Report Comments

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
We learned how to analyze hypothesis and data and make inferences of the population.
linear regression
a lot of probability, confidence intervals, hypothesis tests, how to use r
R, stat models
How to code on R studio
Confidence Intervals, Sampling Distributions, Basic Probability. You use R for all the assignments.
Professor McShane's reliance solely on asynchronous lectures demonstrates a lack of commitment to engaging with students in a meaningful way. By neglecting in–person teaching, they deprive students of the opportunity for real–time interaction and clarification, resulting in a passive learning experience that fails to inspire curiosity or critical thinking. Communication in Professor McShane's course is abysmal. Their asynchronous approach limits students' ability to seek immediate clarification or guidance on complex statistical concepts. The absence of in–person interactions reflects a disregard for fostering meaningful connections with students and addressing their individual learning needs effectively. The lack of synchronous sessions and personal interaction demonstrates a blatant disregard for students' accessibility and support needs. Professor McShane's failure to provide timely assistance or create avenues for collaboration undermines students' confidence in their ability to grasp statistical concepts, perpetuating a cycle of frustration and disengagement.
not much, just rehashed a few concepts from ap stats with a little R
Learned how to do R in homework assignments and lab.
Different types of distributions, simple probability, confidence intervals, hypothesis tests, t–distributions. How to check for conditions of inference on a population. Etc.
confidence intervals, hypothesis testing
Learning to do statistical calculations, primarily confidence intervals and hypothesis tests.
Not much
How to code in R, probability, confidence intervals, hypothesis tests, distributions, etc
What is necessary to create a successful statistic.
How to use R, probability, confidence intervals, hypothesis tests, and how to analyze them
Basic statistical analysis topics.
How to use R, important statistical concepts.
Basic statistics knowledge
Sampling distribution, confidence intervals, hypothesis testing
Confidence Intervals, Hypothesis Tests
Confidence Intevals, Hypothesis Testing, and Probability
The main statistical concepts we learned were confidence intervals and hypothesis tests for various types of parameters. We also learned about summarizing distributions, probability, and discrete/continuous random variables.
probability, CIs, hypothesis tests
I learned to program in R and I learned stats basics
Methods of statistical inference like Confidence Intervals and Hypothesis Tests, also basic probability
Basic statistical analysis of means, proportions, and linear regression. I also learned how use R, R studio, and latex to for computation.
R coding, basic statistical knowledge like Hypothesis Tests and Confidence Intervals. Also learned that I hate Async lectures.
Baseline of statistical analysis and how to use R.
I learned to teach all of the class material to myself, and to figure out most things in this class without help from the professor or TAs. I also learned to manage all the extra stress from this class. In terms of statistical knowledge, I am the same now as I was before I began this course.
Statistics, R studio, Hypothesis testing, Confidence Intervals, Data analysis
Nothing, having already taken the AP exam, besides rudimentary R Studio.
I learned the basics of statistics. The instructor attempted to teach these basics at a more complex level, but that knowledge was not retained.
R studio, hypothesis testing, confidence intervals

Comments
I learned about probability, confidence intervals, hypothesis tests, and simple linear regression.
Coding in R, and also the basics of statistics
I learned how to use R Studio
I do not like R.
Basic Stat knowledge
Confidence Intervals, Probability, Hypothesis tests. R(!!)
I learned the basic statistical analysis skills to proceed deeper into this field. I learned how to do t–tests, hypothesis testing, confidence intervals, and use R to accomplish any of the above methods. I didn't know R at all coming into this class, so it was really fun to learn a new coding language and get good at it.
Logical thinking skills and the ability to learn a totally new process (R)

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
They were way too much, and the entire course was taught asynchronously. During the asynchronous lectures, he really dives into the proofs and complex explanations for things, but they never get tested.
TA help
this was a flipped classroom so we watched hours of async lectures over the weekend, which i can't say really helped me in any meaningful way. in class, we worked on labs and homework assignments and were able to ask TAs and dr. mcshane for help. all of the labs and homeworks were through r studio and involved some coding, though our midterm and final were on paper and did not involve coding, so i felt that there was a bit of a disconnect between what our weekly assignments were versus what our exams were. there is a lot of content covered in this class, so be prepared to devote a lot of on your own self–learning time.
Homeworks were very hard and needed to seek help at office hours every time
Asynchronous learning is not for me.
You have three hours of async lecture to watch a week. Then in class you work on the lab or the homework.
The asynchronous lectures, while informative to some extent, were uninspiring and lacked the depth and engagement necessary for effective learning. Professor McShane's monotone delivery and lack of enthusiasm made it challenging to stay focused and absorb the material. Moreover, the absence of live interaction deprived students of the opportunity to seek immediate clarification on confusing topics, exacerbating the frustration of navigating complex statistical concepts alone.
i didn't really learn in this class except maybe attention to detail
The asynchronous lectures weren't that helpful – it was hard to pick up on what the professor was trying to teach and I really didn't understand a lot of what was going on until I tried doing in homework assignments.
Asynchronous Lectures were not helpful at all. Teaching in class will always be better. ED was a helpful tool. Both labs and homework were ok. Deadlines were annoying.
Assignments were what made me learn the most, class time and lectures were not helpful.
Lecture was a complete waste of time. Everything was asynchronous but we were still required to go to class 3 times a week
Assignments contributed most to my learning (weekly labs and homeworks where we solved problems relating to that week's lecture). I liked the async format of this class because we got time to work and ask questions on lectures and labs during class. It was difficult to stay focused while watching recorded lectures though so I wonder if the async format is the best structure for this course.
This class was held asynchronously. We had about 3 hours of lectures outside of class every week, a lab assignment, and a homework assignment. I disliked the structure of the class because I felt like I didn't learn from the asynch lectures and that we were given a large amount of content to cover every week was very overwhelming for never taking a stats class before. Also, the homework and labs were all in R–Studio and having no prior experience with homework it was very frustrating that the majority of my time was spent learning how to code and not learning the content of the course.
Prof McShane uses a flipped course format — so he provides online lectures for us to watch over the weekend, and then in class we work on either the lab assignment due that week or the homework assignment.
The biggest part of my learning was the homeworks and labs. The lectures were awful.
Async lectures helpful but tedious. Time in class to do HW + labs usually enough to if not finish get a good way through. Office hours useful.
This class was incredibly difficult to learn from, as the structure promoted learning exclusively from pre–recorded lectures, and

Comments

class time was used exclusively to work on homework / labs.

Async lectures helped teach us the material, and in class labs reinforced this.

Flipped class so 3 hour long lectures assigned over the weekends along with a quiz due monday, leaving class time to work on a lab assignemnt.

Asynchronous Lectures only, class is just lab time which honestly is just a waste of time

The asynch lectures contributed little to my learning. Though I could tell that Dr. McShane put a lot of effort into these, they were too long and seemed to cover many things we weren't expected to know. The slides were more helpful. The homework and lab assignments contributed most to my learning, and I found that by doing these assignments I learned most of the concepts of each week without additional studying. During class, it was work time, but due to the size of the class, I rarely got one–on–one help, and when I did it was brief.

Labs and homeworks helped

HW assignments and labs were very helpful, but they were very long.

I like the access and flexibility that the asynchronous lectures provided (not the length), as well as the posting of the lecture slides. I liked the formats of lab assignments (often walked through calculations and related concepts).

Maybe the homeworks? Not the async lectures at all. This course was structured as a flipped classroom with 3+ hours of lectures to watch on the weekends, a quiz to take by noon on Monday morning, and then 2 assignments(lab and homework) to be submitted each week with only a 2 day turn around. The actual class time (in a lecture hall) was spent with TAs walking around only helping with the assignment that they decided to help with. Did not appreciate the course format whatsoever.

Lectures were asynchronous and 3 hours long every week which made it difficult to retain the information being taught. Labs were just classwork in R which were helpful. Homeworks were often long and confusing, but got graded quickly with good feedback.

There were 5–8 hours of asynchronous lectures that we had to watch every weekend, a homework assignment in R (that required knowledge of coding that we were told we "didn't need" but that we very much did need to succeed at this) that would take at least 5–6 hours to do that was due every week, a lab assignment in R (again, needed a lot of R knowledge that we didn't have) that would take another 6–7 hours a week, plus an asynchronous lecture quiz due every week covering the topics on the video lectures we had to watch. Dr. McShane never lectured during class time; that was reserved for doing work on the labs and homework, which would have been helpful if the TAs weren't horrifically overwhelmed with the amount of people constantly asking questions because everyone was so lost. I would find myself raising my hand for more than 20 minutes just to get one question answered, as everyone else in the class was in the same boat as me and was also in need of lots of help. We were able to ask questions on the Ed discussion link in Canvas, but oftentimes that was also very unhelpful as I frequently saw TAs and the professor answer questions with QUORA links or links to lecture slides instead of actually rephrasing the material in a way that the student would understand. If we didn't understand it from the internet or from the lecture slides and we are asking you for help, the least you could do is try to help us understand instead of throwing the same three slides back at us again. There were also office hours that were mainly for getting help from the TAs for finishing up R code for assignments, they weren't really for learning real stats.

The homework was probably the most helpful as far as learning how to analyze data

This course was organized horrendously. Not only did McShane refuse to teach material during actual class time, but the assignment load was overwhelming. The 3+ hours of asynchronous lectures plus the short quiz on all that material every weekend was exhausting and unnecessary–what's the point of paying to go here if everything is taught online? Furthermore, he put minimum effort into explaining topics clearly and his responses to questions during class time(when we just worked on the homework) were curt and uninformative. The ed page was somewhat helpful.

His refusal to decide on a midterm date and format UNTIL WEEK 6, A WEEK BEFORE THE EXAM TOOK PLACE was egregious and reflected an extreme contempt toward the class itself. His following delay on returning midterm grades after suddenly splitting them into an online and in–person portion until the WEEKEND BEFORE FINALS WEEK made it hard to prepare for the exam and figure out one's overall position in the course. The daily attendance quizzes were fine, but him arriving late every day defeated the purpose of including such a measure in the first place. Such flippance and dilly–dallying along with long, tedious assignments may have worked previously in a semester format, but the quarter system moves too fast for such nonsense.

I suppose this behavior would be permissible if this were a niche elective class in a less popular field, but the fact that STAT 22000 fulfills a significant number of major requirements(especially for those trying to double) at this school means that too many students will be affected to turn a blind eye.

Finally, the material itself was not even that difficult, going slightly beyond what is generally covered on the AP exam. The astonishing difficulty of this course stems from the organization itself and other annoyances, which speaks volumes as to the severity of the situation. Not only did we not have proper instruction and the ability to elucidate any gray areas, McShane consistently employed "trick questions" and other blatant attempts to exaggerate the difficulty of the material during the exams. It shows a lack of good faith if the exam is centered on taking away little points on gotcha contingencies and smaller, irrelevant theoretical details like omitting a certain sentence in an explanation. His dismissive and sarcastic attitude toward us did not help the situation, in addition to correcting people to "Dr. McShane" mid–sentence.

Comments

I understand that such vitriol may appear more like a prejudiced rant based on poor academic performance on my part as opposed to an unbiased review, but I am sure after this quarter mine will not be the only one. The saving grace(and what disqualifies the academic performance dismissal of this review) is that you are guaranteed a decent grade through the sheer enormity of what is demanded as long as you are willing to hack through it or know how to grift points. Week 9 especially with an incredibly time consuming homework assignment when we had yet to receive our midterm grades felt like Hannibal's four–day journey through the swamplands of Ancient Rome.

TL:DR, don't take this class with him.

The lectures did not contribute to my learning, they were an utter waste of time. Honestly, nothing in this course contributed to my learning besides the work I put in outside of class. I sincerely hope this professor never attempts the async model again. From my perspective, it was an utter failure that is not keeping with Uchicago's values.

The lectures were informative.

The homework and labs contributed to my learning.

You do homework, labs. And such but it's so much work be prepared like I always have assignments and they're long

Lectures were so long and tedious to watch

Slides when reviewed.

homework, labs, and lectures

The labs and homework did a great job at solidifying concepts that were covered in the async lectures.

The lectures taught the basic materials, the labs and homework allowed me to use this learned material with real examples, and the quizzes ensured that I had a deep understanding of the concept material.

The class times were helpful because TAs and the professor was always available. There were lots of out–of–class work, including async lectures, labs, and hw.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.04	4.00	4.00%	12.00%	6.00%	32.00%	46.00%
I understood the purpose of this course and what I was expected to gain from it.	3.38	4.00	8.00%	20.00%	16.00%	38.00%	18.00%
I understood the standards for success on assignments.	3.42	4.00	8.00%	16.00%	20.00%	38.00%	18.00%
Class time enhanced my ability to succeed in graded assignments.	2.86	3.00	30.61%	10.20%	12.24%	36.73%	10.20%
I received feedback on my performance that helped me improve my subsequent work.	2.84	3.00	30.00%	14.00%	8.00%	38.00%	10.00%
My work was evaluated fairly.	3.52	4.00	10.00%	10.00%	24.00%	30.00%	26.00%
I felt respected in this class.	3.04	3.00	20.00%	16.00%	24.00%	20.00%	20.00%
Overall, this was an excellent course.	2.36	2.00	26.00%	34.00%	18.00%	22.00%	0.00%

Additional comments about the course:

Comments

He gives an exceptionally stupid amount of work per week and is very inflexible with the due dates. He gives one HW, one lab, and one quiz on 3 hours worth of asynchronous lectures that you have to complete each weekend. Just take the course with a different prof.

The flipped–classroom asynchronous lecture format is incredibly ineffective for STAT 220 . Class–time, which was strictly dedicated to completing homework could have been more efficiently accomplished during weekly office hours. Attendance was also unnecessary considering we just sat and did homework in class. The concepts, especially many of basic ones, could have been explained in a more straightforward way. And the homework could be more similar to the exam concepts.

I feel terribly for any student that has to take a class with this professor in the future.

Reflecting on my experience with Professor McShane, it's challenging to find anything positive to say. Their teaching style was utterly uninspiring, lacking any semblance of enthusiasm or genuine interest in facilitating student learning. It became increasingly

Comments

apparent that Professor McShane's indifference extended beyond mere apathy; it bordered on outright negligence. The absence of meaningful engagement, coupled with a blatant disregard for students' educational needs, left a sour taste in my mouth. Attempting to navigate the course under Professor McShane's guidance felt akin to stumbling through a dark labyrinth with no guide in sight. Their inability to provide adequate support or foster a conducive learning environment only served to exacerbate my frustration and disappointment. Simply put, my dislike for Professor McShane's teaching methods and demeanor knows no bounds.

Prof McShane is not good in my opinion. He is pretentious and overemphasizes trying to trick you at the expense of true learning.

The scheduling of this class was one of the most frustrating portions. It was about halfway through the course when we figured out any general information on when our midterm would be, despite us frequently asking for any amount of information so that we could schedule around it and prepare. There was no real course outline given, which made weeks very variable on the amount of work and what we were doing over them. It also felt that whenever anyone would ask a question that Dr. McShane didn't know the answer/want to answer he would just ignore us and walk away or basically tell us to stop asking. This was also evident in our Ed Discussion board where there were multiple questions asked about scheduling, what would be included on the test, etc. and he would just respond with a canvas link that said he would not tell us anything until a certain date, despite him having told us every week that he was almost ready to tell us. Overall, this class was probably the worst one I've taken so far (I'm a 3rd year) because of the lack of help coming from both the TAs and the professor in any aspect of the course.

This class takes up a lot of time. Outside of class, you have a weekly lab and a weekly homework, around 3 hours of recorded lectures to watch, and a short weekly quiz. The quick pace of the course made it difficult to fully understand the concepts.

Didn't feel any assignments were reflected in what we were actually supposed to learn to be successful in the course.

I hated the flipped class structure. The idea was the have class time be when you get your questions answered, but the TA's and instructor were always busy and couldn't get to everyone's questions. Not being able to ask questions during the lectures greatly hindered my learning.

This has been hands down the worst class I have taken at UChicago. Professor McShane often came across as cold and rude, and did not foster anything resembling a welcoming learning environment. Attendance was mandatory and taken for a grade, yet no instruction was ever given in class. Instead, class time was used exclusively for working on homework / labs. Punctuality was emphasized and mandatory, yet Professor McShane was late nearly every single class. Furthermore, all course learning had to be done through asynchronous lectures watched on our own time, with the collective length of them nearly always exceeding the amount of allocated class time per week. We were then quizzed on these asynchronous lectures weekly. Labs and homework assignments often felt tedious and repetitive, and no late work was accepted in this course regardless of reason. Work was also often due on weekends, i.e. Saturday at 8PM. Regarding the midterm, it was given Friday of week 7, and not returned until reading period, AFTER week 9 and the withdrawal deadline. We were also assigned a second, asynchronous midterm that was due by Sunday, at noon, with three hours of video lectures and a quiz due Monday, at noon. Regarding personal treatment, I have never felt so slighted by a teacher before. When I posted to Ed saying that the graphic nature of the homework questions regarding analysis on patients of eating disorders felt inappropriate and unnecessary, Professor McShane replied saying "Don't you think these are real stakes?...This is a is not a math course, it's a statistics course..." and continued on to talk about COVID statistics and other real world issues, while ignoring my statement that analyzing eating disorders was not necessary for learning, especially in a non–medical, INTRODUCTORY statistics course, and that the analyses could be done on literally any other topic. These replies from McShane were later on deleted, and a kind TA later on replied, agreeing with me, and apologized for the graphic nature of the content.

Overall, this course has been a miserable experience, and learning from Professor McShane has been anything but enjoyable. I would not recommend it to anyone.

I didn't like the fact that the lectures were asynchronous

McShane makes a lot of things harder than they need to me

kind of a lot of work. 3 hr async lectures over the weekend + asyn lecture quiz. one lab and one homework a week so basically 2 problem sets a week.

This course was ran asynchronously, meaning we had lectures to watch outside of class, and then utilized traditional class time for asking for help on the lab assignments or homework. While I liked the asynchronous format, I think that the length of the lectures of excessive. We also had both lab and homework (2 psets) due each week , along with 3hrs lectures to watch and a quiz, which made the general workload unreasonable. The workload resulted in an increased focus on the homework and lab (computational,) which made it difficult to actually focus on the conceptual understanding behind the calculations. The 3 weeks before, during and after the midterm week, had a relentless workload, and way beyond the stated 12 hrs per week expectation. Midterms were also 8th week, resulting in exams grades being returned to us after 9th week ended. Given the weight of the midterms, this meant we did not know where we stood in the class until during reading period. The content of this class is not bad, but how it was presented made this course more difficult than it needed to be.

STAT 220 is a basic course for many majors, but this was not that. If you have the opportunity to take it with another professor or over the summer, do that. The time commitment and expectations of this course are unreasonable with a full class load.

This course was probably the worst class I have ever taken in my life, and I sincerely hope I never get another UChicago course that is remotely like this. I don't know the number of times I had an anxious breakdown from the amount of work I had to do for this

Comments

class. I was frequently putting in 25+ hours a week on top of my other courses/extracurriculars, and I was still doing poorly. It seems that this professor's goal was not to teach us material and actually get us to understand statistical concepts (like any other intro course would) but to overwhelm his students and exert his superiority complex. I did not feel as though I was listened to, or that any of the tremendous amounts of assignments that we were doing was helping to extend my knowledge of stats. It is really unfortunate that this class was so bad, as I really wanted to learn stats. I would not recommend this class as it is being taught by Dr. McShane to anyone.

The lectures being purely async personally was not something I enjoyed as required attendance to the course was still graded and was strictly enforced, despite class sections being more or less just a work session on assignments.

Ruined my quarter, and requires a lot of grinding– not conducive to STEM majors, athletes, or when you're both and taking a language class on top of that.

Once again, I must reiterate how horrible the async portion of this class was. If I didn't absolutely need to take this class for my major, I would have dropped it instantly upon hearing about the flipped classroom model.

Dr. McShane is clearly very knowledgeable and he is actually great at explaining concepts. I really learned a lot in the course. However, the amount of time we were expected to put into this course was not feasible and bordered on disrespectful.
The fact that we had to watch three hours of lecture every weekend was unacceptable. We don't even have 3 hours worth of class time during the week. Dr. McShane would post the lectures late Friday night and then we would have a quiz due every Monday at noon on the lectures, which meant he had to watch the lectures on the weekend on top of having a very long homework assignment due Monday night.
We had lectures on the weekend so he could answer questions during class time, but there was never enough time for him to get to everyone. It would have been so much better if he didn't have a flipped classroom format.
Having two assignments (a lab and a homework) due every week on top of the 3 hours of lecture on the weekend and the quiz was not feasible.
Additionally, the fact that he didn't schedule the midterm until a week before it happened, and then didn't get the midterm back to us until after class ended on 9th week made it very hard to study. He also did not give us the answers to the midterm so it was hard to figure out what we had done wrong.

I didn't like the flipped classroom structure of this class. The lecture recordings were long, and I only had the weekend to watch them. The homework and labs were done in R and felt very calculation–based, but I would have appreciated more conceptual work, since that was tested on the midterm and final.

It's hard, have some R experience

Not well structured at all. Too much time on R. Only two stats procedures done. Could have been taught in 5 hours rather than made difficult and frustrating for an entire wuater wrestling with R.

The workload for this course was high. We were warned about it at the beginning but it felt like a whole lot at many times, especially when the weekends had 3 hours of lectures, a quiz, a homework assignment, and textbook readings. That's a lot for 2 days and it was only one of my classes.

This professor sucks! 3 hours of asynchronous lectures each week, wouldn't tell us any info about the midterm (date, format, in–class vs take–home???) until like the week before we took the midterm. Just an awful awful time. Class isn't impossible to do well in, I did well in the class, but its a paralyzing amount of work: labs, homeworks, watching the asynch lectures, taking the asynch quizzes, then, once you think you have a second to breathe, there's another assignment.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	40.82%	59.18%
Anyone interested in the topic	70.59%	29.41%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments

Class time is just time to work on your lab and HWs but given that class was only 50 minutes long, you couldn't get much work done because it took 10–15 minutes for everything to actually start. It was helpful that he answered questions abt the hw and lab during class.

N/A

not much to be honest. it was a flipped class, so he didn't really teach anything much in class. maybe he taught through his async lectures but honestly hearing him read what's on his slides in a three–hour recording wasn't super beneficial either. i think he

Comments

wanted us to succeed in the class though, and he gave us plenty of opportunities to improve our grades, so that was good.

I would not wish my worst enemy a class with this professor. No respect or fairness for students. Professor used flipped classroom as a way to avoid all work and avoid teaching anything. The class was set up to be very unorganized and wildly unfair.

Probably his lecture slides.

The labs were helpful for solidifying material from lectures.

Reflecting on my time in the class, it's difficult to identify any aspect of the instructor's teaching that significantly contributed to my learning. Professor McShane's approach to instruction was consistently lacking in engagement, clarity, and support, resulting in a frustrating and unproductive learning experience. The asynchronous lectures, devoid of enthusiasm and real–time interaction, failed to effectively convey complex statistical concepts or inspire curiosity. Discussions, labs, and assignments, similarly, offered little value due to vague instructions, minimal feedback, and a general lack of effort on the part of the instructor. In essence, the course felt like a futile exercise in navigating through poorly presented materials without any meaningful guidance or support from the instructor. Consequently, it's regrettable to admit that nothing truly contributed to my learning in Professor McShane's class.

No aspect

Time in class was just spent on completing the assignments, so I guess having the professor come around to answer questions was the one thing I found beneficial during class time.

In–class he wasn't really helpful. In asynchronous lectures, his instruction was somewhat helpful but he was just saying everything on the slides.

His 3 hour async lectures at 2x speed, directly asking him questions in office hours

Availability on Ed Discussion.

Not much

Professor McShane gave a lot of resources for the course material (answers to the labs post deadline, recorded lectures, practice textbook problems, formula sheets, etc) which were helpful.

We had weekly asynchronous lecture with a slide show. Other than that, nothing contributed to my learning, and I also felt that the slides were hard to focus on and not very helpful in terms of studying for exams.

We had a lot of TAs help the class with the lab assignments and homework, which helped with understanding material.

In theory, they would go around and answer questions, but there were too many students and not enough instructors to execute this effectively.

Office hours.

No aspects. The reviewability of video lectures was helpful, but the lack of in–person teaching was much more detrimental than the positives of video lectures.

Asynchronous lectures

He was available for questions in class but only about the assignment at hand

Asynchronous Lectures

Dr. McShane's slides were most helpful to me, but overall this was a very independent course and I taught myself nearly everything. Dr. McShane and the TAs were usually prompt at answering our questions on Ed. For most assignments, I knew what the expectations were. The review sessions during class before the midterm and final were helpful.

He had good content that he published on

Helping on lectures and labs on ed

He was very open to answering questions and had good explanations. Posting the slides to reference to while watching the asynchronous videos was helpful for review. I liked the flexibility that the asynchronous lectures provided. He seemed to be very interested in statistics, just maybe not this level of it. He also seems like a nice person,

In class was reserved for doing classwork. Answering questions helped with the classwork.

Dr. McShane recorded many, many hours of asynchronous lectures instead of lecturing us during class time. There was one round of lectures where the audio quality on the videos was that of static, so nothing that he was saying was decipherable/audible. Students reported this concern on the Ed discussion (as Dr. McShane did not allow anyone to email him), and he replied by essentially saying that the audio quality was not a concern to him and that this would not be getting fixed. I do not think anything really contributed to my learning besides the hours that I spent with my peers as we taught ourselves the material.

I liked the recaps before the exams since I felt it condensed the lectures to just the useful information, being available to walk around throughout during class time to answer questions was also helpful.

Nothing.

Whenever I asked questions, his answers were helpful. Eddiscussion was also helpful.

The lectures were useful, but it would have been great if they happened in person

Comments
I liked that I could ask questions on Ed at any time.
He knew his material! He was incredibly smart
Lecture that were asynchronous
Class time was only office hours. The asyc lectures did fulfil their requirement.
Dr Mcshane was helpful during class as he made a great effort to answer questions and go over important topics.
The in–class time to talk about questions on the lab and the lectures combined to teach me most of the material for the class.
None because he did not teach in class.
When we asked him questions individually

What could the instructor modify to help you learn more?

Comments
Stop teaching asynchronously. His lectures often ramble and don't contribute much to your learning because he's just reading off his slides. He also teaches a lot of new topics in each lecture, but doesn't present it in a linear fashion at times and and focuses a lot about the proofs, despite not ever testing about it.
the homework + lab double assignments each week were very heavy workload, asynch lectures plus the quizzes were also very time consuming
stop doing flip class
better time management. a lot of assignments and important information about exams were sort of released at the last minute, so i always felt a time crunch to get assignments done, especially when i had long time commitments for other activities throughout the week/weekend. he always released his three hour long async lectures on friday night (like fully friday at midnight) and we had to watch them and get comfortable enough with the concepts to take a quiz on it by sunday evening.
Restructure the class and work load entirely.
Spend some time in class going over asynchrounous lectures.
Don't make your students watch three hour async lectures to watch over every weekend plus homework. Actually teach during the class time. The class crammed a semester's worth of material into one quarter. Pick what is most valuable to learn in a stats class rather than everything possible.
To address the deficiencies in the current teaching approach, Professor McShane must undertake significant modifications. Primarily, the incorporation of interactive elements in lectures is imperative, as the existing format lacks engagement and fails to sustain student interest. The absence of real–time support, particularly through synchronous office hours or discussion sessions, exacerbates the frustration stemming from the lack of clarity in complex topics. Furthermore, the feedback provided on assignments is often insufficient and fails to address the nuances of student submissions adequately, hindering meaningful improvement. The current lack of transparent communication regarding course expectations and grading criteria reflects a disregard for student comprehension and undermines their ability to meet academic standards. Professor McShane's passive involvement in discussions and failure to foster a collaborative learning environment further diminishes the educational experience. Additional resources, such as supplementary readings or practice problems, are necessary to compensate for the inadequacies in lecture content and reinforce comprehension. Lastly, the disorganized presentation of course materials exacerbates confusion and impedes effective learning. These critical modifications are essential to rectify the shortcomings of the current teaching approach and create a more conducive learning environment.
First, Prof McShane could try to find other ways to differentiate people that don't include "tricking" them, such as maybe going a bit deeper into the concepts. Prof McShane, or Ryan, could also be less pretentious. He also had a warped sense of "fairness": I spent 20+ hours perfecting the async quizzes because they were graded harshly, and in the middle of the course he reiterated that there would be no flexibility, but at the end he effectively gave everyone 100s, leading me to waste so much time. He also stopped answering questions about the final three days before I did mine because the other section was taking the final three days earlier, but this was unfair because I didn't get to choose my exam time anyway, and also had finals earlier in the week. It's as if "fairness" is designed out of convenience. Lastly, he should hold himself to the same standards as his students. For example, he tried to penalize student tardiness, but Prof McShane was consistently a few minutes late every class.
The flipped classroom approach was a bit hard to work around – since it was a lot of coding, I didn't mind receiving help in class specific to that aspect of the class, but it was difficult to understand the actual material that we were learning when the lectures were just videos we had to watch over the weekend. I had a really hard time learning the statistics due to this structure of the class.
No asynchronous lectures. Not only do they take up more time for the teacher, but also for the students. Teach in class so people can ask questions. Sometimes the material seems to make things more difficult, could be taught better. Working through an example in class would be significantly better.
Don't add information we don't need to know in the slides. Let us ask questions about the midterm before the week before the midterm. Give back the midterm grade (It's Friday of 9th week and we still don't have our midterm grades) so I can understand what

Comments

I did wrong.

The online lectures were not helpful and just felt like they took up a considerable amount of time to watch without really gaining anything, most of my learning came from actually executing the problems in the labs and homework. Group labs that were turned in by one partner also made it so that people would just freeload off of others work (at least in my experience).

Do actual lectures and have actual stats in the homework not just R. I felt very unprepared for the exams as the computer in R would do all calculations for us while we had to do them by hand with no practice on the exams.

Not have async lectures

I really didn't like the timeline of this class. We had one midterm end of week 7 and students weren't fully informed of midterm details, content, how to prepare, etc until the roughly the week before. I dislike how this midterm was the first real way to test your understanding of the course and it happened so late into the quarter. I just felt like the professor didn't fully prepare or give students time in terms of what to expect and how they are truly doing in the course.

Providing more information and guidance early in the course. Doing homework and labs more focused on understanding statistics than learning how to understand r studio.

The lectures were often long (around 3 hours total) and posted on Friday, and due with a quiz on Monday. I wished there was slightly more room to watch the lectures without it being condensed onto the weekend.

Ditch the flipped classroom.

Cut the async lectures/post them earlier.

I have to believe that some of the expectations in this class were a bit unreasonable for a course that everyone and their mother has to take. The async lectures were long, and often incredibly confusing. I felt like a lot of this could have been simplified—there were so many things in the lectures that we were never tested on but took up 5–10 slides. You never really knew what exactly you needed to know out of each lecture. Furthermore, I sometimes felt as though the professor was slightly rude to students when they asked for help. In our Ed discussion, responses were often snappy and I felt as though I could not ask questions.

Teach the class in person, or don't require attendance. Treat students with respect. Accept any forms of late work, because sometimes life happens.

Having lectures during class time

The flipped class was unhelpful. Felt like we were force to cram in too much into 9 weeks .

Himself

The pacing of this class makes it so that it's very time consuming. Each week we had a homework assignment, lab assignment, canvas quiz, and asynch lectures to watch. Homework was due Mondays 8pm, labs were due Wednesdays 8pm, the asynch lectures and quiz were due on Sunday nights. Sometimes due dates were shifted, but for the most part everything had a pretty quick turnaround time. Secondly, the midterm was during week 7, and this was only announced I believe during week 5, and additional information about the test wasn't given until a week or less before. For the asynch lectures, I would have appreciated if they were shorter and emphasized the things we were expected to know and be tested over. The length of these videos made them difficult to watch every week, especially sometimes being posted on Friday night with the quiz due Sunday night.

summarize key takeaways of each lecture. async lectures felt very long and i felt quizzes did not accurately reflect what i knew. make practice midterms in addition to assigning textbook problems so we can practice the style of exam questions.

I wasn't a huge fan of the backwards learning idea (watching lectures at home and doing homework in class). I feel like a normal environment would have done more for me.

This class is not structured in a good way. The reverse lecture system is terrible, as having to watch (often 3 hours worth of) lecture videos outside of class per week in addition to having assignments like labs, homework, and quizzes is far too much work for what this class is.

The communication of about when the midterms would be could have been done sooner (we didn't find out until 5th week that it would be 7th week). Moving the midterm to earlier in the quarter or having a quicker turnaround for midterms would be an improvement. Also, I liked the asynchronous lectures, but they were too long (sometimes 3hrs). Having only one p–set due per week would have freed up time to try and understand the concepts of the material. Additionally, lightening up the workload around the midterm would significantly improve the course. He also seems like a nice person, but inadvertently made this class extremely difficult because of the organization of it.

Lecture in person, or reduce Async lecture time. The homeworks and Labs should have a longer turn around than 2 days and the TAs should be able to help with assignments that people fall behind on to not penalize someone for putting another class first.

Shorter lectures with quizzes with more than one attempt.

I hope that you take the following suggestions to heart and apply them:
Teach us material in class, put less of an emphasis on R as that was the majority of this course when actual stats should have been the majority of this course. Teach your students how to go through Confidence Interval and Hypothesis Test questions in class together lecture–style, then have us do questions with a partner after every few slides to incorporate a cooperative aspect to this course. You will need to rework almost everything about this class to make it effective and to make it so that people succeed. Do

Comments
paper/online psets, not R labs and homework assignments. Put the focus on learning statistical concepts, not constantly having something due. This will stop your students from worrying about deadlines and we will instead have so much more capacity for actually absorbing the material. Do not do asynchronous lectures, as they were unclear and unhelpful, as well as an incredible time commitment, both for the students and for you as a professor as well I'm sure. Teach us in class and we will perform better.
I think adjusting the workload would be helpful, the way the assignments are spread out make it so most students just burn out since we're nearly constantly having to work on either the homework or the lab throughout the week and the lab and homework were both pretty much the same just long Rstudio psets and could have just been condensed where we could have a weekly assignment instead might be more helpful since on top of the two sets a week the async lectures were generally rather long and there would be an async quiz every week, and quite frankly negatively impacted my perception of the class. The lectures could generally have been streamlined they felt overly tedious at times.
Teach the class in a manner that is respectful toward our investment into this school and conducive to the quarter system format. A positive attitude.
Just don't do async lectures. Total waste of time.
Lecture in person instead of having us watch 3 hours of lecture on the weekend.
He could be on time to class and office hours instead of consistently late. He could listen to his lecture recordings before he sent them to us to make sure the audio is actually clear.
He could make shorter lectures, they were too long and also maybe make homework more based off what the exams will look like. We never did hand math before the exams so that wasn't helpful as we never learned to use calculators
Don't make the lectures so long please
Maybe teach the stats first THEN the R to do it.
Better organization. We didn't know when/what our midterm was going to be for a very long time, and the final review material was released very late.
I wish that we had more "written" practice of the concepts. The entirety of the course was based in R coding, so it was difficult to shift to learning how to do "written" problems without the help of R.
I know there was a whole lotta material we needed to cover but perhaps having 3 exams instead of 2 could help reduce stress over the pressures of the class.
Teach
Make the slides more pertinent to what we are required to know.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	2.82	3.00	20.00%	22.00%	24.00%	24.00%	10.00%	0.00%
Presented lectures that enhanced your understanding.	2.58	2.50	32.00%	18.00%	18.00%	24.00%	8.00%	0.00%
Facilitated discussions that were engaging and useful.	2.16	2.00	38.00%	16.00%	16.00%	12.00%	4.00%	14.00%
Stimulated your interest in the core ideas of the course.	2.24	2.00	40.00%	16.00%	26.00%	10.00%	6.00%	2.00%
Challenged you to learn.	3.22	4.00	24.00%	0.00%	22.00%	38.00%	16.00%	0.00%
Helped you gain significant learning from the course content.	2.64	3.00	28.00%	18.00%	22.00%	26.00%	6.00%	0.00%
Was available and helpful outside of class.	3.38	4.00	18.00%	2.00%	20.00%	44.00%	16.00%	0.00%
Motivated you to think independently.	3.06	3.00	20.00%	10.00%	24.00%	36.00%	10.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	2.84	3.00	24.49%	8.16%	34.69%	24.49%	8.16%	0.00%
Overall, this instructor made a significant contribution to your learning.	2.58	3.00	28.00%	20.00%	22.00%	26.00%	4.00%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

| Comments |
| --- |
| IDK the name. really helpful |
| there were four TAs, all were helpful, answered questions during class and office hours |
| Amber was very helpful |
| There were a lot of different TAs. They were decently helpful. |
| I don't even know my TA's names! |
| All TAs |
| There were like 4. Office hours helped. Some of them were great and one of them wasn't. |
| All the TAs were willing to help and answered lots of questions on Ed |
| Im not sure of the name |
| I don't know either of their names... |
| All TAs for this course were helpful on Ed and during class. |
| Minjun was a great TA. He really helped explain the objectives and the concepts of the homework. |
| There were just multiple TAs in general for this class who were present to answer questions, etc. The TAs seemed knowledgeable, but they too seemed frustrated by the way that the course was set up and the amount of questions that they were constantly answering in class. We were frequently asking TAs questions about how to format our R code and how to make sure our documents rendered, instead of being able to ask them about real stats, because the deadlines on the R assignments would be so tight that we could really only focus our attention on that. I wish that there would have been more of an opportunity to talk to TAs about statistical concepts in general. However, I would not have been able to do any of the assignments without the TAs help, so I appreciate them for that. |
| I don't know their names, but all the TA's were helpful. |
| The TAs were all very helpful. Ankur was great at explaining concepts. |
| Amber was very helpful on Ed |
| The TAs were very unhelpful and quite bad at explaining concepts. Multiple times I would ask a question and they quite literally could not answer it. |

The TA/CA or Intern. . .

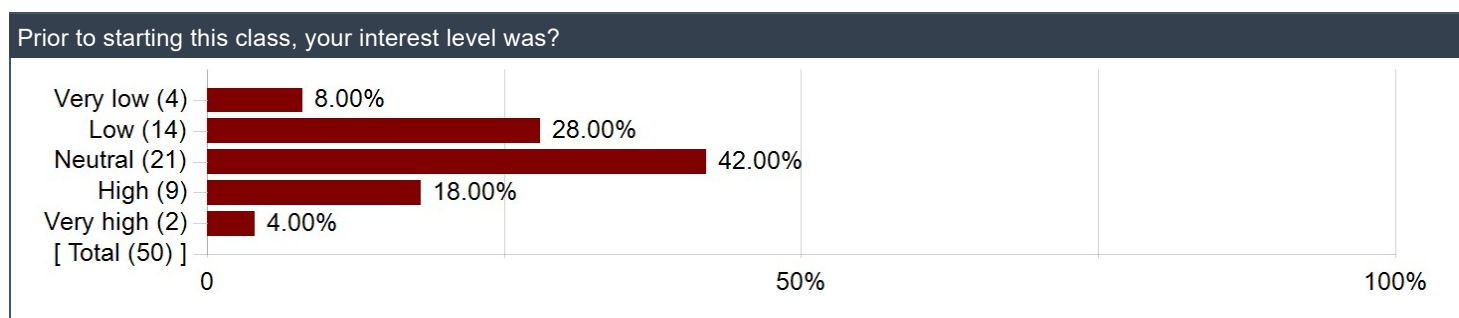|	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	3.58	4.00	4.35%	4.35%	26.09%	34.78%	13.04%	17.39%
Gave you useful feedback on your work.	3.81	4.00	4.35%	4.35%	13.04%	52.17%	17.39%	8.70%
Stimulated your interest in the core ideas of the class.	3.43	4.00	8.70%	4.35%	30.43%	34.78%	13.04%	8.70%
Challenged you to learn.	3.43	4.00	8.70%	4.35%	30.43%	34.78%	13.04%	8.70%
Helped you succeed in the class.	3.82	4.00	4.35%	4.35%	17.39%	47.83%	21.74%	4.35%
Was available and helpful outside of class.	4.05	4.00	0.00%	0.00%	21.74%	47.83%	26.09%	4.35%
Overall, this individual made a significant contribution to your learning.	3.62	4.00	8.70%	0.00%	26.09%	39.13%	17.39%	8.70%

How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	2.60	2.00	40.00%	20.00%	0.00%	20.00%	20.00%	0.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	1.00	1.00	20.00%	0.00%	0.00%	0.00%	0.00%	80.00%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Is this class a requirement of some sort?
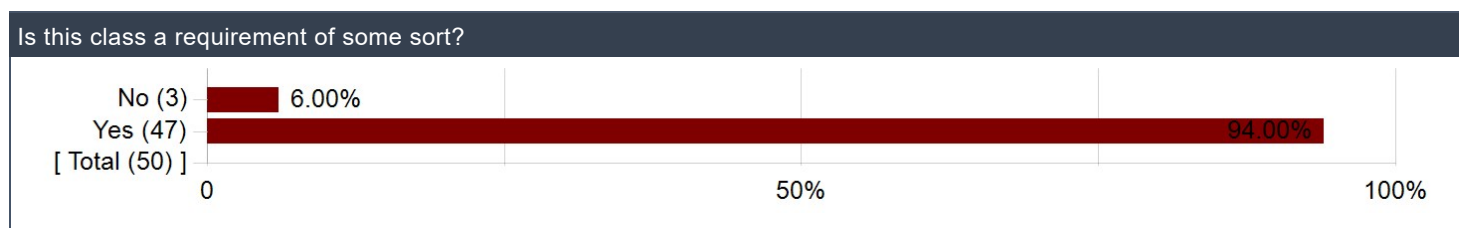
Is this class a requirement of some sort?

- No (3) — 6.00%
- Yes (47) — 94.00%
- [Total (50)]

Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

- Very low (4) — 8.00%
- Low (14) — 28.00%
- Neutral (21) — 42.00%
- High (9) — 18.00%
- Very high (2) — 4.00%
- [Total (50)]

Now that this class is over, your interest is?

Now that this class is over, your interest is?

- Diminished (34) — 68.00%
- Satisfied (12) — 24.00%
- Heightened (4) — 8.00%
- [Total (50)]
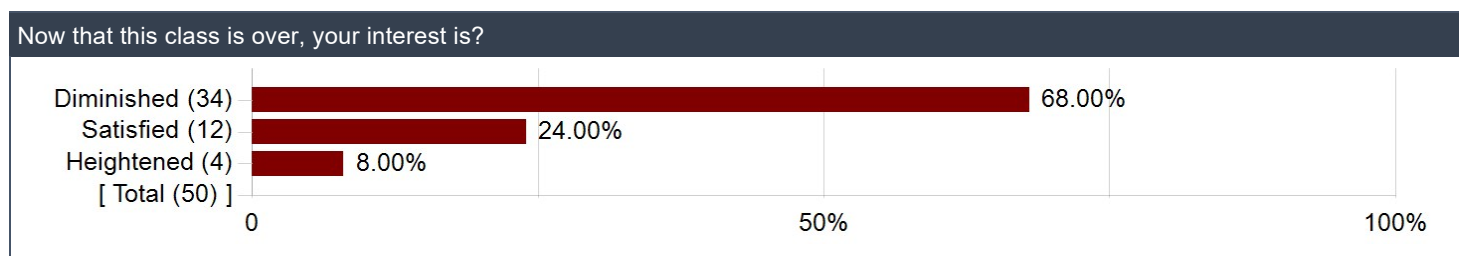
Why did you choose to take this course? (Select all that apply)
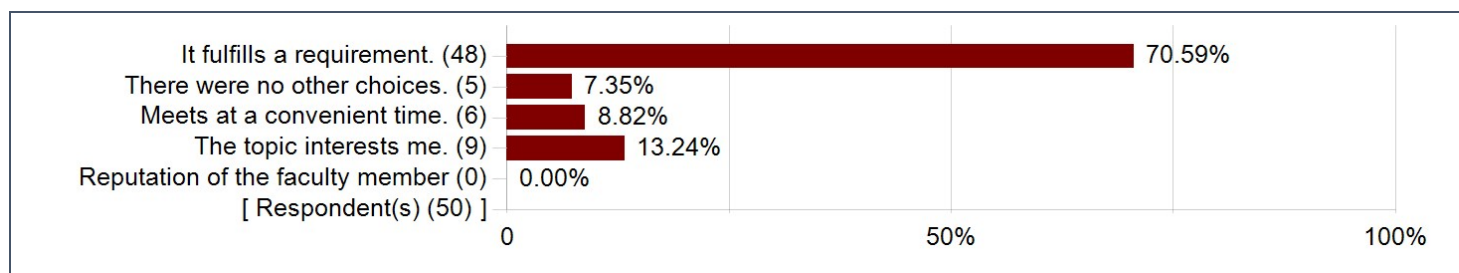
- It fulfills a requirement. (48) — 70.59%
- There were no other choices. (5) — 7.35%
- Meets at a convenient time. (6) — 8.82%
- The topic interests me. (9) — 13.24%
- Reputation of the faculty member (0) — 0.00%
- [Respondent(s) (50)]

How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?

- <5 hours (1) — 2.00%
- 5-10 hours (15) — 30.00%
- 10-15 hours (18) — 36.00%
- 15-20 hours (7) — 14.00%
- 20-25 hours (6) — 12.00%
- 25-30 hours (2) — 4.00%
- >30 hours (1) — 2.00%
- [Total (50)]

What proportion of classes did you attend?

What proportion of classes did you attend?

- None (0) — 0.00%
- 25% (0) — 0.00%
- 50% (0) — 0.00%
- 75% (3) — 6.12%
- All (46) — 93.88%
- [Total (49)]
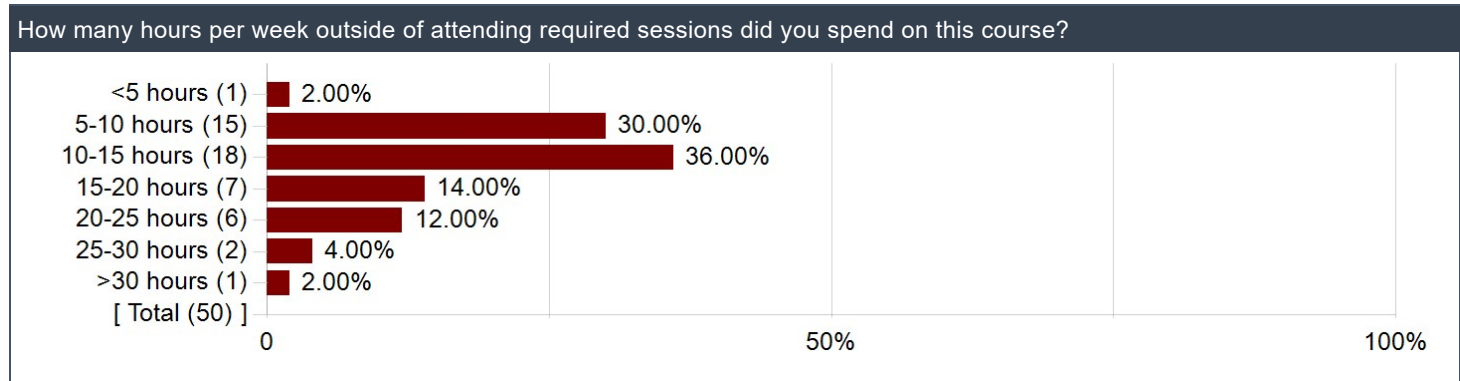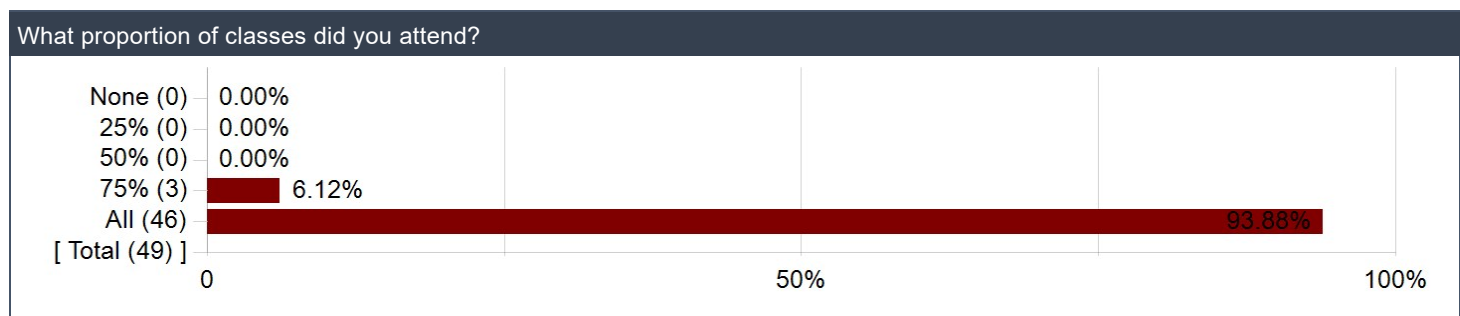
Please comment on the level of difficulty of the course relative to your background and experience.

Comments
Took AP stats, it's similar amount of topics, it's just that he presents the material in a horrible manner
unreasonably large workload
i don't necessarily think the concepts are difficult it's just the sheer amount of topics covered at such a fast pace that's a little hard to keep up with, that's all. but hey maybe that's just because of the stupid quarter system who knows
Extremely difficult – this Professor is an embarrassment to UChicago – he has absolutely no class and treated the quarter as a power trip.
Moderately Difficult
This course was extremely hard because the professor made it that way. The way he structures and grades his class never gives students the benefit of the doubt. I had some background experience with stats, but between the three hour lectures, homework, and labs are constantly due, it was extremely hard to keep up and really destroyed any love for stats I once had. I did not enjoy this class in the slightest, and is probably my least favorite out of all the ones I have taken at UChicago. My advice is to avoid this class with Professor McShane. If you have to take Stat 220, take it with someone else.
Course concepts were easy but execution was such a waste of time
I didn't take a statistics class before this, but I think that a lot of the content in the first four weeks of the class was already expected to be "review", so for me personally, it was even harder to build on that for the "new" material that we learned later in the course.
It was quite hard given that I had never taken stats before. But im not sure if thats because of the way that the class was setup or if it was the material was hard. On its own, the material does not look too bad.
I feel like I learned at the end of the day. but I don't think this will be reflected in my final grade. And I tried hard.
The class is unnecessarily difficult due to the scheduling elements of the course, as well as a lack of office hours in actual helpful time slots (such as closer to when assignments are due).
I had no stats experience prior to this course which made learning everything at such a quick pace difficult. I'm still don't think I completely understand all the concepts.
Very difficult. I had no experience in statistics or in R–studio. I would not recommend this class if it not a requirement.

Comments
As someone who never took AP Stats, this was confusing at first but is nothing impossible. Make sure to divvy enough time to study the material throughout the quarter because it's a lot of information!
The class topics aren't hard, the structure of the course makes it challenging to learn, however.
no experience – doable, but a miserable experience
Fairly straightforward
Having not done stats before, the content itself was reasonable. However, even taking this during a 3 class quarter, it was easy to fall behind and this class took a lot of work.
no stat background. moderate difficulty only because there was so much material and no pause
I had no stats background and this was a challenging course for me
Far too difficult for what this course actually is
This was an INCREDIBLY difficult course. It was only supposed to be an intro course to stats, but it seems that the professor tried to incorporate a year's worth of material into ONE quarter.
The content itself is not that difficult, the difficulty introduced through the workload + schedule throughout the course made this class much more stressful then I felt was necessary.
The material isn't particularly difficult, but the way he structures assignments, exams, and the overall course makes it so.
The course was unnecessarily difficult due to the professor's poor instruction. Otherwise, I can tell this would have been a very easy course.
This class was too much work. Do not take it.
It was a hard class for someone with no statistics background, but the difficulty was manageable.
Know R
Get ready to be motivated and work a LOT! it's tough
lots of stats background no coding. Struggled to keep up.
I took AP Stats. The content was not hard, but there was definitely a learning curve to using R.
The requirement of time for this class and the very high percentage of class grade based on 2 exams (60%) meant that I needed to spend 20+ hours a week to have a chance at a high grade but didn't have a high grade guaranteed by all that work, which felt frustrating. I know the exams were necessary, but it made the class feel difficult and stressful.
Took A–level Further Maths, FS1. My background was enough to understand the content, what was difficult was using R.