic honesty, which you can read [here](#).

In general, if you have any question, please feel free to ask your TA or Professor Hartman. Specific rules for this course:

- The homeworks and in-class work are “open book” and “open notes.” However, you *may not* make use of answer keys or graded assignments provided by students from previous years for either homeworks or in-class assignments.
- No collaboration is allowed during the pre-class IPAs. Students should not discuss the questions with other students before class.
- You are to consult *only* with Professor Hartman or a TA during exams.
- All exams will be “closed book” and no calculators will be permitted.

All cases of cheating or plagiarism will be referred to the Dean of Students.

### Students with disabilities

Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an appointment to see Professor Hartman before the end of the second week of the quarter. All conversations will remain confidential. Please also arrange to have the required documentation sent to Professor Hartman for any accommodations *as soon as possible*.



**Religious observances**

Some students may wish to take part in religious observances that occur during this quarter. If you have a religious observance that conflicts with your participation in the course, please meet with Professor Hartman *before the end of the second week of the quarter* to discuss accommodations.

**Gender Discrimination**

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. Students who have experienced sexual harassment or sexual violence can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1<sup>st</sup> Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, Kathleen Salvaty, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417.

**Counseling and Psychological Services**

College is a very stressful time, and for many this course is very challenging. There are many resources on campus for students to help with study habits, anxiety, stress, and depression. Students are encouraged to check out the Counseling and Psychological Services (CAPS) center at UCLA (<http://www.counseling.ucla.edu>) for these resources, such as readings on dealing with stress and anxiety, group counseling sessions, mindfulness trainings, and other behavioral services. CAPS services are often covered by UC SHIP.

**Development of this course**

Learning should not happen in a vacuum. To help ensure the best chance for success for the students of this course, this course draws on the format, syllabus, and materials from similar successful courses at peer institutions. I am incredibly thankful to Betsy Sinclair, Andy Sinclair, Chad Hazlett, and Leah Stokes, and all those who influenced them, for their gracious help.

## Tentative Schedule

Below is a tentative schedule for the course. Weekly readings and final due dates will be on the course website, so make sure to check there for updates.

Date	Topic	Reading	Assignments
01/09	Syllabus and Pretest		
01/11	Programming Boot Camp	Nagler (pg 2-8) and 10 Questions (Science Friday)	
01/18	Programming Boot Camp	Google Development R 1.1- R 1.7	
01/18-1/20	Programming Boot Camp	Google Development R 2.1- R 2.4 and Short R Intro	Worksheets completed in Section
01/23	Sports Analytics	Wheelan 1-3, OpenIntro Statistics (OIS) 1.1-1.3, 1.6, 1.7	HW 1 Due and Research Questions
01/25	Sports Analytics	Wheelan 4-6, Project Aristotle Article on CCLE, OIS 1.4, 1.5, 3.1, 3.2, 3.3.1	
01/30	Sports Analytics	Wheelan 7-8, NFL article on CCLE, OIS 3.1 (again), 3.2 (again), 4.1, Normal Distribution Videos	
02/01	Sports Analytics	OIS 4.2 - end of chapter 4, NFL article on CCLE and Morgan and Winship Chapter 1	
02/06	Campaign Mobilization	OIS Chpt 4 (the whole thing again) and Morgan and Winship Chapter 2	HW 2 Due and Group Research Ideas
02/08	Campaign Mobilization	OIS 5.2.3-5.4, Reclaiming, and GOTV (Gerber and Green 2000)	
02/13	Campaign Mobilization	Social Pressure (Gerber, Green and Larimer) and Homepage	
02/15	Micro-targeting	Wheelan Chpt 10-12 and “An Introduction to Regression Analysis” and “Political Campaigns and Big Data”	
02/15	Exam Review		Optional after lecture (Dodd 147 from 7-9)
02/17			HW 3 Due and Research Data

Date	Topic	Reading	Assignments
02/22	Midterm Exam		Group and personal evaluation due
02/27	Micro-targeting	OIS Chpt 7, these YouTube videos on regression <a href="#">here</a> and <a href="#">here</a>	
03/01	Micro-targeting	OIS Chpt 8 and <a href="#">the Hersh/Schaffner article</a> and <a href="#">this PBS video</a>	
03/06	Peltzman Effect	<a href="#">How to Read a Regression Table</a> , Flu Vaccine Effectiveness	Hw 4 Due and Research Prospectus
03/08	Peltzman Effect	OIS Chapter 7 (again) and 8 (again)	
03/13	Peltzman Effect	RDD or DiD Reading	
03/15	Last Lecture	Peltzman Effect and RDD or DiD article	HW 5 Due and Research Analysis
03/20	Poster File and Peer Evaluations Due		
03/22	Final Exam		

**Poster rubric (40 points total)**

Score:	5	4	3	2
Introduction and theory	Precisely identifies null and alternative hypotheses and provides strong substantive and theoretical motivations for research project	Identifies null and alternative hypotheses and provides substantive and theoretical motivations for research project	Hypothesis described but null and/or alternative hypotheses not precisely or correctly specified; substantive and theoretical motivations incomplete or unconvincing	Theory incorrectly or vaguely stated; lacks appropriate substantive and/or theoretical motivation
Methods	Specifies all important aspects of how study was conducted in detailed and replicable fashion; convincingly motivates and defends key choices in design process	Specifies most important aspects of how study was conducted in relatively clear manner; addresses possible concerns about key choices in design process	Specifies some important aspects of how study was conducted; methods not always well-explained; does not sufficiently address possible concerns about choices in design process	Does not provide or clearly explain most important aspects of how study was conducted; lacks appropriate justification of key design choices
Results	Figures and tables illustrate findings in an intuitive and easy-to-understand way; text explains results precisely and without statistical errors; investigation of hypothesis thorough and detailed	Figures and tables illustrate findings reasonably clearly; textual explanations of results is clear; statistical approach largely correct and error-free	Figures and tables unappealing or poorly constructed; some imprecision or errors in textual discussion of results; hypotheses not thoroughly investigated	Figures and tables sloppy or hard to understand; text vague or incorrect; statistical errors in analysis; cursory investigation of hypotheses
Limitations and conclusions	Perceptive and detailed discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research	Clear and thoughtful discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research	Some useful discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research	Vague, incomplete, or unconvincing discussion of limitations, implications, and conclusions
Statistical analysis (poster)	Innovative use of statistical methods to answer research question; no errors in statistical analysis	Correct use of statistical methods to answer research question; no or few errors in statistical analysis	Potentially problematic use of statistical methods to answer research question; some errors in statistical analysis	Flawed use of statistical methods to answer research question; significant errors in statistical analysis
Statistical analysis (R script)	Replicates poster findings exactly from original data; clear, descriptive, and precise comments; correct and error-free statistical analyses and use of R	Statistical analysis and R code are largely correct; comments relatively clear and descriptive	Some errors in statistical analysis or R code; failure to fully replicate poster or provide appropriate comments	Does not replicate poster; lacks comments; many statistical and/or R errors
Graphical design	Exceptionally attractive design and layout; free of formatting problems	Attractive design and layout; no or few formatting problems	Somewhat attractive poster; some formatting problems	Difficult-to-read or messy poster design; many formatting problems
Writing quality	Exceptionally well-written—precise, clear, and mistake-free; concise and elegant	Very well-written—clear and articulate; few or no typos; not too long	Moderately well-written; some typos; wordy or vague	Unclear, awkward, or imprecise writing; numerous typos; too long and wordy or too short and vague

## Peer and Self-Evaluation Form (mid-quarter; ungraded)

### Group 1-XX Feedback

\* Required

Feedback for:

#### Cooperative learning skills \*

	Never	Sometimes	Often	Always
Arrives on time and remains with team during activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a good balance of active listening and participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks useful or probing questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares information and personal understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Self-directed learning \*

	Never	Sometimes	Often	Always
Is well-prepared for team activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows appropriate depth of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies limits of personal knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is clear when explaining things to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Interpersonal skills \*

	Never	Sometimes	Often	Always
Gives useful feedback to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts useful feedback from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to listen and understand what others are saying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows respect for the opinions and feelings of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the single most valuable contribution this person makes to your team? \*

Your answer

What is the single most important way this person could alter their behavior to more effectively help your team? \*

Your answer

BACK

NEXT

Never submit passwords through Google Forms.

Example Feedback from Midterm Evaluation

Here is an example of the format of the feedback that you'll receive from the midterm evaluations. This is a good example of positive feedback and constructive criticism that helped this student excel and receive high marks on their final peer-evaluations in the course.

Feedback for:

Cooperative learning skills

Never

Sometimes

Often

Always

Arrives on time and remai...

Demonstrates a good balance of activ...

Asks useful or probing questions

Shares informatio...

5.0

2.5

0.0

2.0

5.0

5.0

5.0

1.0

5.0

0.0

Self-directed learning

Never

Sometimes

Often

Always

Is well-prepared for team activities

Shows appropriate depth of knowledge

Identifies limits of personal knowledge

Is clear when explaining things to others

5.0

2.5

0.0

5.0

1.0

5.0

0.5

5.0

0.5

0.0

Interpersonal skills

Never

Sometimes

Often

Always

Gives useful feedback to...

Accepts useful feedback from others

Is able to listen and understand what...

Shows respect for...

5.0

2.5

0.0

1.0

5.0

5.0

5.0

1.0

0.0

What is the single most valuable contribution this person makes to your team?  
(7 responses)

workload organization

Working on the written portions of the homework and being able to explain concepts

Efficiency with working on what she knows she can accomplish

Always dependable for helping us on written portion.

She does everything really well, it is hard to narrow this down to a single factor.

She gets work DONE! Dependable on group work.

Knowledge of non-coding materials

What is the single most important way this person could alter their behavior to more effectively help your team?  
(7 responses)

work harder on doing the code section

Work with others rather than simply giving the answers

Attempt to better understand the coding

N/A

She's golden, always shows up, and always does work. I see nothing to improve on.

Pay attention to lecture material/reading in order to understand concepts before we meet up.

Please post or take pictures of the work as it is finished.

## Peer evaluation form (end of quarter)

### Peer Evaluation

In this evaluation, you will assign scores, on a scale of 0-10, that reflect how you really feel about the extent to which the other members of your team contributed to your learning and/or your team's performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. (Note: If you give everyone pretty much the same score, you will be hurting those who did the most and helping those who did the least.)

Your email address (██████████@g.ucla.edu) will be recorded when you submit this form. Not you?  
[Sign out](#)

\* Required

Your Name: \*

Your answer

Your Group Number: \*

Choose ▼

## Directions

In the space below, please rate each of your other members of your team. Each member's peer evaluation score will be the average of the points they receive from the other members of the team. We will drop the lowest score for each team member.

To complete the evaluation you should:

- 1) List the name of each member of your team in the alphabetical order of their last names and
- 2) assign a score to the other members of your team.

You **MUST** rate every team member. You will lose points on your final evaluation if you do not complete an evaluation for everyone in your group.

There may be more spaces provided than you have group members. Leave extra spaces blank.

### Group Member 1

Your answer

### Group Member 1 Score

	0	1	2	3	4	5	6	7	8	9	10	
Did not contribute at all to the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Went above and beyond to contribute to the group

### Group Member 2

Your answer



## Group Member 2 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group

Went above and beyond to contribute to the group

Group Member 3

Your answer

Group Member 3 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group

Went above and beyond to contribute to the group

Group Member 4

Your answer

Group Member 4 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group

Went above and beyond to contribute to the group

### Group Member 5

Your answer

### Group Member 5 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Went above and beyond to contribute to the group

### Group Member 6

Your answer

### Group Member 6 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Went above and beyond to contribute to the group

### Highest Rating

Please briefly describe the reasons for your highest rating the space below. Note: Your comments should be descriptive, not evaluative; as clear and specific as possible; phrased in constructive terms; and focused on areas in which the student has made especially valuable contributions or could improve in the future.

Your answer

### Lowest Rating

Please briefly describe the reasons for your lowest rating the space below. Note: Your comments should be descriptive, not evaluative; as clear and specific as possible; phrased in constructive terms; and focused on areas in which the student has made especially valuable contributions or could improve in the future.

Your answer

Thank You! 

SUBMIT

Never submit passwords through Google Forms.