



# STAT 22000 2, STAT 22000 2 - Statistical Methods and Applications - Instructor(s): Ryan McShane

Project Title: **College Course Feedback - Winter 2024**

Number Enrolled: **50**

Number of Responses: **27**

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## Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

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Creation Date: **Thursday, March 28, 2024**

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

Comments
Basic stats. Coding in R.
Basics of statistical theory, modeling, and R coding. Specifically, we covered variables, statistical distributions, experimental setup, confidence intervals, hypothesis tests, linear regression, and permutation testing.
Basic statistics including simple linear regression and learned minimal r coding.
Basic stats from probability to hypothesis testing.
Probability, how to analyze distributions, coding in R, and variations in hypothesis testing.
I learned basic statistics and furthered my usage with R.
This course helped me learn R and gain familiarity with some basic statistical procedures.
The most important things I learned in this course was to use R studio to calculate statistics, and how to calculate proportions, means, CIs, and hypothesis tests.
Learning the techniques used to analyze sets of data and interpret the analyses that had been done on sets of data.
Constructing experiments. Analyzing Variance. Sampling distributions. Intro to Stats.
I learned about confidence intervals and hypothesis testing procedures.
I learned the basics of statistical inference, which is widely applicable across all kinds of research and experiments.
Irrespective of the teacher, if you're going into business or biology or med school, it's probably helpful to know some of this stuff (especially if your career involves designing experiments).
Evaluating statistics through conference intervals and hypothesis tests.
Statistics
An introduction to statistics and R.
How to do hypothesis testing
How to waste my time learning to displaying my homework in latex only to not be tested on it for midterms/exams. How to lose my weekends to 3/4 hours of async lectures. How to hold my hand for 20 minutes waiting for a TA to help me in class.
hypothesis test
Basic stats and using R

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

Comments
Lectures were 2–3 hours of asynchronous videos with a graded quiz at the end due at noon every Monday. Labs were due on Wednesdays and homework was due either on Sunday or Monday night. This class was a never–ending onslaught of assignments you had to constantly keep up with.
Too many things assigned.... Asynchronous lectures (around 3 hours a week) were posted Fridays sometime after class then a quiz on the material was due Monday at noon, meaning you had to dedicate a significant amount of time to watch, review, and take the quiz over the weekend. In class, we would just work on labs and homework, and the professor and some TAs floated around to answer questions. Felt pointless to show up most of the time, but attendance was taken at every class. Labs were assigned on Mondays and due Wednesday nights and had to be done with a partner. Very inconvenient if you don't know anyone in the class, accidentally choose someone who never shows up, choose someone whose schedule does not align with yours to work on the lab outside of class, or if your lab partner decides to drop. Homework gets assigned on Wednesdays or Thursdays and are due Mondays, but you're not allowed to ask questions about it during Monday's class.
The lectures were all async and were very helpful for getting an overview of the theory and for seeing a lot of the applicable R code. The labs and the homeworks were pretty much the same, and provided good practice problems for the exams.
Flipped class structure was terrible and made a basic course far more work and harder.
This class was almost a flipped class as we would have to watch between 1.5–3 hours of lectures each weekend. Class time was used to answer questions for labs or homework.
There was required classes that were worth one point each, labs done with a lab partner every week graded on completion, and homeworks harder than the labs graded on accuracy. The lectures are async, but way too long even on 2x speed. It was like an hour

Comments
and half on 2x speed due over the weekend.
The lectures were tedious and nonsensical as we were expected to watch asynchronous recordings over the weekend, sometimes totaling up to 3 hours of videos. The allotted lecture time for this class was used as a study hall where we were expected to work on our homework and labs and ask questions. This "study hall" was also graded for attendance which was very frustrating as that time could have been spent elsewhere.
I think the homework is really helpful.
McShane 3 hours worth of lecture over the weekend with required quizzes due by Monday, and just had us work on homework during class. This class method felt obscene, as he was requiring us to come to 3 hours worth of class every week, but then also making us watch him lecture for 3 hours every weekend.
The lectures were a big longer than they should've been, and I found myself not using a lot of the information included in the async lecture. The assignments and labs helped my learning. The homework was a bit hard and long at times, but overall manageable. The labs were a good starting point to help understand the homework, but overall, it wasn't too helpful in the long run.
Async lectures were the main way information was given but labs and homework were much more helpful in enforcing the information that was in the lectures. I'm not certain if the lectures were that helpful in teaching me but the labs and homework were helpful.
In class we simply did the homework and labs with partners. No lectures in class. Every week we had to watch 2 hours of lecture and take a quiz on material.
The labs were helpful for learning concepts, but the async lectures and lack of any in-class teaching made the class much harder than it needed to be.
I appreciated the flipped nature of the course as it helped with my learning of how to code in R. Also, it was nice to have the highlights of the asynchronous lectures reviewed in class.
Per the syllabus, students were asked to watch 3+ hours of lecture on the weekend, post their questions on a discussion platform, and then expected to come into the courses to work on the extensive problem sets (which took 12+ hours). There were two problems sets a week, plus a weekly quiz.
This course structure was, quite simply, a disaster. The remote lectures sent a strong message that ryan simply didn't want to teach a lecture in-person and have to respond to people's questions on the content in class. I wouldn't be surprised if he decides to re-use the video lectures for subsequent classes. Moreover, it was impossible to receive help on the problem sets during the in-person class time. Many of the TAs were absent (because they were attending other classes, at no fault to them), and any of the remaining TAs were quickly overwhelmed by the sheer amount of students seeking help during this time. This combination meant that many students were left waiting with their hands raised for most of the class period.
I've taken a look at the STAT234 reviews, and it looks like ryan's classroom style was an issue last quarter as well. Perhaps this is becoming a bit of a pattern.
lecture slides, homeworks, and labs were useful
The lack of in person lectures greatly hindered my learning.
Lectures
The lectures were long and sometimes hard to follow, but quite comprehensive. In-class time was devoted to homework and labs, both of which were a good challenge.
Homework, labs, 3 hour asynchronous lectures, and quizzes EVERY SINGLE WEEK. This class was too much work for a non Stats major class.
We were expected to watch 3 hours or more of recorded lecture a week which contained 100% of the content we needed to know. No teaching was done during the in person lectures, the time was reserved to do homework.
Absolutely worst class ever. Labs and homework COULD HAVE contributed to my learning, but I wasted so much time trying to learn r that I didn't learn the statistics until exam prep. ALSO, labs were graded for participation and HW's were...a combination of participation and accuracy? but we never knew which part was going to be which?? and then he is too scared to give us answer keys for HW's or labs, so we wouldn't know if we did the work correctly or not. Eventually we forced him to give us answers...so he made videos talking through the labs. Homework? Never knew what he was looking for.
very helpful
Involving R in assignments is great

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.07	4.00	3.70%	3.70%	3.70%	59.26%	29.63%
I understood the purpose of this course and what I was expected to gain from it.	3.89	4.00	7.41%	3.70%	7.41%	55.56%	25.93%
I understood the standards for success on assignments.	3.56	4.00	14.81%	3.70%	18.52%	37.04%	25.93%
Class time enhanced my ability to succeed in graded assignments.	2.96	3.00	29.63%	11.11%	14.81%	22.22%	22.22%
I received feedback on my performance that helped me improve my subsequent work.	3.30	4.00	14.81%	11.11%	22.22%	33.33%	18.52%
My work was evaluated fairly.	3.74	4.00	11.11%	7.41%	3.70%	51.85%	25.93%
I felt respected in this class.	3.37	4.00	14.81%	11.11%	22.22%	25.93%	25.93%
Overall, this was an excellent course.	2.85	3.00	26.92%	11.54%	26.92%	19.23%	15.38%

## Additional comments about the course:

Comments		
Dr. McShane recommended budgeting at least 12 hours a week for this class, which comes out to 15 hours a week spent on this class when including the three hours of mandatory lecture. While I feel I have a good understanding of the material and that his teaching methods are an effective way of educating students, I cannot support this excessive workload given the other academic and extracurricular commitments students have to juggle. Assuming students are to have a 40-hour work week, the time commitment for this class should not be more than 10 hours a week. Slightly less assignments or adjustments to the flipped class format would greatly improve the class experience.		
Professor was often rude to students.		
It was a bit unclear overall how to do certain things. Prof McShane would teach the theory but not the R and expect a high-level understanding of both. The midterm is in 2 parts one in person which contains long questions and another online which is all selectable.		
Dr. McShane please remove all the extra fluffy stuff from your slides. There are slides with proofs that we are not tested on. I appreciate the commitment to teaching us where these formulas come up, but could you make a separate lecture/powerpoint for those who are interested? I sometimes felt overwhelmed by the 80 slide powerpoints x 2 per weekend to understand. Having simplified slides would be so helpful for reviewing, same with problems.		
With this being a basic statistics course, it boggles my mind as to how little I have retained from the asynchronous lectures.		
The structure of this course is really strange. You need to use your own time (mainly weekends) to learn the asynchronous lecture and use class time to do homework and lab.		
Not worth taking unless required for your major.		
I spent a lot of time on this course, which I was not expecting to do as I had other friends take stats classes, and they spent maybe 4–5 hours a week on this class. I easily spent about 10 hours or more on labs, homework, reading, and lectures we were meant to watch, and it definitely made me stress about getting my work done on time. The time intervals in which we did the assignments and labs were fine, but having async lectures and homework on the weekends proved challenging for me as a person with extracurriculars. While the teacher seemed enthusiastic about the class and the material, it didn't really seem like he wanted to be there, which made me feel bad asking questions, so I would resort to the TAs who were extremely helpful. It also seemed like we covered a bit of material we didn't need which confused me on what I should focus more on.		
McShane was new to Stat 220. He adopted a 25% HW, 5% attendance, 10% labs, 5% weekly quizzes, 25% midterm and 30% final grading methodology. His idea was the HWs, Labs, Attendance and Weekly Quizzes average should be very high, somewhere between 93% and 97%. Then, he chose to make the midterm and final difficult so as to distribute the grades across a wider range. He planned for 25% of the class to have As, A–s and B+s with the remaining 25 split between B or lower.		
The flipped classroom with the async lectures didn't work well. The instructor didn't do a great job of actually helping us learn the material and mostly just told us to refer to the lectures, which weren't great.		
For attendance, ryan would not only post a "secret code" for present students to type into a Canvas quiz, but he would also pass around an attendance clip board or mark off students himself. If students submitted the "secret code" without actually attending the class, he would message the student to tell them that he didn't see them in class. He would do this every class, for 150 students.		
If the goal is for students to attend the course, then teach lectures in-class.		
Compared to other stat 220 classes, we learned more, had more hw, and our midterm was graded oddly. You should take this class if you have taken AP statistics, but if you have not don't take it.		
DO NOT TAKE. DO NOT TAKE. DO NOT TAKE. DO NOT TAKE. DO NOT TAKE. DO NOT TAKE. However, if you want a "gotcha" professor who will be immature, rude, petty, late, and intentionally petty, take this class! Listen, I know I sound dramatic, but I'm not kidding, this guy's the worst professor I've ever had. He's an overcooked grad student who didn't have a syllabus, so he was flying by the seat of his pants all quarter because he was trying to squeeze way too much content into 9 weeks. Seriously, guys, this was the worst class I've ever taken. Please for the love of God, do not give this pos a return offer. There's not enough space to talk about how much this guy sucked.		
practical		
The class enables students to apply statistical knowledge into actual situations quite well. However, the variety of assignments is a little unreasonable (lab, quiz, assignment, async lectures, etc).		

## I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	40.74%	59.26%
Anyone interested in the topic	66.67%	33.33%

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

Comments
The asynchronous lecture videos are exceptionally well made and easy to follow, although their diving into theoretical details not necessary for the class did lead to confusion. (Cases when something was explained in much detail for 30 minutes only to say at the end "But for our purposes we won't require this")
I guess he answered questions in class, but sometimes he would just say "that's covered in the lecture video" to questions you ask in class or on Ed, which sucks.
It was really nice to be able to watch the lectures on your own time, repeat whatever you needed, etc. He was also present in class every day to answer questions with the TAs and help with assignments. On Ed, he answered questions pretty quickly and consistently.
Helped on homework and labs.
I think his slides are great and he obviously is a super smart guy, but it was a lot all at once. I was impressed that he was able to teach us so much. I feel like he could teach some more class and leave maybe just one day to working on the homework or labs. He is really good at explaining concepts one-on-one. I respect that he would actually walk around the TAs during class answering questions. He never sat around not helping.
To give credit where it is due, the instructor was very helpful during "class time" in answering questions I had about my assignments.
Posting his lecture slides was incredibly helpful, as it gave you somewhere to look back to.
The example problems in the slides.
labs and homework were concrete ways in which were able to use the skills that were taught in the lecture. The instructor was available to answer any questions we had.
TO be completely honest, McShane mostly read from the textbooks. We used OIS and MMSA, both available online. Since he did not teach in class, his recordings were often direct resuscitations of textbook material.
The labs were helpful but could've been done outside of class.
The availability of assistance in class with coding was wonderful.
Coding in R was the best possible way to learn about doing statistics/conducting tests, etc.
I felt that class time was not used in a manner conducive to my learning style.
Since classes were in the async lecture format, classtimes was mostly used for homework and lab and the instructor was helpful in answering questions.
Asyc Lectures.
That would be the lectures and lecture slides posted every week. They were really the only part of the class, besides asking questions in office hours or class about the homework, where Dr. McShane helped us.
Couldn't tell you because he didn't teach in class! It was essentially an online course where you had to watch a week's worth of content every weekend, take a quiz over it by Monday morning, and then go into class 3 times a week to raise your hand and wait for a TA to help you with the lab/hw.
in-class work
Lectures are quite helpful

## What could the instructor modify to help you learn more?

Comments
Class attendance should be optional if the flipped class format is to work. Students can come in if they feel they need help with assignments. Alternatively, get rid of the flipped class format but continue to post videos. Maybe instead of a lab and a homework every week, have one weekly assignment more substantial than either of the two but shorter than their combination. Any of the above would lower the hourly commitment of the class.
Lessen the workload. Actually TEACH during class so people can ask questions where they have trouble. If he taught during class then just had one homework assignment that we work on outside of class, I think that would be significantly better. Flipped class structure is only helpful if we actually review the concepts that we learn asynchronously during class, which we didn't.
The main issue I had was that there was a lot of math/derivations in his lectures but it wasn't clear how much, if any of it, we would need to know (not that we needed to be able to do any of it, just whether we needed to know where any of these formulas came from). Sometimes the wording of questions and the expectations for how much R we would have to know was a bit unclear, especially when it came to exams.

Comments
Would be better to just have lectures in class.
PLEASE LECTURE IN CLASS
Please make slides easier to understand by removing the fluffy proofs. I actually like the async lectures, just make them shorter! I found the class time to be helpful so keep that up.
Drop the asynchronous lectures! They felt like a chore to complete and led me to prioritize the completion of the lecture quiz over absorbing information. Professors at this university are frustrated with the quarter system but they make do with what has been established. The instructor needs to cut his material down so that he can teach it during class time and not force us to watch three hours of recordings when we are so very busy with other classes. Additionally the removal of Latex in the assignments would make things much less tedious as I should not have to render my document in order to see the whole question. A simple image insertion for the question requiring latex would be appreciated. I really disliked having to go back and forth between the R file and the rendered PDF just to look at a table that could have been made in R markdown.
Use class time to teach lecture will be better.
Not make us watch 3 hours of lecture over our weekends.
More focus and examples around the important topics in class during the async lectures, so they're easier to grasp as a concept. One/two examples for me sometimes weren't sufficient for my understanding, as some things have different requirements for the problems.
Maybe less information in the lectures? There was a lot of information that was hard to fully grasp so spreading it out might be helpful.
The instructor could've modified the class structure so that he lectured in class, and we worked on the labs and homework outside of class. The async lectures were also not helpful in teaching the concepts. The professor also didn't really try to engage with our questions and would just direct us to a lecture slide that often didn't explain the content. Overall, I wish the professor made more time to actually teach us and engage with our questions.
The instructor could expand more to teach about the basics of constructing the skeleton of a document in R.
<p>Complaints listed below.</p> <ul style="list-style-type: none"> <li>– Would not release answer keys to HW, making it impossible to evaluate my own work in preparation for the exams.</li> <li>– Flipped classroom model was a disaster. If ryan just taught in person, he could very easily make the concepts more accessible to students (by answer questions in-person) as well as minimizing the work that he has to do (answering less questions asynchronously on the discussion platform).</li> <li>– Ryan seems to really enjoy putting 2-point multiple choice questions on his exams. Multiple choice questions (with no partial credit) are not reflective of the student's understanding. Moreover, at an institution of this rigor, multiple choice questions are seldom used to assess comprehensive understanding.</li> <li>– The problem sets were helpful for application of the topics. However, the problem sets took, at minimum, 12 hours a week (per the syllabus), sometimes even going up to 20 hours. If this were a major class, perhaps it would make sense. But 20 hours a week on a problem set for a basic level course was insane.</li> <li>– The attendance thing was neurotic.</li> <li>– The course structure of the lectures made the content undigestible, meaning that many students flooded to Ed to ask their questions. Quite honestly, ryan had some really hostile responses to students on Ed. If a question was simple, he often assumed that the student hadn't read the textbook or read the lectures (not that his course structure made the lecture material extra difficult to process).</li> </ul> <p>Coming to class every day was, quite frankly, highly anxiety-inducing. The attendance "quiz" felt like ryan was "out to get" students. The amount of work was overwhelming, especially for such a basic level of content. It was difficult to ask questions without judgement.</p> <p>I felt that class time should have been used to lecture as normal in order for the main concepts to be understood, and in order for students to have a chance to ask questions.</p> <p>Go over the topics briefly before class.</p> <p>Half of the quarter was spent on material that was barely mentioned on both the midterm and final and seemed pointless to learn. Also the lecture slides were packed with useless information that made it difficult to understand what was expected to be retained.</p> <p>Make the async lectures synchronous</p> <p>Cutting down a bit on some of the lecture slides, especially those that were extraneous to our learning and were not tested on.</p> <p>He could give us more notes on our homework. I did not feel prepared for the midterm. I worded it exactly how I would on the homeworks and I got points off.</p> <p>Actually teach during lectures.</p> <p>Quit.</p> <p>Less kinds of assignments. For example, labs and assignments are quite similar.</p>



## The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	3.62	4.00	11.54%	11.54%	11.54%	34.62%	30.77%	0.00%
Presented lectures that enhanced your understanding.	2.88	3.00	23.08%	15.38%	23.08%	26.92%	11.54%	0.00%
Facilitated discussions that were engaging and useful.	2.55	2.00	15.38%	38.46%	11.54%	7.69%	11.54%	15.38%
Stimulated your interest in the core ideas of the course.	2.65	2.50	26.92%	23.08%	23.08%	11.54%	15.38%	0.00%
Challenged you to learn.	3.65	4.00	11.54%	11.54%	15.38%	23.08%	38.46%	0.00%
Helped you gain significant learning from the course content.	3.31	4.00	15.38%	15.38%	15.38%	30.77%	23.08%	0.00%
Was available and helpful outside of class.	3.56	4.00	11.54%	7.69%	19.23%	30.77%	26.92%	3.85%
Motivated you to think independently.	3.60	4.00	11.54%	15.38%	3.85%	34.62%	30.77%	3.85%
Worked to create an inclusive and welcoming learning environment.	3.23	3.00	15.38%	11.54%	26.92%	26.92%	19.23%	0.00%
Overall, this instructor made a significant contribution to your learning.	3.00	3.00	15.38%	23.08%	26.92%	15.38%	19.23%	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
There were a lot. They floated around and answered questions about the labs or homeworks.
Half of the TAs did not speak English. Very nice but not helpful.
There were many TAs – all were great, extremely helpful, and kind.
There were a few TAs that would walk around in the class helping and I always had good experiences with all of them.
Ankur was very helpful during his office hours and during class time. I have no feedback for improvement.
TAs are really kind and helpful! They are willing to help students with questions.
Amber Lee was one of the TAs in the course, and her feedback and explanations of concepts were really helpful. All of the TAs helped facilitate my learning, but she helped me the most in and outside of class when I asked questions about the homework or labs.
Lots of TAs. They are present in each class and help answer questions. They also hold office hours. Seemed very nice.
They were all good and helped answer questions.
There were multiple teaching assistants, and they all endeavored to be very available and ensure the students understood the material.
I most often sought the help of Amber and Ankur, who were both exceptionally helpful in explaining key concepts in a clear way and attempting to make sure I understood the material past the superficial level necessary to complete the assignments.
Ankur was really helpful in answering questions!
Ankur Garg (though there were 6 in total)
The TAs did not know what was happening. I would ask questions and they would look at me super blankly and not even answer my question. They would just repeat the HW question
TA are very helpful and are really friendly people



## The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	3.92	4.00	6.25%	0.00%	25.00%	12.50%	37.50%	18.75%
Gave you useful feedback on your work.	4.00	4.00	6.25%	6.25%	6.25%	43.75%	37.50%	0.00%
Stimulated your interest in the core ideas of the class.	3.88	4.00	6.25%	0.00%	31.25%	25.00%	37.50%	0.00%
Challenged you to learn.	3.81	4.00	6.25%	0.00%	31.25%	31.25%	31.25%	0.00%
Helped you succeed in the class.	4.25	5.00	6.25%	6.25%	0.00%	31.25%	56.25%	0.00%
Was available and helpful outside of class.	4.25	4.50	6.25%	0.00%	6.25%	37.50%	50.00%	0.00%
Overall, this individual made a significant contribution to your learning.	4.13	4.00	6.25%	0.00%	12.50%	37.50%	43.75%	0.00%

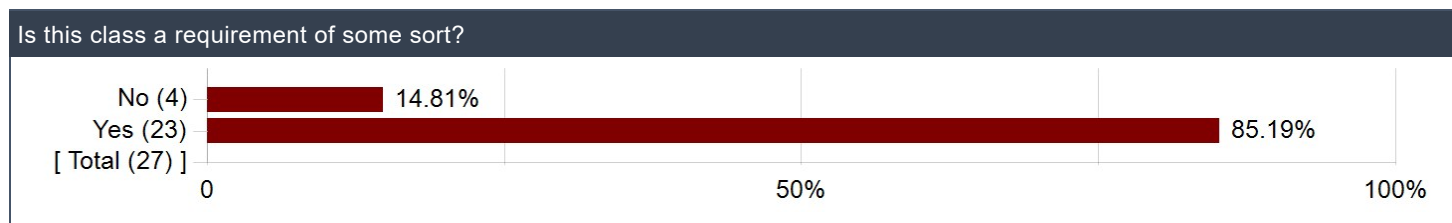
## How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	2.75	2.50	50.00%	0.00%	0.00%	25.00%	25.00%	0.00%
Field Trips	1.00	1.00	25.00%	0.00%	0.00%	0.00%	0.00%	75.00%
Library Sessions	1.00	1.00	25.00%	0.00%	0.00%	0.00%	0.00%	75.00%
Review Sessions	1.00	1.00	25.00%	0.00%	0.00%	0.00%	0.00%	75.00%
Writing Seminars	1.00	1.00	25.00%	0.00%	0.00%	0.00%	0.00%	75.00%

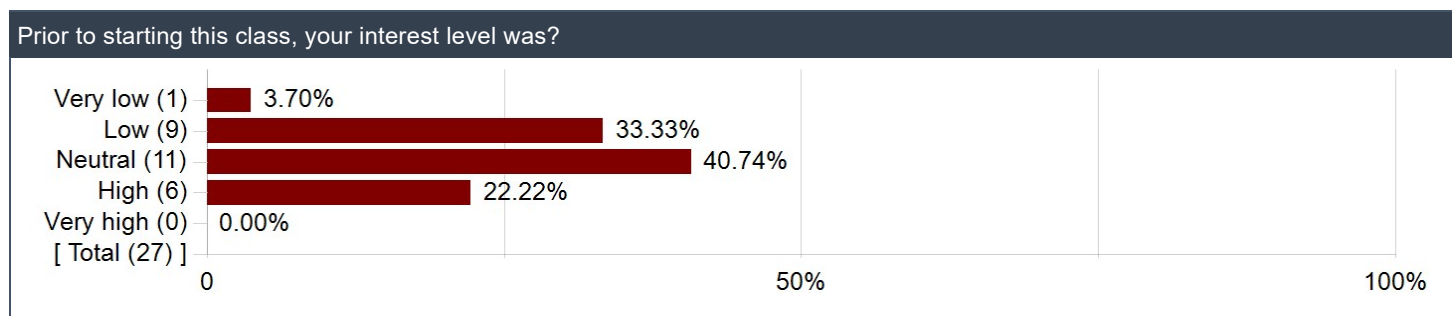
## Other course elements not mentioned above:

Comments
Async lectures

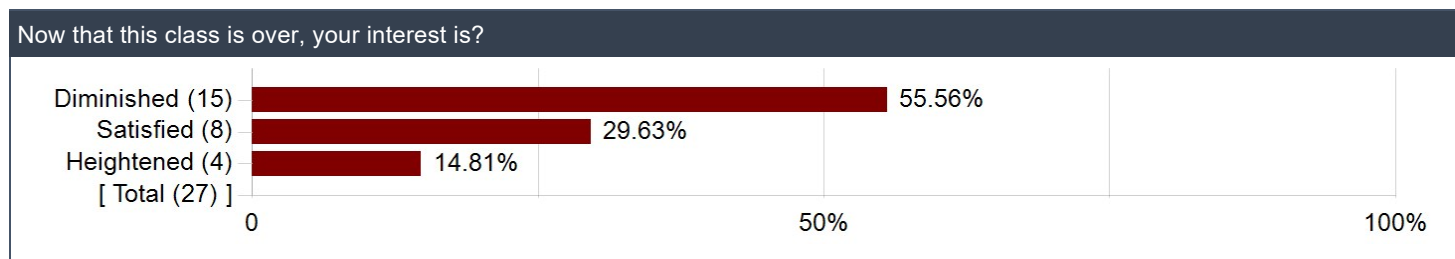
## Is this class a requirement of some sort?



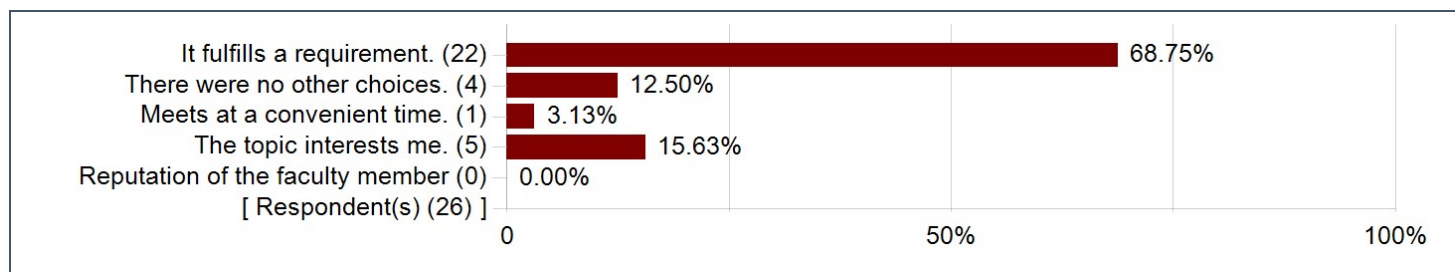
## Prior to starting this class, your interest level was?



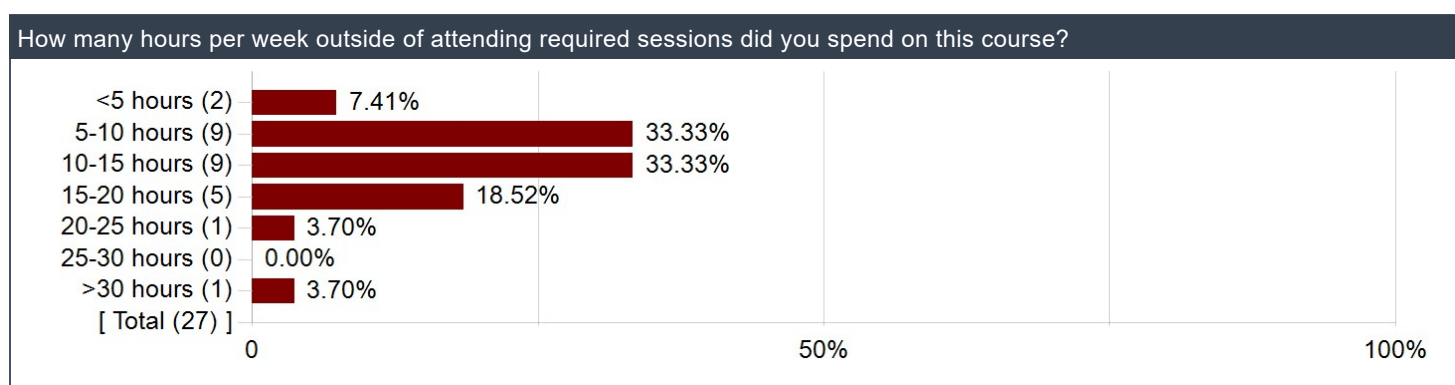
## Now that this class is over, your interest is?



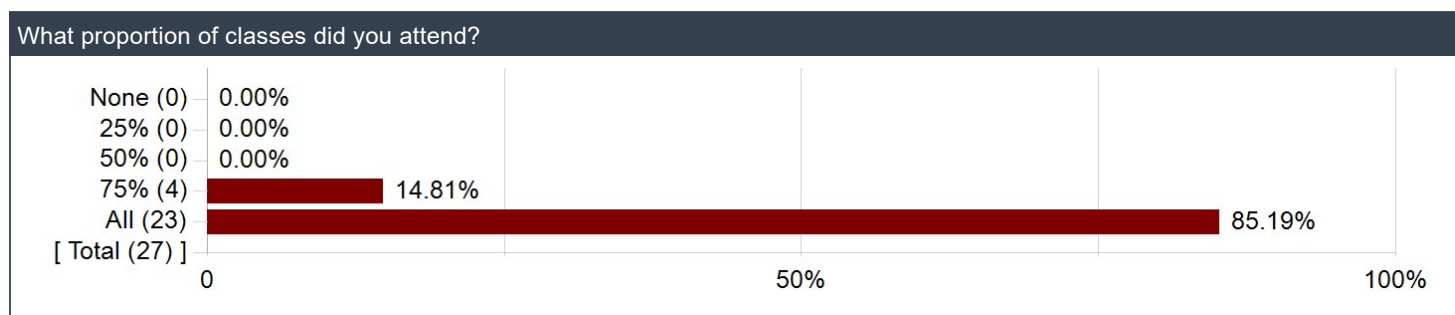
## Why did you choose to take this course? (Select all that apply)



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



## What proportion of classes did you attend?



**Please comment on the level of difficulty of the course relative to your background and experience.**

Comments
I know in previous iterations this course was different, but McShane focused heavily on coding, which was fine for people with CS/datasci experience, but difficult for everyone else.
It's not a difficult course, it's mostly busywork. You don't need to have any background in R to be able to code enough to make it through, but some experience in R or Python would definitely be helpful.
The topics are not difficult, but are presented in unhelpful ways.
No stats background and did well
This course is hard to recommend to people because it is so specific. It has async lectures and partner work and coding in R and the statistics. I feel like if you are independent and want a statistic class where you skim lecture slides to complete assignments this is the class for you. A lot of this class is looking for similar questions in the slides and book. The coding is beginner friendly. I will give McShane that, he knows how to code some nice ppt slides and hw and lab assignments. Everything is done for you, all you need to do is type it up in R and use R functions. The stats concepts are harder in the assignments compared to the exams. I feel like he over prepares you which might be a good thing.
Having been familiar with R due to my Biology background, I found this course to be very tedious as I had to unlearn many of the packages I had previously familiarized myself with in order to be comfortable with how the instructor wanted us to use R.
If you don't know how to code and don't have experience with stats, this class will be a little bit tough. AP stats seemed like it helps alot
I took ap stats in high school but I don't have any coding experience which made some parts of it very hard. The statistics part was relatively fine but much of the math behind it was a struggle.
Never taken Stats or AP Stats. Math major. Class was fine, but McShane definitely tried to make it harder than other Stat 220 classes. Probably A, maybe A-.
As someone with no statistics background, the material wasn't super difficult but the instructor definitely made it harder than it could've been.
The course was not difficult, but I had prior experience.
It was hard. Conceptually, not that difficult. But the amount of busy work required for this course was too much, especially for people who have no interest in pursuing a career in statistics.
Because I had prior experience taking AP Stats, I thought this course would be relatively easy. However, there was a very steep learning curve when it came to using RStudio because I had zero coding background, and there was very limited assistance for helping students without a coding background learn the code. Moreover, because all of the lectures were asynchronous (aka most of the learning was done outside of class), I found that it was much harder to learn the topics this time around compared to in AP Stats.
I had no stats background or coding background prior to this class, and I found it pretty manageable.
Very difficult because of the lack of clarity in how the material was presented in lecture. Every other section of this course taught by a different professor is supposedly significantly easier.
It was kind of hard.
I always find stem courses difficult, and this one was no exception. Dr. McShane's class is a good challenge regardless of whether you have statistics background (which I did not).
It was just too much. I took this for a non-stats major and had taken other rigorous classes. This class plus my other classes were all just too much. He gave labs and hws each due in 3 days. And the async lectures he gave us 3 days to view ON THE WEEKEND! The labs barely prepared me for the midterm wording
Content wise? not that difficult. The difficulty was the assignments and the amount of work. The statistical lessons could have been taught muchhh better, but there was no plan to his method and there was no sense of optimal teaching. Then he'd screw you on the midterm and the final and NOT curve it. His curve is the difference between the highest score and a 100%, which means it takes one person in all the classes to get a hundred for nobody to get any points.
manageable for students who are new to stats; easy who those ace the AP stats in hs; but need lots of attention to the detail and have clear logic in approaching problems
Reasonable