

Timestamp	How useful was the training?	How engaging was the training?	How effective was the instructor?	What could the instructor do better next time?	In general, what would make this training better next time?	How did you hear about this training?	After this training, if your schedule allows, would you be interested in attending another D-Lab training?	What's the greatest challenge or obstacle holding you back in your research?
9/9/2013 16:09:26	7	7	7	7 Walk through a couple of the more difficult concepts with the use of codecademy.	Focus on difficult concepts, better intro students to ipynb.	Heard about it from a friend/colleague	Yes! Absolutely!	Figuring out how to translate programming to my research
9/3/2013 10:54:30	7	7	7	7 Provide morning coffee :)	Morning coffee!	Email from the D-Lab mailing list	Most likely	Not enough hours in the day.
8/26/2013 17:40:39	7	7	7	7 not realy	more time? not really sure.	Found it on the D-Lab website	Yes! Absolutely!	data collection, acquisition
8/26/2013 16:35:15	5	5	5	5 Explain more, less relying on Codecademy	Cover more material through the 4 day session	Email from another mailing list	Yes! Absolutely!	Discomfort with coding (need more practice -- so D-Lab guided trainings will be beneficial for me!)
8/26/2013 15:10:30	5	5	6	6 Make sure actual materials used in class (like programs, websites) work a little more smoothly.		Email from another mailing list	Yes! Absolutely!	I'm bad at statistics. It's humiliating.

What department, school, program, or organization at Berkeley are you associated with?	Training Title	Instructor	Date of Training	What other services (besides training) could D-Lab help you with?	What is your career stage or position?	What did the instructor do well?	In general, what was good about this training?
BioE	Intro to Python	Dav Clark	Aug 2013	How to apply python to my research	Visiting fellow or researcher	Explain specific examples in detail. Promote participation and collaboration between the students	Well organized, helpful facilitators, good workspace
biostatistics	Intro to Python	Dav Clark	August 2013		PhD student, pre-dissertation	He seemed to have a good sense of how we were doing, balancing instruction with self-paced work on the online modules. Also, very good at encouraging group work.	I learned a lot.
I School	Python Fundamental	Dav Clark	Aug 19-22, 2013	project consulting, which I believe D-lab already provides	PhD student, dissertation stage	Demystified Python, helped us get our heads around complex concepts and data structures.	good combo of structure and flexibility
Agricultural Resource Economics	Python Fundamental	Dav Clark	Aug 19-22	N/A	Undergraduate student	Introduce concepts.	Good intro for people who have never coded before
Psych/Neuro	Python Fundamental	Dav Clark	8/19/2013		Academic staff title	Good atmosphere, encouraging, clear.	

Timestamp	The course delivered its advertised curriculum.	This instructor communicated content clearly.	What could the instructor do better next time?	In general, what would make this training better next time?	How did you hear about this training? Email from the D-Lab mailing list	After this training, if my schedule allows, I would be interested in attending another D-groups would you like to see the D-Lab Lab training.	What trainings, workshops, or working groups would you like to see the D-Lab offer?	What kind of data are you working with / would you like to work with? geochemistry discriminant analysis and spatial data	What department, school, program, or organization at Berkeley are you associated with? Archaeology	Training Title	Instructor	Date of Training	
1/24/2014 15:23:27		7	6				7 - Graphics and stats in Python - Spatial analysis in Python			Python INTENSIVE	Dav Clark	1/17/2014	
1/24/2014 10:05:19		7	6		Email from another mailing list				Astronomy	Python INTENSIVE	Dav Clark	1/13-1/17/2014	
1/24/2014 9:58:52		4	6		Found it on the D-Lab website		7 The next step/ the other half of what we didn't get to in the python training. The python workers party may be the place for this, but what I could really use now is some fairly individualized help figuring out what I need to do to solve the problem I have working with my data.	xml - parsed linguistic data	Linguistics	Python INTENSIVE	Dav Clark	1/13-1/17/2014	
1/21/2014 14:58:03		6	6							Python INTENSIVE	Dav Clark	1/13-1/17/2014	
12/11/2013 9:34:05		4	5		Email from the D-Lab mailing list		7 Another Git training that covers what we didn't get to (i.e. assumes some basic knowledge and that all of the participants have practiced with the online game, but then goes into more detail about when and why we would use it)?		Git Fundamentals + Git-Annex	Dav Clark		12/10/2013	
12/11/2013 9:27:06		2	2		Email from the D-Lab mailing list		2			Git Fundamentals + Git-Annex	Dav Clark	12/10/2013	
11/25/2013 16:37:54		5	6		Found it on the D-Lab website	5 opensource mapping stack		spatial data	College of Natural Resources	Python Software Carpentry Intensive	Lynne Williams and Matt Davis	11/23/2013	
11/25/2013 13:30:27		7	7		Email from the D-Lab mailing list	7 Python, R and Statistics		Twitter etc. big data set	School of information	Python Software Carpentry Intensive	Lynne Williams and Matt Davis	11/23/2013	
11/25/2013 13:27:13		4	4		Found it on the D-Lab website	5 Python for Data Analysis				Python Software Carpentry Intensive	Lynne Williams and Matt Davis	11/23/2013	
11/25/2013 10:39:38		6	6		Email from the D-Lab mailing list	Python for Software Engineering and Website Development 7 -GIT -SQL -Basic statistical models		neuroimaging data	Psychology	Python Software Carpentry Intensive	Lynne Williams and Matt Davis	11/23/2013	
9/9/2013 16:09:26		7	7	Walk through a couple of the more difficult concepts with the use of codecademy.	Focus on difficult concepts, better intro students to ipynb.	Heard about it from a friend/colleague	Yes! Absolutely!	More programming bootcamps		BioE	Intro to Python	Dav Clark	8/19-22/2013
9/3/2013 10:54:30		7	7	Provide morning coffee :)	Morning coffee!	Email from the D-Lab mailing list	Most likely	A git training.		biostatistics	Intro to Python	Dav Clark	6/18/2013
8/26/2013 17:40:39		7	7	not realy	more time? not really sure.	Found it on the D-Lab website	Yes! Absolutely!	R FUNDamentals, similar to Python FUNDamentals. Training that is somewhere between 2 hour R intro and intensive 2-day R bootcamp		I School	Python Fundamental	Dav Clark	8/19-22/2013
8/26/2013 16:35:15		5	5	Explain more, less relying on Codecademy	Cover more material through the 4 day session	Email from another mailing list	Yes! Absolutely!	Web design/development Data visualization (Anything really!)		Agricultural Resource Economics	Python Fundamental	Dav Clark	8/19-22/2013
8/26/2013 15:10:30		5	6	Make sure actual materials used in class (like programs, websites) work a little more smoothly.		Email from another mailing list	Yes! Absolutely!	More python, and more statistics!		Psych/Neuro	Python Fundamental	Dav Clark	8/19-22/2013
3/5/2014 12:12:42		6	6			Email from another mailing list		7 you may already have this: how to get set up on github or with subversion for versioning code	climate data (available datasets like PRISM and collected data) vegetation status data (presence/absence, annual growth)	ERG, BCNM	Javascript Visualization	Dav Clark	3/5/2014
5/27/2014 11:43:29		4	3				7			Programming FUNDamentals	Dav Clark	5/27/2014	
5/27/2014 12:03:03		6	4		Email from another mailing list		5			Programming FUNDamentals	Dav Clark	5/27/2014	
5/27/2014 12:42:20		7	6		Email from the D-Lab mailing list		7 SQL building games in python		Psychology	Programming FUNDamentals	Dav Clark	5/27/2014	
5/27/2014 12:50:04		2	1		Heard about it from a friend/colleague		4 Understanding your computer. Basic commands for navigating and organizing files.		MCB	Programming FUNDamentals	Dav Clark	5/27/2014	

5/27/2014 13:07:55	3	3	Email from the D-Lab mailing list	5 I would like to see a reaaaal basic introduction to programing, and the most common programming languages.		Programming FUNdamentals	Dav Clark	5/27/2014	
5/27/2014 14:14:07	2	4	Heard about it from a friend/colleague	4	MCB	Programming FUNdamentals	Dav Clark	5/27/2014	
5/27/2014 15:51:03	7	7	Found it on the D-Lab website	7		Programming FUNdamentals	Dav Clark	May 27th, 2014	
5/27/2014 16:20:15	7	7	Email from the D-Lab mailing list	7 Anything on R, Python, Stata, or Atlas.ti. All things data science.	Public Health	Programming FUNdamentals	Dav Clark	5/27/2014	
5/27/2014 17:35:10	2	2	Heard about it from a friend/colleague	3 an introduction to programming.	data generated by NLP tools	L&S	Programming FUNdamentals	Dav Clark	5/27/2014
5/28/2014 14:36:56	4	4	Found it on the D-Lab website	7 Survey of major tools, discussion of characteristics, strengths and weaknesses.		Geography and Landscape Architecture	Python Intensive	Dav Clark	5/27/2014
5/28/2014 18:40:00	5	5	Email from the D-Lab mailing list	7 Web scraping from facebook twitter, etc...			Python Intensive	Dav Clark	5/27/2014
5/28/2014 18:43:32	4	2	Email from another mailing list	5 Practice creating things (websites/programs/etc.) in smaller groups so instructors can provide feedback and personalized help	School of Public Health	Programming FUNdamentals	Dav Clark	5/27/2014	
5/29/2014 2:51:14	6	3	Email from another mailing list	6 An HLM course could be useful, and more on programming as well. Also, social/personality psychology is having a sort of replication crisis, so organizing a workshop on strong research practices might be nice (e.g., breaking down techniques for estimating effect sizes, eliminating outliers/cleaning data, etc.). It could be useful for any field using stats, not just psych.	Mostly self- and peer-reports. I'm hoping to work with psychophysiological and fMRI data in the future.	Psychology	Programming FUNdamentals	Dav Clark	5/27/2014
6/2/2014 14:48:48	2	6	Found it on the D-Lab website	7 I really do like the D-Lab and the trainings put on by the D-Lab (the R training was great). I just feel that this course should have been part 1 of a multipart series (or over the course of 2+ weeks) that really digs into applied python.	Epidemiological and psychophysiological datasets.	Psychology	Python Intensive	Dav Clark	5/27-5/30
6/3/2014 13:25:19	4	2	Heard about it from a friend/colleague	5 I would like to try the Python workshop again.	psychology	Programming FUNdamentals	Dav Clark	5/27/2014	
6/4/2014 9:50:13	5	5	Heard about it from a friend/colleague	6 Python trainings with more emphasis on pandas, matplotlib, etc...		Chemical Engineering	Python Intensive	Dav Clark	5/27/2014
6/4/2014 11:51:39	7	7	Partying	7	UCB QB3 (biophysics)	Python Intensive	Dav Clark	May 2014	
6/5/2014 13:10:38	4	4	Found it on the D-Lab website	6 As I said above I still think that extended introduction to programming classes would be helpful. I'm also interested and maps and GIS Data, and I know that D-Lab already offers some classes in this area. But hey, for me there could always be more!	Bancroft Library	Programming FUNdamentals	Dav Clark	5/27/2014	

Found it on the D-Lab
website

6 I'm interested and maps and GIS Data, and I
know that D-Lab already offers some classes
in this area. But hey, for me there could
always be more!

[ps these answers will be the same as on the
previous form I submitted for programming
FUNdamentals]

I'd like to work more Bancroft Library Python Intensive Dav Clark

What is your career stage or position?	Any other information or comments you want to share?	What was the most helpful part of the training for you?	What was the most disappointing part of this training for you?	I left with new knowledge, skills, and/or resources that are useful for my research.	What is the greatest technical challenge to your research?
Research Staff title		<p>What was the most helpful part of the training for you?</p> <p>flexible approach so different backgrounds are accommodated. Many of us have experience with data and with statistics and working with computer, just not necessarily the background in computer science that would be beneficial for programming. So working with datasets, CSV files, descriptive stats, etc are familiar. The programmer approach of writing clever and efficient loops is a different way of thinking about problems and that is what is most difficult for me.</p> <p>I took an intensive Python workshop from the astronomers (Bloom) and it was way too fast and the science students had plenty of experience with constructing loops from MATLAB or Fortran or whatever. With social scientists, even computer saavy ones, you have to walk us through that. It might be useful to have a workshop just on that aspect of programming that would probably be relevant to other languages as well.</p> <p>Other useful aspects: problem solving real-time ipython notebook workbooks were helpful.</p>	<p>What was the most disappointing part of this training for you?</p> <p>The command line and testing was helpful once it was working but it was kind of jarring to go back and forth between ipython notebook and the shell. It was realistic, perhaps, but nonetheless for a short workshop it took some getting used to.</p> <p>To save time in future workshops you can probably just have everyone create an account on Wakari.io before the first class and even have them go through some of the "Cheatsheets" to get familiarized with how Notebook works.</p>		
PhD student, pre-dissertation					not much of a background in 6 programming
PhD student, dissertation stage	Thank you!!	<p>Working through the challenges was a very effective way for me to learn. Dav's whiteboard-flowchart-overview of the conceptual steps of using data in a project really helped me think about what I needed to do in a clear way, and what these tools would be useful for. I also really appreciated the vibe of friendliness and helpfulness of folks there, which made me feel a lot less daunted about being able to actually get somewhere with this.</p>			6
PhD student, dissertation stage		<p>This was a nice introductory training -- it taught me some new vocabulary and gave me practice using the command line. I also found Rochelle's explanations to be very helpful.</p>			5
visitor	thanks to all instructors for a great class	<p>I was shocked at how bad this training was. It was my first D-lab training, and based on this experience it might be my last. I may try other trainings with other instructors.</p>	<p>The advertisement – that is where I learned about git annex, which was advertised but not covered in the class.</p>	<p>It was frustrating when I had questions about the programming, and everyone was busy helping people with git or vm problems. I think in the long run I will probably find the git experience helpful, but I feel that for a programming intensive for beginners, it would have been a better use of time to focus on python. I also think using the whole vm setup was confusing for newbies. Since it's all new to us, it's not always obvious what is necessary for python and what is not (e.g., now I'm not sure how to run it on my machine without using vagrant or whether I would want to). I imagine it would be equally (in)efficient and possibly more instructive to have everyone figuring out how to do the lessons on their own slightly different setups.</p>	lack of knowledge of how to utilize the tools at my disposal (I sort of know what I need to use, but I am still unclear on what exactly to do to put it 6 all together)
Masters student					6
Postdoctoral researcher	I'm not sure the shell part of the course was as useful as would be more knowledge of python because I couldn't envision in my head every doing anything in shell other than writing single one line commands I can't do anywhere else.	Ipython blocks	A complete lack of organization. git is a tricky topic and deserves better preparation and examples. My 2 hours almost certainly would have been better spent reading a git tutorial website instead of attending this class.		1
Visiting fellow or researcher		Explain specific examples in detail. Promote participation and collaboration between the students	a half day on intro to bash shell		5 toolkits overload
PhD student, pre-dissertation					7 Computer power
PhD student, dissertation stage					
Undergraduate student	N/A	Introduce concepts.	I don't think we covered as much as we could have. We did too many exercises.		5
Academic staff title		Good atmosphere, encouraging, clear.	Well organized, helpful facilitators, good workspace		
PhD student, dissertation stage	the training was great! thank you!	Getting an overview of what is possible rather than all the specific details about a small example. Advice on how to get started -- some logical stepping stones.	I learned a lot.		
PhD student, dissertation stage			good combo of structure and flexibility		
PhD student, dissertation stage			Good intro for people who have never coded before		
PhD student, dissertation stage					
PhD student, dissertation stage					
PhD student, dissertation stage					
Learning about GitHub			really super!		computing power basic understanding 7 of networks
					4
					2
					5 all of the above
					2

Visiting fellow or researcher	I felt just working on a command line interface was helpful and learning about Github	I really don't feel like this was "programming fundamentals"-- there was little introduction to what programming is, different languages and how to learn those. I was really disappointed that it was advertised as something to get you all the basics you need to survive in classes/projects founded on assumptions and the course was full of assumptions about peoples previous experience	3
PhD student, dissertation stage Academic staff title	I now know about Git and GitHub as a resource.	I was hoping that this training would cover actual programming fundamentals...e.g., different languages, when they are used, etc. Would have been great to spend a lot more time practicing command line tasks in Terminal.	3
PhD student, pre-dissertation	It would be great if the DLab had closer ties to the school of public health, where using health and environmental data in new ways is so important. I get the sense that professors don't even know how tools like R and Python might benefit their work. To my knowledge, Tomas Aragon's PH 251D course - Epi with R - is as far as we've gotten, and it's pretty much just an intro to R programming.	Just getting accustomed to the workings of terminal. Unfortunately, quite little. The title of the training "Programming FUNdamentals" turned out to be a misnomer.	7
Adult professional	Exposure to new tools.	It was still pretty confusing. I don't think I ever successfully signed into the git server thing... The instructor presented himself initially in smug terms, but his presentation became increasingly inept as he ran out of time. A few more words of introduction/explanation of what and why, before initiating the messy task of getting everyone into the class collaboration on-line programming tools. I am completely unable to be reading an unfamiliar computer screen and at the same time to keep hearing what the instructor is saying. A recipe for just plain getting lost. I was only able to attend the first day, and I did glean some really useful snapshots of good practice, but on balance a pretty frustrating day.	Lack of knowledge of 7 analysis tools. The need to be practiced in Python 2 and Java Lack of knowledge of 6 tools. 5
Masters student	Overview of Github	The instructor was extremely nervous and did not explain material very well. Even though the program description and emails he sent kept emphasizing that the course was for beginners, he used vocabulary and started the class with a lot of assumptions of things/words we should already know. I think with more practice in front of big groups he could get a lot better. The other instructors helping him in the room (tall white guy with glasses and lady with the shaved hair) were better at tuning into the confusion a lot of students were having and reminding Dav to explain certain concepts or focus on specific details. Overall, I left feeling like I had learned a few random scraps of info that were difficult to connect together/see the big picture.	4
PhD student, pre-dissertation	DLab is a great resource. I look forward to seeing it grow!	I felt that the delivery of the material could have been more straightforward. I realize the instructor had a fairly short amount of time, and that the material was interactive enough that he needed to take into account helping students participate, but I feel that it would be best to block the two hours into presentation and participation sections. Maybe use the first hour or so for a straight presentation format, and the remaining time as a more interactive portion. It would help to both build a foundation for what we're learning, and implement exactly what we just learned without having to pause between presentation and implementation. I had come into this training with some knowledge of python and with the hope of learning skills that could be applied to my research. I don't feel that I learned how to apply these skills directly to my research (working with large epidemiological datasets and designing figures). Note that I did miss the last day, but I can't imagine that those final 3 hours would have been contained all of this.	There is no one challenge that comes to mind, but cleaning 4 data can be tedious. 2
PhD student, pre-dissertation	Going through the exercises with the instructor was probably the most helpful part of the course.	I also think there was also a lot of time where people were just sitting around and it wasn't clear what we should be doing. We were also told that we could just do our own thing or break off and work in the other room if we wanted. This is nice, but I think people were attending this workshop to be taught new things. The instruction was disorganized and very hard to follow. While Dav was deeply knowledgeable and clearly enthusiastic about teaching Python it seemed like he didn't prepare his instruction much in advance. Also, he would over-explain very simple ideas (e.g., what programming is) but gloss over the non-intuitive, "nuts and bolts" knowledge that I was hoping to learn. For example, he would type in commands so quickly that I would get lost if I glanced down at my computer even briefly. I got so frustrated that I left in the middle of the second day and didn't return.	2
PhD student, pre-dissertation	The powerpoint slides/handouts; cheat-sheets	The class would have benefited me much more if the following had been incorporated into the teaching: 1) as each new technique is introduced, it is first clearly identified, the occasion when one would use it is clearly explained, and then the instructor "slowly" walks the class through how it is used. Then the class does a practice problem to implement the skill. While there were clearly different levels of programming experience in the class, and people with more programming experience may find that this would move a little slowly for them, the students with little programming experience would greatly benefit. 2) that the class more closely follow the powerpoint notes so that the students can prepare for the overall flow/topics covered by the class Some parts of the lectures were not well organized. I felt like some time was wasted in class when some students were having difficulties with connecting to the server. Although it allowed me time to read the ipython notebooks, it was a little confusing as to what we were supposed to be doing.	Lack of knowledge 4 about programming 5
PhD student, pre-dissertation	The most helpful part was getting the resources and basic knowledge for coding in python. More specifically, the ipython notebooks and the test driven python files were very helpful.	None	7
Postdoctoral researcher Administrative staff title	Thanks for offering these trainings, they're very useful and the more the better!	Just having an introduction to the terminology and most simple concept of programming (i.e. using the command line, what's version control, and etc.) was the most useful. I also actually found it very useful to be able to follow along during the various troubleshooting processes that were necessary (i.e. "why won't this command work when I'm doing it from the server?" "Oh, here's why", and etc.). Even though it was an introduction, I was still disappointed by quite how fast it moved. I am sure that catering to the varying levels of expertise in the room is always difficult, but I found myself left quite confused sometimes. Though we talked about using the class as a chance to learn "the things instructors always assume you know", it still seemed that there were a number of things that it was assumed we knew, when some people did not actually know them. I know that at least for me, it would be beneficial to have an entire week of classes on introduction to programming fundamentals.	Lack of knowledge about tools and how to program them for maximum efficiency is my biggest challenge. Additionally the slow rate at which I learn the programming and/or coding side of these tools is another challenge (though who knows if there's a 7 solution for that).

Administrative staff
title

Again, thanks for offering these trainings! Having this help is really great and even though I tend to learn slower than most I still appreciated having a person in the room to learn it from.

Most helpful to me was getting a general introduction the way programming is supposed to work, and also the way Python specifically is structured. Additionally it was very helpful to be exposed to IPython Notebook and the way that it works so that I can continue to use it to learn at my own pace outside the class.

Lack of knowledge about tools and how to program them for maximum efficiency is my biggest challenge. Additionally the slow rate at which I learn the programming and/or coding side of these tools is another challenge (though who knows if there's a 6 solution for that).

I think the most disappointing part of the training was that I did not get to progress far enough along to attempt to use Python on a project of my own design (this mostly my fault, as I was not able to attend all the sessions). I do wonder though, if there might be a way to outline data-research projects that are good candidates for manipulation with Python, and then ask participants to bring such a project of their own so that they can learn in the process of working on something which they can already be sure will be engaging.

The course delivered its advertised curriculum.	This instructor communicated content clearly.	How did you hear about this training?	After this training, if my schedule allows, I would be interested in attending another D-Lab training.	What department, school, program, or organization at Berkeley are you associated with?	Training Title	Instructor	Date of Training	What other services (besides training) could D-Lab help you with?
8/27/15 5:48 PM	7	Heard about it from a friend/colleague	7	Programming FUNDamentals & Python Intensive Programming	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/21/15		
8/27/15 5:47 PM	7	Found it on the D-Lab website	6	FUNDamentals & Python Intensive Programming	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/22/15		
8/27/15 5:46 PM	7	Email from another mailing list	7	FUNDamentals & Python Intensive Programming	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/20/15		
8/27/15 10:05 AM	6	Email from the D-Lab mailing list	6	FUNDamentals & Python Intensive Programming	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/21/15		
8/27/15 10:04 AM	4	Heard about it from a friend/colleague	7	FUNDamentals & Python Intensive Programming	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/21/15		
8/27/15 10:02 AM	6	Email from the D-Lab mailing list	6	FUNDamentals & Python Intensive BCNM Git Crash	Dav Clark, Dillon Niederhut, Raymond Yee, Kunal Marwaha	8/18/15 - 8/ 21/ 15		
6/22/15 9:31 AM	5	5 hacker within listserv Email from the D-Lab	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:30 AM	7	7 mailing list Email from the D-Lab	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:29 AM	7	6 mailing list Email from the D-Lab	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:28 AM	7	6 mailing list	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:27 AM	5	6 instructor	5	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:26 AM	7	Email from the D-Lab mailing list	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:20 AM	7	Email from the D-Lab mailing list	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:18 AM	7	Heard about it from a friend/colleague	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:17 AM	7	Email from the D-Lab mailing list	6	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:15 AM	7	Heard about it from a friend/colleague	7	BCNM Git Crash Course	Dav Clark	6/19/15		
6/22/15 9:12 AM	6	Email from the D-Lab mailing list	7	BCNM Git Crash Course	Dav Clark	6/19/15		
5/28/15 11:30 AM	1	Heard about it from a friend/colleague	7	Programming FUNDamentals w/Python	Dav Clark	5/18/15-5/22/2015		
5/28/15 11:27 AM	7	Found it on the D-Lab website	7	Programming FUNDamentals w/Python	Dav Clark	5/18/15-5/22/2015		

5/28/15 11:25 AM	7	Email from the D-Lab 6 mailing list	7	Programming FUNdamentals w/Python Programming FUNdamentals w/Python Programming FUNdamentals w/Python	Dav Clark	5/18/15-5/22/2015
5/28/15 11:22 AM	6	Found it on the D-Lab 6 website	7	Programming FUNdamentals w/Python Programming FUNdamentals w/Python Programming FUNdamentals w/Python	Dav Clark	5/18/15-5/22/2015
5/28/15 11:21 AM	5	Email from the D-Lab 5 mailing list	6	Programming FUNdamentals w/Python	Dav Clark	5/18/15-5/22/2015
5/28/15 11:18 AM	5	Email from the D-Lab 3 mailing list	7	Programming FUNdamentals w/Python Programming FUNdamentals w/Python	Dav Clark	5/18/15-5/22/2015
5/28/15 11:15 AM	5	Email from the D-Lab 5 mailing list	7	Programming FUNdamentals w/Python	Dav Clark	5/22/2015
5/28/15 11:10 AM	7	Email from the D-Lab 6 mailing list	7	Python Programming FUNdamentals Intensive Programming FUNdamentals w/Python	Dav Clark	5/18/15-5/22/2015
5/28/15 11:07 AM	6	Heard about it from a 6 friend/colleague	7	Programming FUNdamentals w/Python Programming FUNdamentals	Dav Clark	5/18/2015
5/26/15 10:15 AM	6	4	7	Programming FUNdamentals w/Python Programming FUNdamentals	Dav Clark	May 18 - May 22
4/23/15 9:20 AM	6	6	7	Programming FUNdamentals w/Python Programming FUNdamentals	Dav Clark	04/15/15 & 04/22/15

4/22/15 4:07 PM	3	Found it on the D-Lab 2 website	6	Programming FUNdamentals	Dav Clark	04/22/2015
4/22/15 4:06 PM	6	Email from the D-Lab 4 mailing list	7	Programming FUNdamentals	Dav Clark	4/22/2015
4/22/15 4:04 PM	5	Found it on the D-Lab 4 website	7	Programming FUNdamentals	Dav Clark	April 22
4/15/15 4:58 PM	4	4 Found it on the D-Lab	6	Programming FUNdamentals Programming FUNdamentals	Dav Clark	4/15/2015
4/15/15 4:55 PM	6	6 website	7	Programming FUNdamentals	Dav Clark	4/15/2015
1/17/15 10:29 AM	5	6 Heard about it from a friend/colleague	7	Python Intensive	Dav Clark	01/16/2015
1/16/15 4:25 PM	7	7 Email from the D-Lab mailing list	7 CSTNS	Python Intensive	Dav Clark	1/16/2015
8/25/14 11:47 AM	6	6 Found it on the D-Lab website	7 Public Policy	Python Intensive	Dav Clark	08/18-08/22
8/21/14 10:47 PM	7	7 Heard about it from a friend/colleague	7 Economics	Python Intensive	Dav Clark	8/21/14
8/21/14 8:48 AM	6	6 Email from another mailing list	6 History	Python Intensive	Dav Clark	8/20/14

8/20/14 4:00 PM	2	7 Found it on the D-Lab website	2	Python Intensive	Dav Clark	8/19/14
8/20/14 12:59 PM	7	7 Email from another mailing list	7 Political Science	Programming FUNdamentals	Dav Clark	8/19/14
8/19/14 11:15 PM	7	7 Email from the D-Lab mailing list	7 Public Health	Programming FUNdamentals	Dav Clark	8/18/14
8/19/14 4:26 PM	7	7 Found it on the D-Lab website	7 Economics	Programming FUNdamentals	Dav Clark	8/18/14
8/19/14 2:45 PM	4	3 Email from another mailing list	6 History	Programming FUNdamentals	Dav Clark	8/18/14
8/19/14 2:42 PM	5	7 Heard about it from a friend/colleague	7 Energy & Resources Group	Programming FUNdamentals	Dav Clark	8/18/14

What department, school, program, or organization at Berkeley are you associated with?	Any other information or comments you want to share? What training, working groups, or services would you like to see the D-Lab offer? What kind of data are you working with/would you like to work with? What is the greatest technical challenge to your research?	People may experience barriers to learning or participating in data intensive social science because of their race/ethnicity, gender, social or economic background, or prior exposure. Have you experienced these kinds of barriers?					
		I left with new knowledge, skills, and/or resources that are useful for my research.	Please indicate your gender.	Please describe your race/ethnicity. Check all that apply.	Have you experienced these barriers in the D-Lab?	If yes, what factors contributed to these barriers?	What is your career stage or position?
Haas		7		Decline to state			
P. Health		7		Decline to state			
Fung Institute CEE		7	Male/Man	White	1	1	Masters student
economics		5	Male/Man	Asian American	1	1	Undergraduate student
statistics		6	Decline to state	you have no idea...	3	Instructors, Learning 3 materials	Undergraduate student
Statistics	I really appreciated the more advanced materials provided in kunal's presentation	6	Male/Man	White	1	1	Undergraduate student
MCB		6	Female/Woman	Asian American			PhD student, dissertation stage
BCNM		7	Female/Woman	Latino/Chicano			Volunteer
New Media		7	Male/Man	White	4	1	Faculty
BCNM		7	Male/Man	Latino/Chicano	1	1	Visiting Scholar
BCNM	Maybe 2 hours is best than only 1 hour and with some practicing exercises.	5	Male/Man	International	2	1	PhD student, dissertation stage
City Planning	This Workshop descriptions (from Dav's email) was particularly helpful and accurate in describing technical expectations and workshop content. Thanks, this was super helpful!	7	Male/Man	White African American/Black, Asian American, International, Native American/Alaskan Native, White			PhD student, pre-dissertation
Berkeley Center for New Media		6	Male/Man	White	1	1	Undergraduate student
Undergraduate L+S	Less Jargon would be helpful	5	Female/Woman	White	4	1	Undergraduate student
Helen Wills Neuroscience Institute		6	Male/Man	White	1	1	PhD student, pre-dissertation
HW Neuroscience		7	Male/Man	Latino/Chicano	2	1	PhD student, pre-dissertation
Berkeley Community	Git is complex	7	Male/Man	White	1	1	n/a
N/A	Maybe make this class more basic. Dav is not very good at communicating/pedagogy	3	Female/Woman	White	5	2	Masters student
Sociology	I would like to see more workshops related to survey research.	7	Male/Man	International	1	1	PhD student, pre-dissertation

Biochemistry/PMB		6	White	1	1	PhD student, pre-dissertation
Psychology		4	White	1	1	PhD student, pre-dissertation
N/A	Dillon is amazing. Touch class to teach, but Dav did really well. Suggestion: NLTK specific workshop It could have been simplified. The way Dillon did things was amazing. since most of us don't actually know Python , it would have been best to just see how to do things, rather than spend time trying to figure things out on our own.	6 Male/Man	White	1	1	PhD student, pre-dissertation
German Department		4 Male/Man	Decline to state	1	1	PhD student, pre-dissertation
Haas Business School	More interested in Dillon's class. I want to hear a lecture fo LaTex or even a training of LaTex. Want to learn programming used in the financial world.	4 Female/Woman	International	2	1	Visiting fellow or researcher
Department of Agricultural and Natural Resources Economics		7 Female/Woman	International	1	1	Visiting fellow or researcher
N/A	MATLAB!!!	6 Male/Man	White			Visiting fellow or researcher
psychology Haas School of Business	For neuroscience, it's definitely needed. Would love it if D-lab would do a course for Matlab in the next few months.	5 Female/Woman	International	4	1	Visiting fellow or researcher
	I felt like this was more of an overview of tools that programmers use rather than an introduction to the theory and basic knowledge of programming itself. For me at least, the latter would have been more helpful, and seemed to be a necessary prerequisite for the material presented here. I appreciate the instructor's friendly attitude, but I didn't get a clear sense of a sense of a trajectory as we progressed from topic to topic.	6 Male/Man	Decline to state	1	1	Administrative staff title
Letters & Sciences		3 Male/Man	White	1	1	PhD student, dissertation stage
Independent Research	Thank you for this class. I started with basically zero knowledge, so I really appreciate how no previous knowledge was assumed. It was a bit hard to follow as it went on because I think the pace picked up a little and I couldn't see on the screen very well what was going on (lighting, and hard to see the cursor), but overall still glad I came. The initial class was far too large, which made it easy to fall behind. Additionally, it would have been much more helpful if we'd periodically stopped to check that everyone was up to speed. I also feel that it would be helpful to have a handout which outlined everything that was going to be covered, so that in case of falling behind, it would be easier to reference the instructions that might have been missed. The end of the workshop today starting with scrapping the web went too fast.	7	Decline to state			
English		4 Female/Woman	White	1	1	PhD student, pre-dissertation
Not listed	I would like to see an indesign workshop & an intro to Java training	4 Female/Woman	African American/Black	3	3	PhD student, dissertation stage
Public Health Masters student	Thank you Pacing was a bit on the slower side, but the training was good overall.	7 Female/Woman	White			Faculty
Visiting fellow or researcher Masters student		6 Male/Man	Decline to state	2	1	
		7 Male/Man	White	1	1	
PhD student, pre-dissertation		6 Male/Man	White	2	1	
PhD student, dissertation stage	The instruction is getting better day by day. It would be helpful to have more walk-throughs after the class has had time to work through challenges on their own.	7 Female/Woman	White	2	1	
		5 Male/Man	White	1	1	

Masters student	<p>Da is a great instructor and very knowledgeable, but I felt the virtual environment was distracting because of the setup time. I also felt that the "coding challenges" were not a good use of classroom time. One of the reasons that I took the class was to learn in a community setting; I could have been at home by myself doing the challenges.</p> <p>I understand that Dav wanted us to learn in a "professional" environment using an IDE and version control, but I felt that could have been addressed in another class. I do feel that for an introductory class, a good lecturer and a working Terminal window go a LNG way. I've been looking forward to this class, but now am very frustrated.</p>				
PhD student, dissertation stage	<p>Would love to have a course on machine learning, maybe a bootcamp?</p>	3 Female/Woman	Asian American, White	4	1
Faculty	<p>More R bootcamp trainings please! They fill up so fast!</p>	7 Female/Woman	Latino/Chicano	1	1
PhD student, pre-dissertation		7 Female/Woman	Arab	4	1
PhD student, dissertation stage	<p>I understand that teaching programming is going to be a difficult proposition no matter how one goes about it. I also understand the utility of using BCE. The constant functionality issues associated with BCE, however, really slowed the workshop down. It might make sense to have people come in 30 minutes prior to the course to resolve download and install issues so that the course itself can focus on programming.</p>	7 Female/Woman	White	2	1
PhD student, pre-dissertation	<p>It's hard sometimes to follow what the instructor is doing, because there are 30 people in the class so the instructor can't stop each time one of us has an issue with their laptop.</p> <p>It would be great to have access to tutorials for example pdfs with screenshots so that we can prepare before the class or work on them after class to make sure we understood well.</p>	4 Male/Man	White	1	1
		5 Female/Woman	International	1	1

Berkeley

Fa 2014 DATASCI W207 WBL 001 APPLIED MACH LEARN (Dav Clark)

Fall 2014 Evaluations

Project Audience 14

Responses Received 9

Response Ratio 64.29%

Subject Details

Name DATASCI W207 WBL 001 APPLIED MACH LEARN

DEPT_NAME DATASCI

EVALUATION_TYPE F

First Name Dav

Last Name Clark

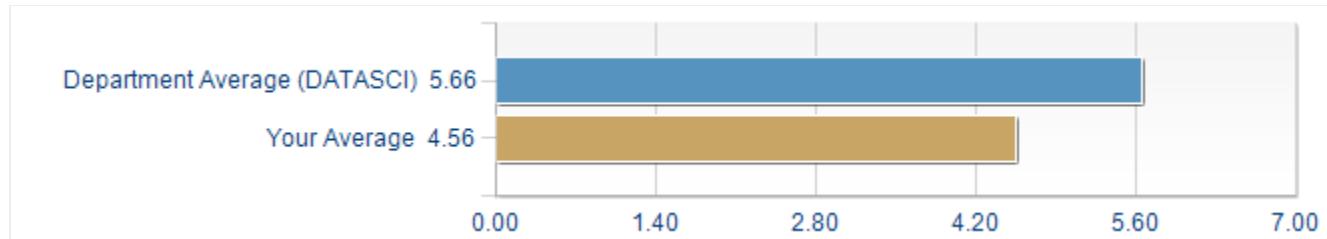
Creation Date Mon, Jan 05, 2015

FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

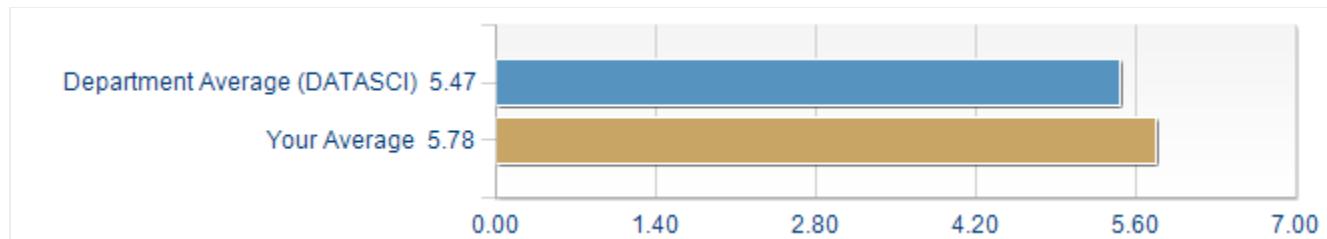
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor ?



Options	Count	Percentage
1-Not at all	1	11.11%
2	1	11.11%
3	0	0.00%
4-Moderately Effective	2	22.22%
5	2	22.22%
6	1	11.11%
7-Extremely Effective	2	22.22%

Statistics	Value
Response Count	9
Mean	4.56
Median	5.00
Standard Deviation	+/-2.07

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?



Options	Count	Percentage
1-Not at all	0	0.00%
2	1	11.11%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	1	11.11%
6	4	44.44%

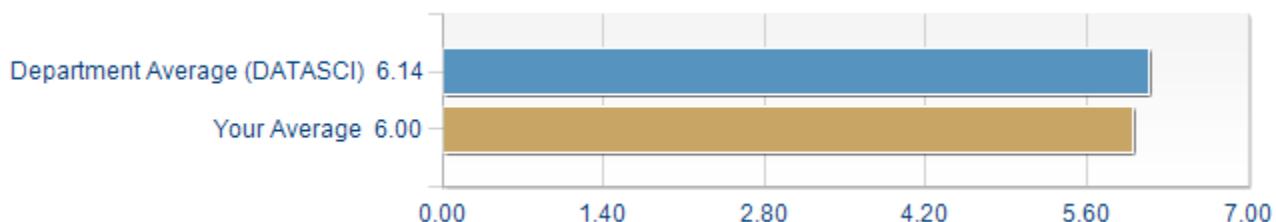
7-Extremely Effective	3	33.33%
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Statistics	Value
Response Count	9
Mean	5.78
Median	6.00
Standard Deviation	+/-1.56

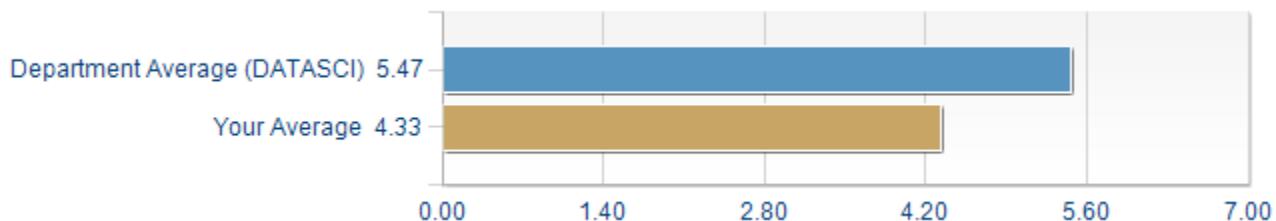
DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Rate the INSTRUCTOR of the Synchronous Course Sections for each of the following.

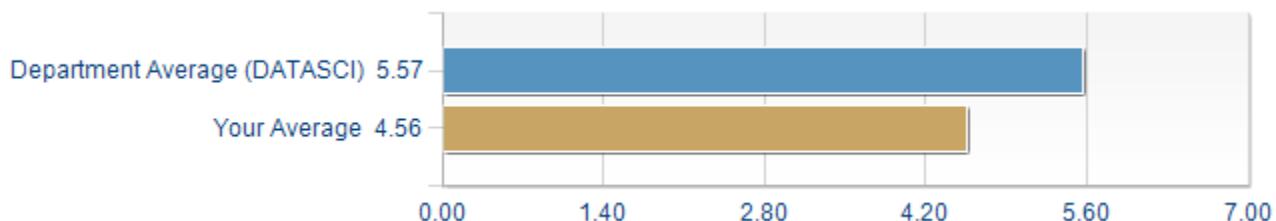
1. Knowledge of the course content



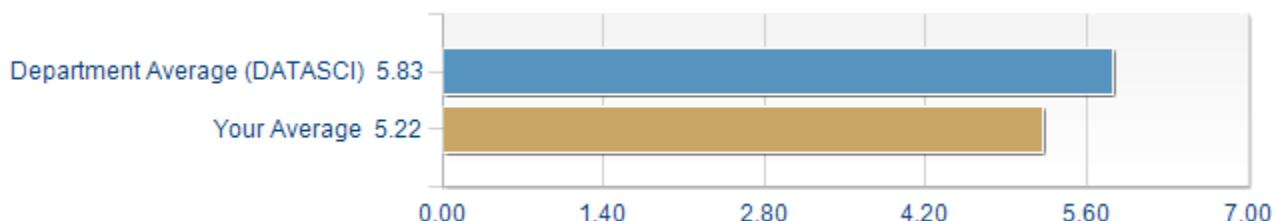
2. Clarity and Organization



3. Ability to stimulate the student in the subject matter

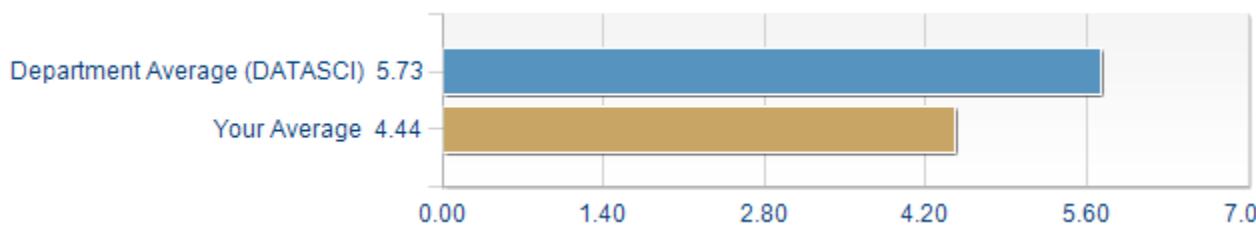


4. Ability to answer questions satisfactorily



**Rate the INSTRUCTOR of the Synchronous Course Sections for each of the following.
(continued)**

5. Ability to encourage student participation and feedback



1. Knowledge of the course content

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	4	44.44%
6	1	11.11%
7-Excellent	4	44.44%

Statistics	Value
Response Count	9
Mean	6.00
Median	6.00
Standard Deviation	+/-1.00

3. Ability to stimulate the student in the subject matter

Options	Count	Percentage
1-Poor	1	11.11%
2	1	11.11%
3	0	0.00%
4	1	11.11%
5	4	44.44%
6	0	0.00%
7-Excellent	2	22.22%

Statistics	Value
Response Count	9
Mean	4.56
Median	5.00
Standard Deviation	+/-2.01

2. Clarity and Organization

Options	Count	Percentage
1-Poor	0	0.00%
2	2	22.22%
3	2	22.22%
4	1	11.11%
5	1	11.11%
6	1	11.11%
7-Excellent	2	22.22%

Statistics	Value
Response Count	9
Mean	4.33
Median	4.00
Standard Deviation	+/-2.00

4. Ability to answer questions satisfactorily

Options	Count	Percentage
1-Poor	0	0.00%
2	1	11.11%
3	1	11.11%
4	1	11.11%
5	0	0.00%
6	4	44.44%
7-Excellent	2	22.22%

Statistics	Value
Response Count	9
Mean	5.22
Median	6.00
Standard Deviation	+/-1.79

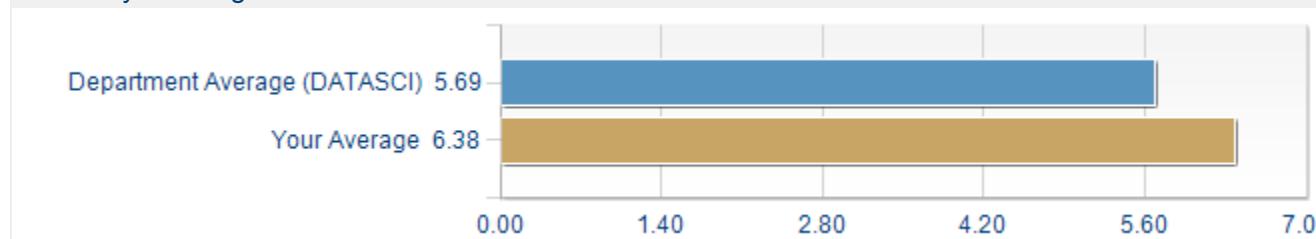
5. Ability to encourage student participation and feedback

Options	Count	Percentage
1-Poor	1	11.11%
2	1	11.11%
3	1	11.11%
4	0	0.00%
5	3	33.33%
6	2	22.22%
7-Excellent	1	11.11%

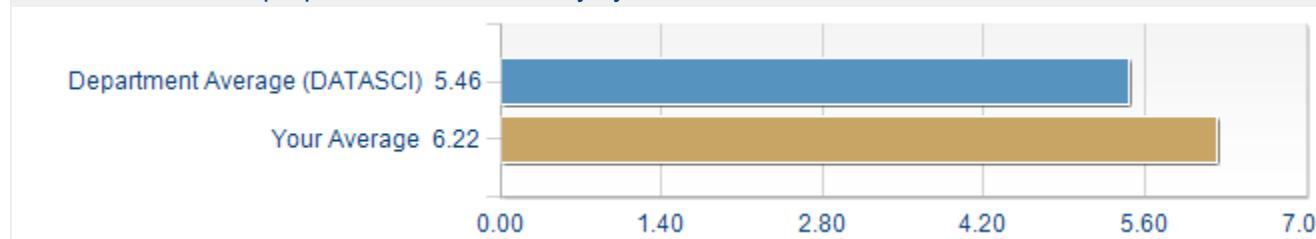
Statistics	Value
Response Count	9
Mean	4.44
Median	5.00
Standard Deviation	+/-2.01

Please rate the Asynchronous Course Content on

1. Clarity and Organization



2. Effectiveness in preparation for the weekly synchronous sessions



1. Clarity and Organization

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	2	25.00%
6	1	12.50%
7-Excellent	5	62.50%

Statistics	Value
Response Count	8
Mean	6.38
Median	7.00
Standard Deviation	+/-0.92

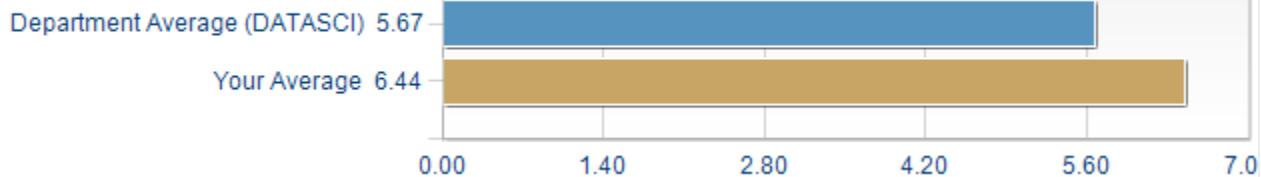
2. Effectiveness in preparation for the weekly synchronous sessions

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	2	22.22%
5	0	0.00%
6	1	11.11%
7-Excellent	6	66.67%

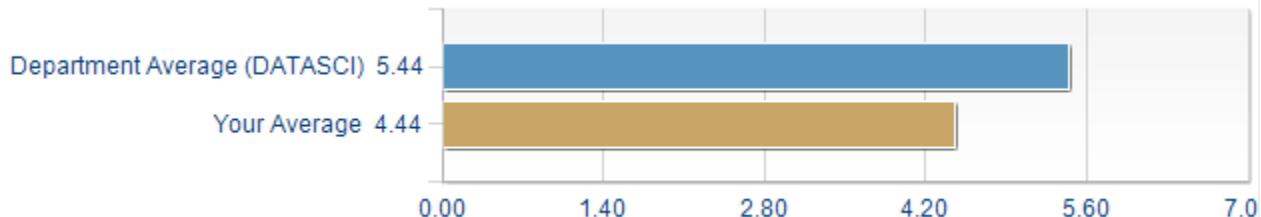
Statistics	Value
Response Count	9
Mean	6.22
Median	7.00

Please rate the **VALUE** of each of the following.

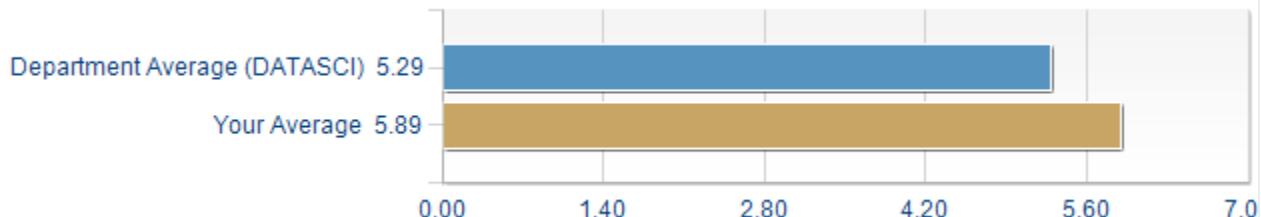
1. The Asynchronous Lectures



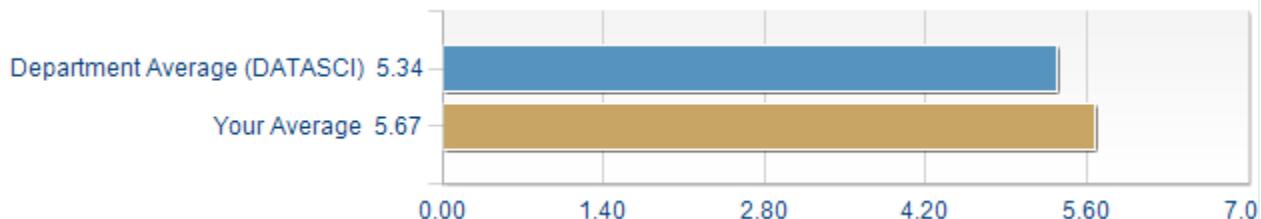
2. The Live Sections



3. The Readings

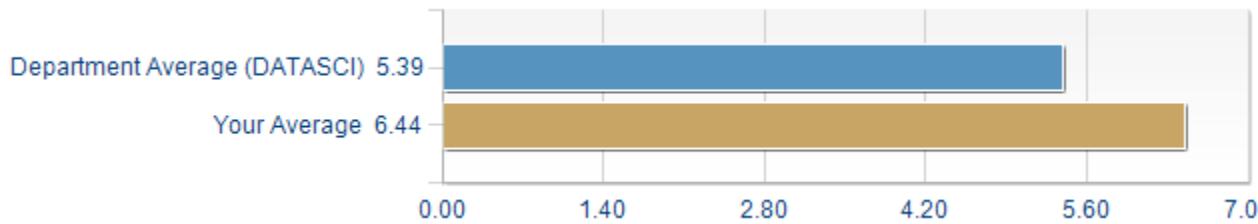


4. Other Asynchronous Content (e.g., flipbooks, online demos, prerecorded interviews)



Please rate the **VALUE** of each of the following. (continued)

5. The Assignments



1. The Asynchronous Lectures

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	2	22.22%
6	1	11.11%
7-Excellent	6	66.67%

Statistics	Value
Response Count	9
Mean	6.44
Median	7.00
Standard Deviation	+/-0.88

3. The Readings

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	1	11.11%
4	1	11.11%
5	0	0.00%
6	3	33.33%
7-Excellent	4	44.44%

Statistics	Value
Response Count	9
Mean	5.89
Median	6.00
Standard Deviation	+/-1.45

2. The Live Sections

Options	Count	Percentage
1-Poor	1	11.11%
2	1	11.11%
3	0	0.00%
4	3	33.33%
5	1	11.11%
6	1	11.11%
7-Excellent	2	22.22%

Statistics	Value
Response Count	9
Mean	4.44
Median	4.00
Standard Deviation	+/-2.07

4. Other Asynchronous Content (e.g., flipbooks, online demos, prerecorded interviews)

Options	Count	Percentage
1-Poor	0	0.00%
2	1	11.11%
3	1	11.11%
4	0	0.00%
5	0	0.00%
6	3	33.33%
7-Excellent	4	44.44%

Statistics	Value
Response Count	9
Mean	5.67
Median	6.00
Standard Deviation	+/-1.87

5. The Assignments

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	1	11.11%
5	0	0.00%
6	2	22.22%
7-Excellent	6	66.67%

Statistics	Value	
Response Count		9
Mean		6.44
Median		7.00
Standard Deviation		+/-1.01

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Please identify what you consider to be the strengths of the course.

Comment
The readings, and asynch material were great, and helped me learn a lot about machine learning concepts. The assignments were good, and thought-provoking, and encouraged me to look beyond just applying algorithms, and understanding the reasoning behind why an algorithm might be better-suited for a particular type of problem. The final project was a great learning experience as well. Both Profs. Clark and Gillick were extremely helpful (and prompt!) whenever I needed some clarification/feedback.
- Breadth of topics covered. - Quality of the assignments - Expertise of the Async lecturers
I loved completing the assignments and the AWS/github BCE environments on the best! I felt I learned a LOT through these projects. I would keep that element of the class strong. I also enjoyed Dan's lecture style in particular. He kept real examples integrated in the content and kept the async lectures more straightforward, while the readings were more in depth. I felt Jonathan's lectures were good, but often dipped so far into the math without bringing out the big, underlying points that make the material more understandable.
Given that there is such a wide range of topics to cover, I think the professors working in the field have the latest knowledge. I love the applied aspects of this course.
The projects, the async material, and the office hours were all strengths.
Adding sklearn to my toolbox.
Design of the assignments, final project, async lectures, async lecturers, semi-collaboration on assignments. Class discussions got better at the end of the semester, especially one in particular that looked at the Yelp dataset and asked us to speculate about what innovations could be made using it with machine learning techniques.

What changes, if any, would you suggest if the course is offered again?

Comment
It would be good if the live sessions included more hands-on exercises. We had a few which were good, and let us explore different areas of the scikit-learn library for a particular problem, but in my opinion, having more such exercises would definitely improve the live session experience.

- Take some effort to plan the synchronous sessions
- Provide some guidance and reading for the intuition and math behind the different algorithm for those who are interested in it.

I would switch up how we do the sync sessions. I would have written up ipynb's prior to the sync session as mini-assignments that were clear to follow through. The ad-hoc assignments were a bit hard to follow, especially when working through screen sharing and with people of various ability levels. I also would do some existing ipynb code reviews as groups. There are so many good examples out there and some not as good ones. That might be a good learning experience as a group.

I would like more examples. scikit learn has somewhat vague and limited examples.

More organization in the synchronous sessions.

Talk more about time series during the lectures/class if we're going to be doing a final project about it.

Have a better plan for synchronous discussion. Discussion of assignments or additional sample problems would be good.

General Comments?

Comment

I was happy with the course curriculum, especially the assignments and asynch material. The live sessions could be made a little more engaging.

I had taken the MOOCs from Stanford on Machine Learning and that was a better planned and executed course than the way this was conducted,

Overall, it was my favorite class in MIDS yet! A good combination of tough concepts, good assignments, and a great atmosphere created by the professors. Thanks guys!

I enjoyed this course very much!

Dav is a knowledgeable guy, but just doesn't seem comfortable teaching (at least in this environment). He would often mention we could end the class early, but some of the students wanted to get more out of the course they're paying a lot for. He had a really hard time engaging student feedback and participation.

Berkeley

Fa 2014 DATASCI W207 WBL 002 APPLIED MACH LEARN (Dav Clark)

Fall 2014 Evaluations

Project Audience 9

Responses Received 7

Response Ratio 77.78%

Subject Details

Name	DATASCI W207 WBL 002 APPLIED MACH LEARN
DEPT_NAME	DATASCI
EVALUATION_TYPE	F
First Name	Dav
Last Name	Clark

Creation Date Mon, Jan 05, 2015

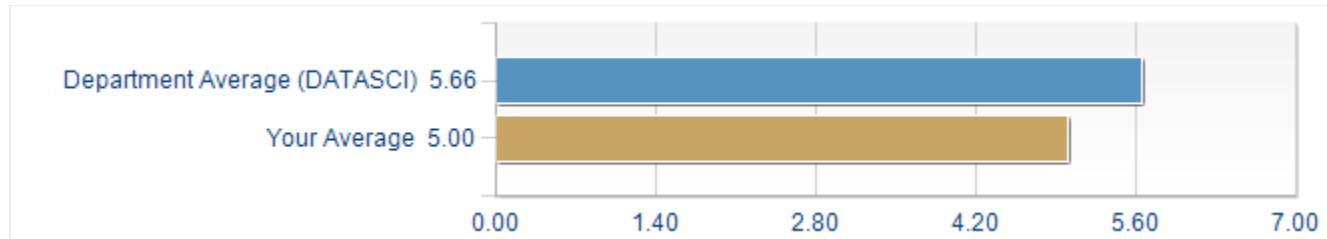
Technology powered by blue 

FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

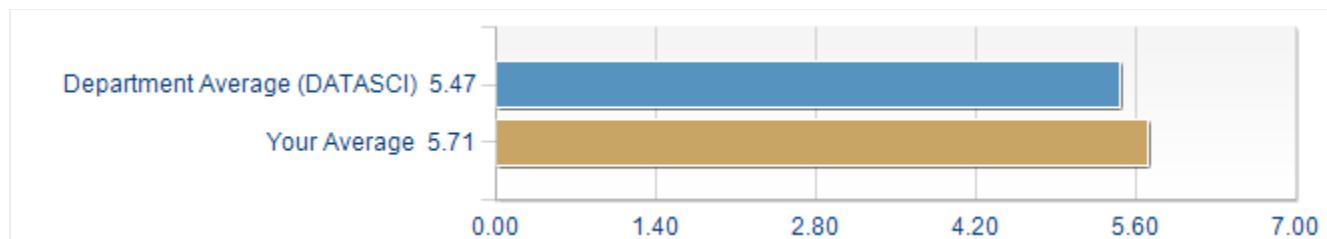
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor ?



Options	Count	Percentage
1-Not at all	0	0.00%
2	1	14.29%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	4	57.14%
6	1	14.29%
7-Extremely Effective	1	14.29%

Statistics	Value
Response Count	7
Mean	5.00
Median	5.00
Standard Deviation	+/-1.53

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	1	14.29%
5	0	0.00%
6	6	85.71%

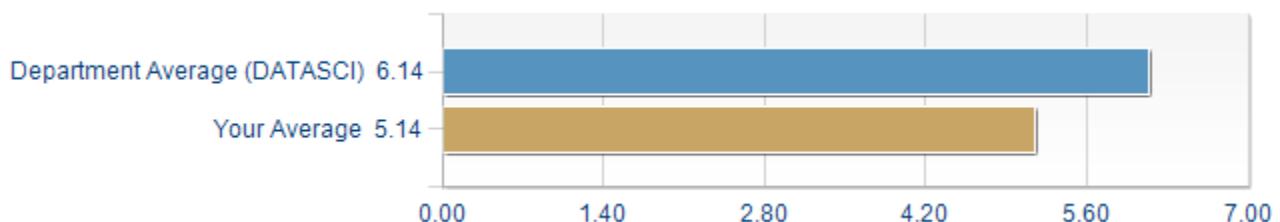
7-Extremely Effective	0	0.00%
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Statistics	Value
Response Count	7
Mean	5.71
Median	6.00
Standard Deviation	+/-0.76

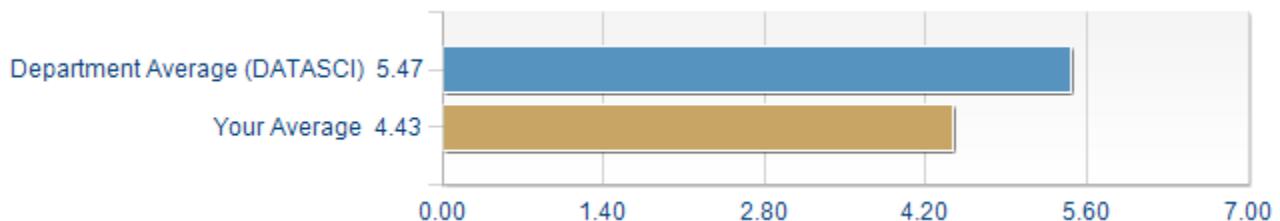
DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Rate the INSTRUCTOR of the Synchronous Course Sections for each of the following.

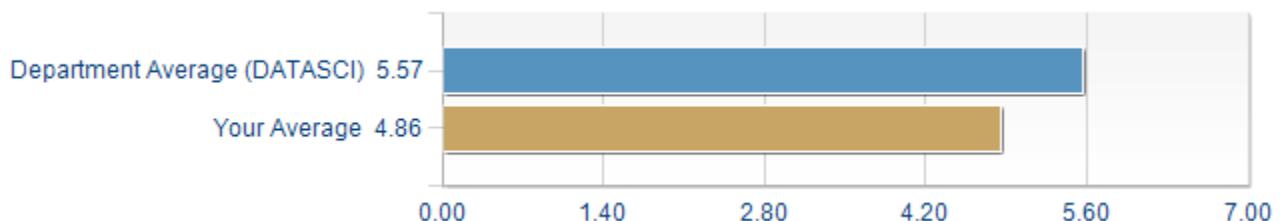
1. Knowledge of the course content



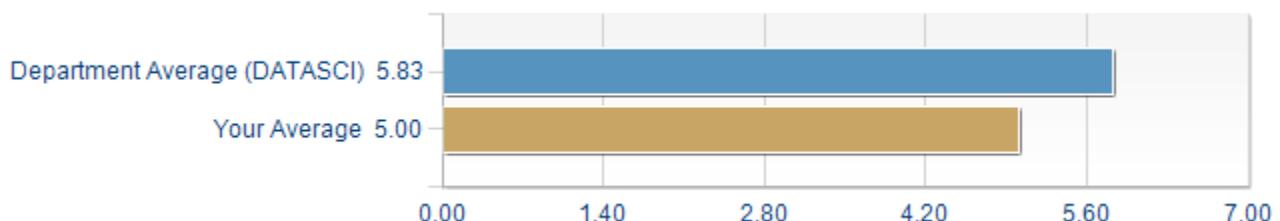
2. Clarity and Organization



3. Ability to stimulate the student in the subject matter

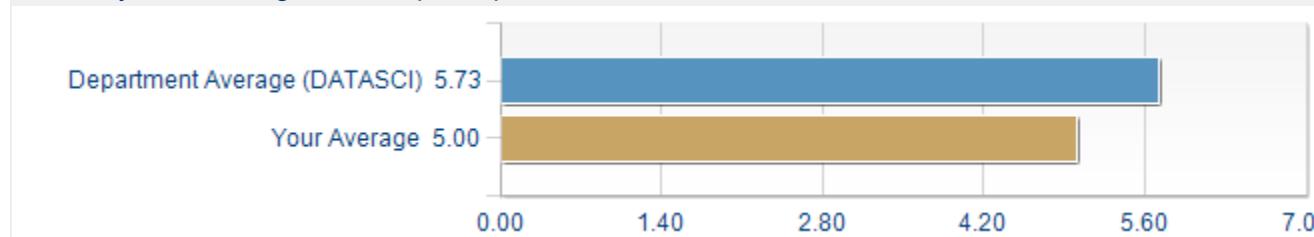


4. Ability to answer questions satisfactorily



**Rate the INSTRUCTOR of the Synchronous Course Sections for each of the following.
(continued)**

5. Ability to encourage student participation and feedback



1. Knowledge of the course content

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	1	14.29%
4	0	0.00%
5	3	42.86%
6	3	42.86%
7-Excellent	0	0.00%

Statistics	Value
Response Count	7
Mean	5.14
Median	5.00
Standard Deviation	+/-1.07

3. Ability to stimulate the student in the subject matter

Options	Count	Percentage
1-Poor	1	14.29%
2	0	0.00%
3	0	0.00%
4	1	14.29%
5	2	28.57%
6	2	28.57%
7-Excellent	1	14.29%

Statistics	Value
Response Count	7
Mean	4.86
Median	5.00
Standard Deviation	+/-1.95

2. Clarity and Organization

Options	Count	Percentage
1-Poor	1	14.29%
2	0	0.00%
3	0	0.00%
4	3	42.86%
5	1	14.29%
6	1	14.29%
7-Excellent	1	14.29%

Statistics	Value
Response Count	7
Mean	4.43
Median	4.00
Standard Deviation	+/-1.90

4. Ability to answer questions satisfactorily

Options	Count	Percentage
1-Poor	1	14.29%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	4	57.14%
6	0	0.00%
7-Excellent	2	28.57%

Statistics	Value
Response Count	7
Mean	5.00
Median	5.00
Standard Deviation	+/-2.00

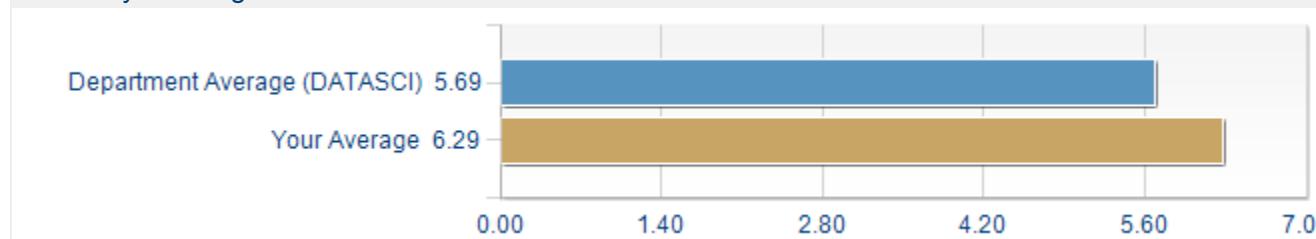
5. Ability to encourage student participation and feedback

Options	Count	Percentage
1-Poor	0	0.00%
2	1	14.29%
3	0	0.00%
4	2	28.57%
5	0	0.00%
6	3	42.86%
7-Excellent	1	14.29%

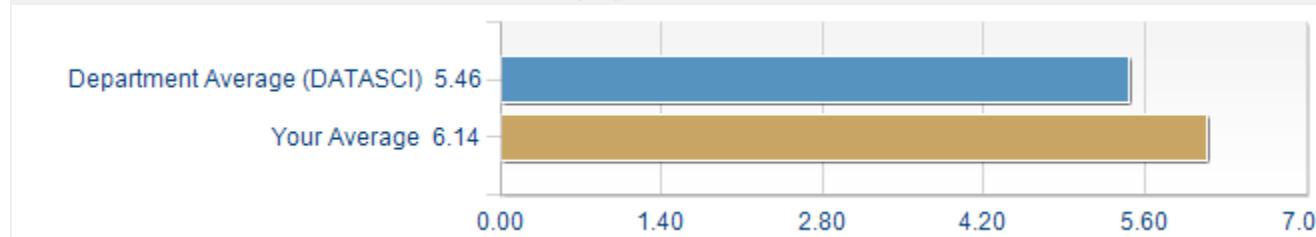
Statistics	Value
Response Count	7
Mean	5.00
Median	6.00
Standard Deviation	+/-1.73

Please rate the Asynchronous Course Content on

1. Clarity and Organization



2. Effectiveness in preparation for the weekly synchronous sessions



1. Clarity and Organization

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	1	14.29%
6	3	42.86%
7-Excellent	3	42.86%

2. Effectiveness in preparation for the weekly synchronous sessions

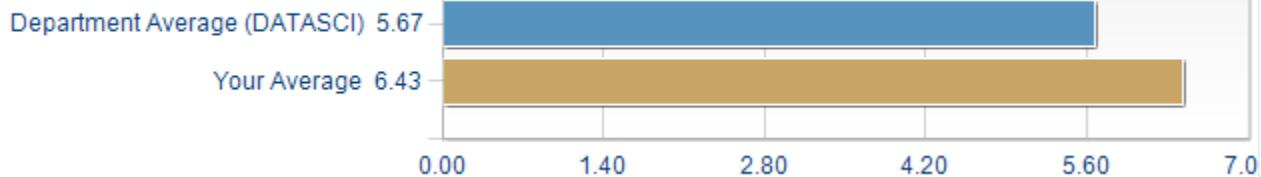
Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	1	14.29%
6	4	57.14%
7-Excellent	2	28.57%

Statistics	Value
Response Count	7
Mean	6.29
Median	6.00
Standard Deviation	+/-0.76

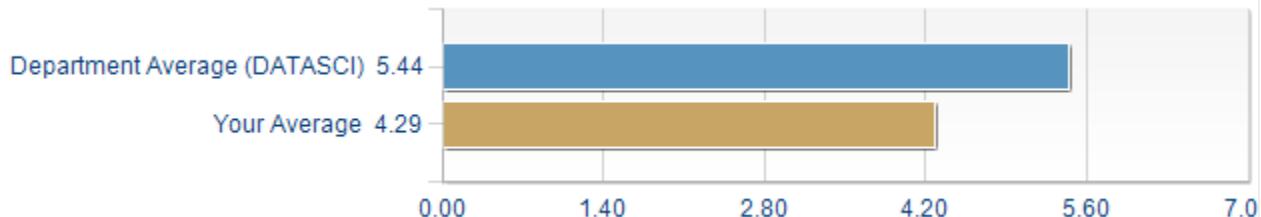
Statistics	Value
Response Count	7
Mean	6.14
Median	6.00

Please rate the **VALUE** of each of the following.

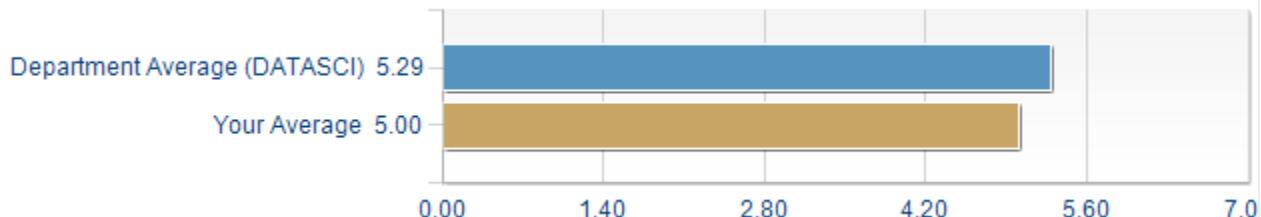
1. The Asynchronous Lectures



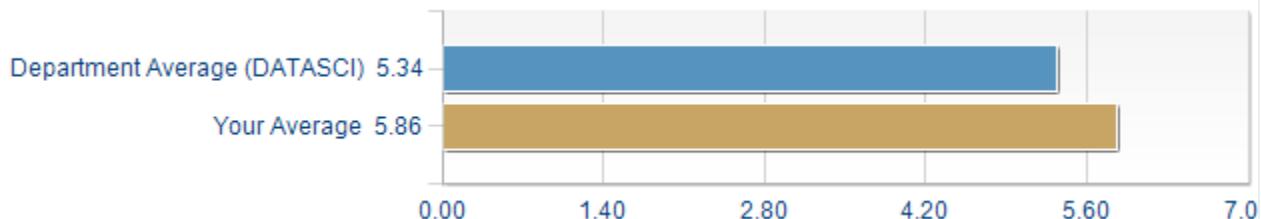
2. The Live Sections



3. The Readings

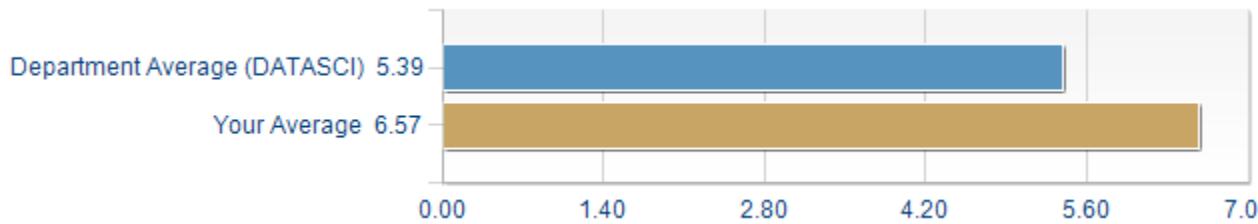


4. Other Asynchronous Content (e.g., flipbooks, online demos, prerecorded interviews)



Please rate the **VALUE** of each of the following. (continued)

5. The Assignments



1. The Asynchronous Lectures

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	4	57.14%
7-Excellent	3	42.86%

Statistics	Value
Response Count	7
Mean	6.43
Median	6.00
Standard Deviation	+/-0.53

3. The Readings

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	1	14.29%
4	1	14.29%
5	2	28.57%
6	3	42.86%
7-Excellent	0	0.00%

Statistics	Value
Response Count	7
Mean	5.00
Median	5.00
Standard Deviation	+/-1.15

2. The Live Sections

Options	Count	Percentage
1-Poor	0	0.00%
2	1	14.29%
3	0	0.00%
4	3	42.86%
5	2	28.57%
6	1	14.29%
7-Excellent	0	0.00%

Statistics	Value
Response Count	7
Mean	4.29
Median	4.00
Standard Deviation	+/-1.25

4. Other Asynchronous Content (e.g., flipbooks, online demos, prerecorded interviews)

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	1	14.29%
5	0	0.00%
6	5	71.43%
7-Excellent	1	14.29%

Statistics	Value
Response Count	7
Mean	5.86
Median	6.00
Standard Deviation	+/-0.90

5. The Assignments

Options	Count	Percentage
1-Poor	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	3	42.86%
7-Excellent	4	57.14%

Statistics	Value
Response Count	7
Mean	6.57
Median	7.00
Standard Deviation	+/-0.53

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Please identify what you consider to be the strengths of the course.

Comment
This is the most fun and intriguing course I've taken so far, and I feel that way after I get my hands dirty by doing some assignments. There was a bit of a learning curve at first for learning the scientific python libraries but after that, the assignments were really engaging and made the material "stick."
Excellent flow, perfectly ordered in terms of understanding the matter
Async was great. Very clear and succinct. Just the right amount of technical background but mostly focused on application. Dan and Josh were very articulate and clear....(and funny...I laughed out loud at Dan a few times, didn't think that was possible in a recorded lecture). Probably my favorite async of the degree so far.
It was great Dan was still involved in the course through the wall despite not being part of the live sessions. It helped continue some continuity between having a different async instructor form the live session (as this is the first time this has happened for our cohort).
The assignments overall were good experiences. Ipython notebooks were a great way to build and develop the problems, and also compartmentalize work. The video review of the answers was a good way to talk about the problems rather than just providing answers. It was also great Dav also clearly explained the basics of github and various ways to connect to EC2. This is the first time I haven't yelled at my computer after dealing with EC2 (step in the right direction!). It was also good that Dan pared back the assignments after the first one...
Dav did a good job organizing the flow of the live sessions. The best ones were when he would either go through an notebook or we would spend time working on one in class. Overall he had a good grasp of the material and was well prepared for class. I liked the use of different rooms and trying different ways of engaging with us.
Doing a Kaggle competition for the project was a good idea/experience. Having the problem be completely open ended, but also contained and structured worked well vs. doing something completely on our own.
Exposed applied machine learning from the scikit learn point of view mostly.
It does a very good job going over all the general machine learning topics

What changes, if any, would you suggest if the course is offered again?

Comment

Much of the material was tested through the assignments but a good deal of it wasn't. I gained a theoretical but not a practical understanding of neural networks, collaborative filtering, and some other unsupervised techniques. I would suggest abbreviated programming assignments each week to complement the course material. The material doesn't really hit home until you start using the techniques.

The live sessions were a little random, in the sense that there wasn't always a clear idea what was being discussed. It sometimes degenerated into someone who has read more or less having a long discussion with the professor, and I felt lost. Maybe a little more order to the live session would have helped.

The live sessions were hit or miss. It was really frustrating that students weren't engaging in discussion and it was always the same people talking, especially since I could tell Dav prepared well for the sessions.

In light of that, maybe the live sessions should be more of a lab format...where ipython notebooks are distributed and we do a few short problems (like the assignments but shorter) in breakout sessions with others. We just need to know in advance so I can pull the notebooks from github and get my machine ready to go.

I wish we got more feedback on our assignments other than just the numeric grade. Especially, even if I got the right result I would like to know if I implemented something well or poorly. I think sharing someone's code in class if someone approached a problem particularly well would be OK. It would help my own learning to see how other's approached a problem.

There were a lot of practice quizzes in lectures in the beginning of the course. I wish these continued throughout the course and that they provided a better mechanism for feedback (rather than you are wrong and you can't try again).

Explore other tools like NLTK provided classifiers, R packages, for example. Slow ramp up towards first project - for people not in programming field it should have been tough to ramp up towards the first project. Smaller projects with 1-3 questions to answer using various tools - scikit learn, R, NLTK for example would have exposed students to a broader overview of the subject.

I would prefer having more but smaller assignment that covers more machine learning techniques. Have a smaller final project so we can spend more time during the rest of the semester practicing all the techniques.

General Comments?

Comment

This is a tough course with tough questions for the instructor. I think it would have been helpful to have a second professor in the live sessions like we do with other classes.

Great professors, amazing course, brilliantly crafted assignments.

In general, I feel I know enough to get by with machine learning. I need a lot more practice (both in just basic coding + identifying the right models to use) to feel really comfortable in it. But I think this course pointed me to a lot of great resources to try to learn more (hopefully I have the time!).

Synchronous classes could have been more effective. Demos of small problems - how an experienced professional would approach a machine learning problems, thinking about feature selection, exploring possible models, pros and cons of models, which would work better in what situations, etc. - would have been more effective and helpful to students.

This is probably one of my favorite classes for the program. Would love to have more practice assignments to get my hands dirty. The live session seems a bit unorganized at time but I assume it's because the instructors for the synchronous sessions and asynchronous sessions are different so it's difficult to be completely on the same page.

Cog Sci 1

Teaching Effectiveness Course Quality

median	5.00	5
mean	4.58	4.8333
forms	45	45

Term	Program	Course #	Section #	Instructor	Teaching Effectiveness		Course Quality Score	
					P/S	LD/UD	Enrollment [50]	Score
Fall 12	Cog Sci	1	D. Clark	S	LD	[50]	4	3
					5		4	
					6		6	
					6		4	
					5		4	
					5		5	
					6		5	
					5		5	
					4		4	
					4		5	
					5		5	
					5		5.5	
					5		4	
					4		4	
					5		6	
					4		4	
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					3		4	
					3		4	
					7		6	
					4		6	
					2		3	
					6		6	
					4		4	
					4		6.5	
					4		4	
					5		6	
					2		3	

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

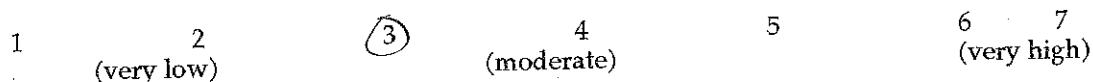
Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Maybe it's because we had way too much time on our hands but section seemed to drag on really long! I don't think we used the 2 hours.

I guess it wasn't your fault that the class was unresponsive, it was kind of early in the morning. The small group discussion was nice because we'd start by discussing ideas and then we would run out of material and start socializing. Maybe that wasn't needed

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

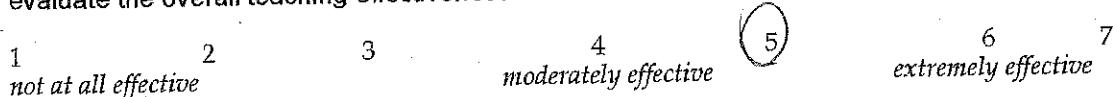
David Clark
Instructor

Fall 2012
Semester / Year

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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

I feel the instructor handled the material in an appropriate manner and tried to add supplemental material as much as possible. More direct review of the material would be helpful. The overall course did not seem to teach much, but because it is an intro course, I feel it accomplished what it was supposed to.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

I feel like any dissatisfaction with section was not a result of Dav, but rather the lack of instruction/direction given by the textbook and the broad nature of the course. Dav is very, entertaining & passionate. Dav was lots of fun and very helpful, especially when asked specific questions. Please.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

This class made me realize I do not want to study cognitive science. I will be pursuing another major instead.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

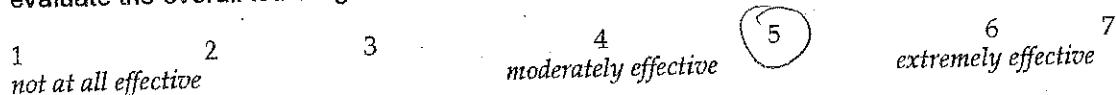
David Clark
Instructor

Fall 2012
Semester/Year

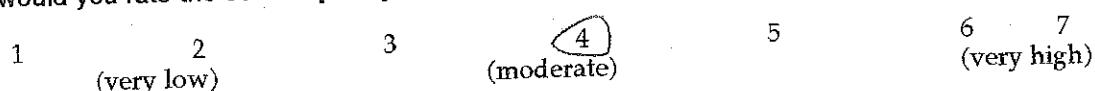
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Sections don't always stay on topic

↳ Probably just because the course material is very broad though

Dav reminds me of a cuddly bear.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
 Undergraduate & Interdisciplinary Studies
 University of California, Berkeley

CogSci 1
 Course Name/#

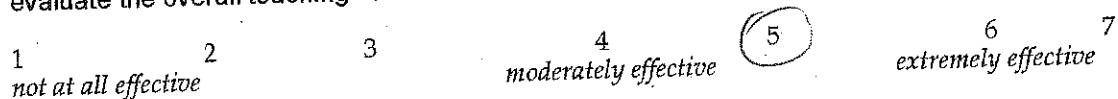
David Clark
 Instructor

Fall 2012
 Semester/Year

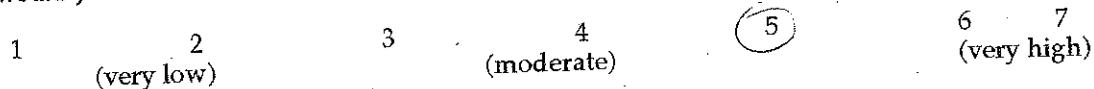
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

The discussions were useful as well as the group ones. We got a chance to actually focus on specific topics. It would be nice to include maybe a good summary of the lectures before going into specifics.

Freshman Sophomore Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/ #

David Clark
Instructor

Fall 2012
Semester/ Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *5* *(very high)*

Narrative Evaluation

The instructor was very helpful in explaining and clarifying complicated ideas.

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

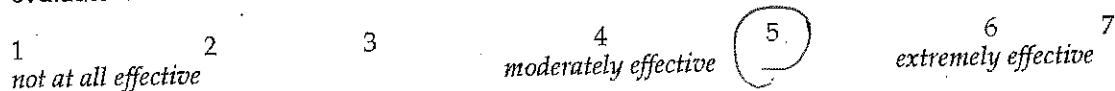
David Clark
Instructor

Fall 2012
Semester/Year

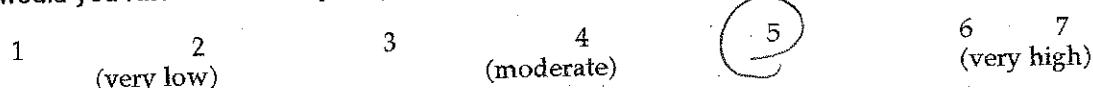
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

the one-2 hour long section is too long. 1hr
Most of the material can either be covered in a single [✓] section or it can be broken into 2 separate 1 hr sections.
Discussions lacked structure, but did not necessarily detract from learning.

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

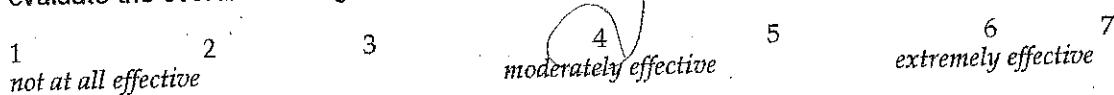
David Clark
Instructor

Fall 2012
Semester/Year

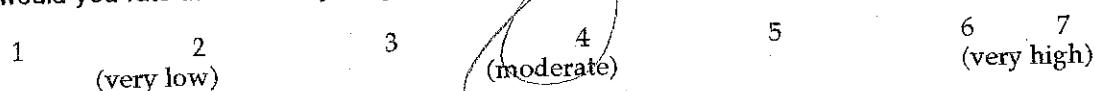
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Lectures were pretty good and relatively straightforward.
Sometimes hard to prioritize what things are more important
than others. As far as discussion, it was ok. Sometimes
hard to follow, but answers + Q&A questions S.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(5)* *(very high)*

Narrative Evaluation

A bit more class structure would help

Freshman Sophomore Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *5* *(very high)*

Narrative Evaluation

David is an awesome guy with the wittiest fashion sense around. He's a funny dude and he works with what the class gives him. My only wish was that the class gave more direction, but part of that was because of the ridiculous, unnecessary long 2 hr lecture. Other than that, good on you David.

Freshman Sophomore Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

<u>CogSci 1</u> Course Name/#	David Clark Instructor	Fall 2012 Semester/Year
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1 2 3 4 5 6 7
(very low) *(moderate)* *(high)* *(very high)*

Narrative Evaluation

Though we had a few lively discussions, sometimes a greater emphasis on the key terms proposed in the lecture would have been helpful. Maybe just a bit more structure in general...

Freshman Sophomore Junior Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

the section itself was unstructured and there was not much additional info we learned / did that was relevant to the course.

Dav is very knowledgeable about Cog Sci and always could answer questions but it did not add much overall to Cog Sci. I

Freshman Sophomore Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Freshman

Sophomore

Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

- at times didn't explain certain lecture topics with the greatest clarity, but overall did a good job at breaking down difficult concepts
- made section interesting at times, though at times was also kind of dull
- ~~had~~ great topic with lots to talk about

Freshman Sophomore Junior

Senior

Please do not sign this form

3/10

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

<u>CogSci 1</u> Course Name/ #	David Clark Instructor	Fall 2012 Semester/ Year
-----------------------------------	---------------------------	-----------------------------

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not at all effective moderately effective extremely effective

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1 2 3 4 5 6 7
(very low) (moderate) (high) (very high)

Narrative Evaluation

Dav is very knowledgeable about the subject and he tries to incorporate different ways of teaching which make the material more compelling and easier to remember. I think our group's energy level could be better, so maybe it be built on that then it would be more engaging.

Freshman Sophomore Junior Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

TOP boring, ~~useful~~ section was a chance to do review of lecture material/exam prep, if then open it up to discussion. People aren't participating because they need that initial review first.

Will give thumbs, great with questions, just focus less on open discussion & more on giving a lesson plan with material review.

Freshman Sophomore Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/# ~~101~~

David Clark
Instructor

Fall 2012
Semester/Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

DAV CLARK was a decent instructor but did not teach as well as I expected. He seems very knowledgeable about the subject but was not able to convey his knowledge effectively. He did not review the information he learned in lecture and instead went a little too off topic. I wish he was a little more organized with the discussion so that it could have helped me a bit more for the midterms and final.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

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Instructor

Fall 2012
Semester / Year

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1 2 3 4 5 6 7
(very low) *(moderate)* *(5)* *(very high)*

Narrative Evaluation

It would be more helpful if we could go over material during class and have more time to ask questions. I think David Clark is a good teacher, but I would like to see more assignments.

Reviewing material after class (through powerpoint) is a better idea than full lecture and work.

Freshman

Sophomore

Junior

Senior

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

more structure in the discussion sections would make them more helpful and worthwhile. Discussion and incorporation of the reading material in lecture and discussion would give the topics more depth. Overall, the class did a good job of covering a large amount of information across many different subjects and was interesting.

Freshman

Sophomore

Junior

Senior

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not at all effective moderately effective extremely effective

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1 2 3 4 5 6 7
(very low) (moderate) (very high)

Narrative Evaluation

Dav gave consistently gave it a great shot. He was always had the material mastered and knew they attempted to garner the class's attention by starting with an interest cog. sci. activity, which was great. However, section was consistently disorganized, and it was very occasionally difficult to grasp ~~or see~~ section material. Graph charts were not well guided, and only the same few ~~see~~ people participated. Good effort, but fell a bit short.

Freshman

Sophomore

Junior

Senior

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CogSci 1
Course Name/#

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Instructor

Fall 2012
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1 2 3 4 5 6 7
(very low) *(moderate)* *(* *very high*)

Narrative Evaluation

Cognitive science is an interesting class and the discussion sessions are helpful for specific topics that may seem vague from lecture. Dav is quite knowledgeable about certain topics more than others, but that is perfectly understandable. Overall, I enjoyed this class, but hoped that it ~~was~~ could have been less technical.

Freshman

Sophomore

Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Dav's section was really welcoming and he made learning light-hearted and fun. He was an excellent GSI and showed really considerate teaching for a long time. His knowledge of the material was good, and the only suggestion I would make is to ignore the "dead" / silent classroom, because people are listening, just might be too shy or nervous to speak up.

Freshman Sophomore Junior

Senior

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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Dav offers plenty of class time in discussion for questions about material covered in class. His focus is on review, which is beneficial to clearer understanding of topics. I would suggest more hands-on "lab" type activities (like the mental rotation activity) because we can apply what we have learned in new ways.

Freshman Sophomore Junior

Senior

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(very low) *(moderate)* *(high)* *(very high)*

Narrative Evaluation

*(S) As a person Dav seems like a good teacher.
but*

\$ Dav means well, but his sections were not really helpful. I have no comparison with other sections of this subject. And I feel Dav assumes we (students) have the material down before starting the discussion. I suppose that's also my problem that I'm not well prepared for discussions.

Freshman

Sophomore

Junior

Senior

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1 2 3 4 5 6 7
(very low) (moderate) () (very high)

Narrative Evaluation

Instructor was very motivated and tried to engage students in ~~the~~ discussions and subject. Sometimes section moved slowly though, and sometimes section didn't seem to connect to lecture that well. Overall ~~the~~ ~~instructor~~ did a good job of supporting what we learned in lecture and asking broader questions to expand our thoughts.

Freshman

Sophomore

Junior

Senior

3/10

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

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David Clark
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1 2 3 4 5 6 7
(very low) *(moderate)* *(high)* *(very high)*

Narrative Evaluation

Dav was always highly motivated to teach us and give us a better understanding of the material. He always got people involved in participating even when no one did. Terry also presented the material in a concise way that we then reviewed in section.

Freshman

Sophomore

Junior

Senior

3/10

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Student Course Evaluation
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1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

studied and

*Even after having attended all the lectures, I
probably would have failed the midterms without
help from the GIs.*

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
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CogSci 1
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1 2 3 4 5 6 7
(very low) *(moderate)* *(high)*

Narrative Evaluation

Discussion sections felt like we were reaching for topics to talk about just to fill the time. Small group time was typically unclear and the section as a whole seemed to lack confidence. Teaching style in discussion felt like there was much effort and enthusiasm, but not always effective. However, subject matter was extremely interesting as a whole and guest lecturers were great. Terry was a great professor.

Freshman Sophomore Junior

Senior

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Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(* *high)*

Narrative Evaluation

well enthused
not very organized note wise

Freshman

Sophomore

Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

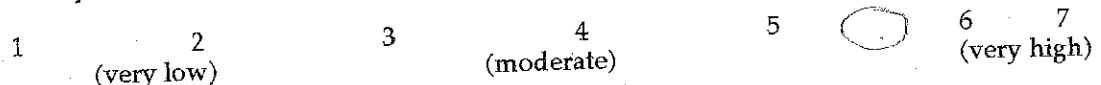
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Numerical Evaluation

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Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Great, interesting intro to Cog Sci. Lectures & discussions overall were still quite tame, but with improvement from before.

Freshman Sophomore Junior

Senior

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Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

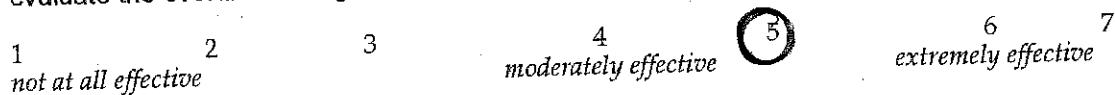
David Clark
Instructor

Fall 2012
Semester / Year

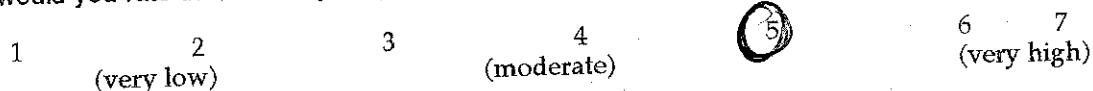
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Given the range of topics covered in this course, I think the discussion section did a good job of covering material. I often felt like the class was too slow paced & unstructured & could have done a better job of clarifying some of the more confusing subject matter.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(* *high)*

Narrative Evaluation

Though the subject matter was interesting, I felt sometimes the discussion was only tangentially related to lecture. I also thought the allotted discussion time was too long and some explanations of concepts were not entirely thorough.

Freshman Sophomore Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

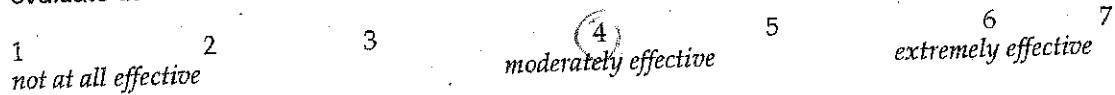
David Clark
Instructor

Fall 2012
Semester/Year

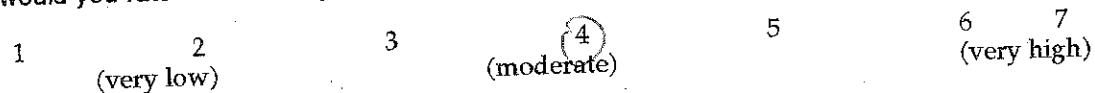
Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Numerical Evaluation
Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

Narrative Evaluation
I think that the 2 hour discussion time was too long. We did start getting out early part way thru the semester, but we still just had too much time. Also, I kind of thought that you had us break into groups before adequately explaining what you wanted us to discuss. I think that greater explanation would be helpful.

Freshman

Sophomore

 Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

<u>CogSci 1</u> Course Name/#	David Clark Instructor	Fall 2012 Semester/Year
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Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Strayed from course material, sometimes
lack of familiarity w/ subject matter.
Need to be more direct when covering
subject taught in class.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *(moderately effective)* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Interesting activities + thought provoking questions, but the explanation of the material was vague + unsatisfactory.
maybe next time write more on the board + explaining more.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

<u>CogSci 1</u>	David Clark	Fall 2012
Course Name/#	Instructor	Semester/Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

The instructor shows general care and concern for his students. Connection between student and GSI are key, in my opinion, to a successful semester.

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

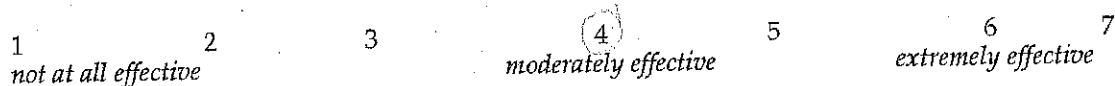
David Clark
Instructor

Fall 2012
Semester/Year

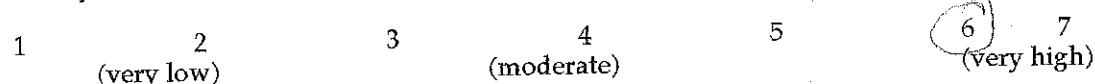
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

- * INSTRUCTOR seemed to have a good understanding of the material.
- * INSTRUCTOR could have been better at explaining topics.
- * THE COURSE was very well-organized.
- * STRUCTURE of powerpoint slides is well-organized and helpful.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1 David Clark Fall 2012
Course Name / # CogSci 1 Instructor Terry Payne Semester / Year Fall 2012

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective moderately effective extremely effective

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) (moderate) (very high)

Narrative Evaluation Disc. lecture took way too long to get started.
In the beginning conversations were not helpful. There should be more disc. about what was on lecture, at least more of it. and I wish that there was a agenda you went by. When asked question answers were very unclear. w/ an agenda and strict explanations of key concepts and on filter conversation could have made the disc. course more effective.

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

Please use this form to evaluate the course and your instructor thoughtfully, candidly, and concisely. You will be given a reasonable amount of class time to do this, after which the form will be collected by a member of the class. The completed evaluations should then be delivered to the office of Undergraduate and Interdisciplinary Studies, 231 Evans Hall. They will be made available to the instructor only after he/she has submitted the final grades to the Office of the Registrar. These forms will also be reviewed by UGIS in considering the value of the course. Thank you for your comments!

Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

Interesting and helpful discussion.

Freshman Sophomore Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?

1 2 3 4 5 6 7
not at all effective *moderately effective* *extremely effective*

Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?

1 2 3 4 5 6 7
(very low) *(moderate)* *(very high)*

Narrative Evaluation

section doesn't need to be 2 hours

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

David Clark
Instructor

Fall 2012
Semester / Year

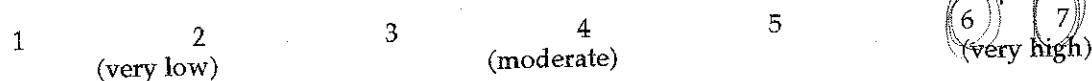
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

more structure for discussion plan would be nice.

3 discussion doesn't need to be 2 hours

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

David Clark
Instructor

Fall 2012
Semester/Year

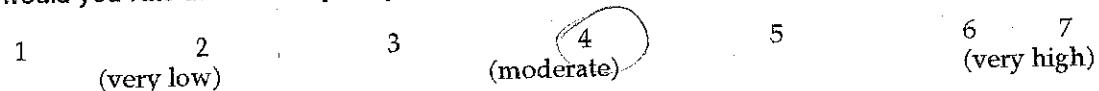
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

See ned more rated about teaching but
was not very organized about what he should
teach or go over with the students.

Freshman

Sophomore

Junior

Senior

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name/#

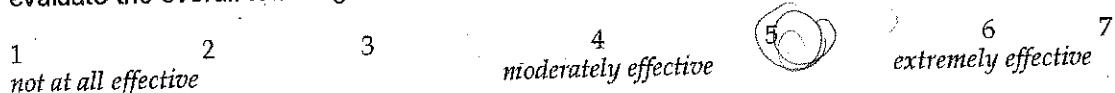
David Clark
Instructor

Fall 2012
Semester/Year

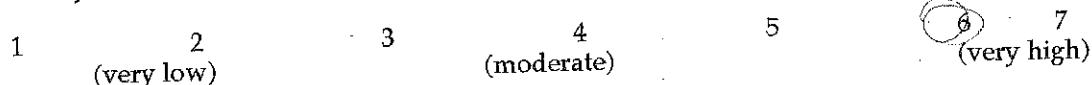
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

I liked how we would discuss ideas from the course during section but I would've preferred a more review-like format sometimes.

Freshman Sophomore Junior Senior

Please do not sign this form

Student Course Evaluation
Undergraduate & Interdisciplinary Studies
University of California, Berkeley

CogSci 1
Course Name / #

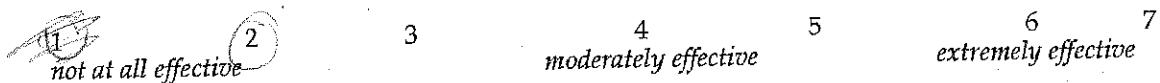
David Clark
Instructor

Fall 2012
Semester / Year

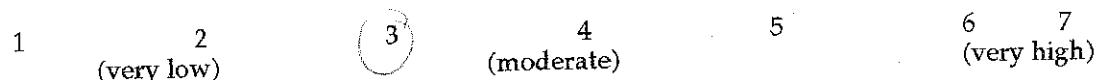
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Numerical Evaluation

Considering both the limitations and possibilities of the course and subject, how would you evaluate the overall teaching effectiveness of the instructor?



Considering both the limitations and possibilities of the subject matter and the course format, how would you rate the overall quality of this course?



Narrative Evaluation

I don't know if it is the nature of all cog. sci. labs, but Prof tries to teach a general view of everything with minimal success. It could be the class size, which can be very unresponsive.

Prof puts mediocre effort into lessons.

Freshman

Sophomore

Junior

Senior

Please do not sign this form

Course Evaluation Report
Fall 2007

GSI Name: David Clark

Instructor: Rich Ivry

Course: Psychology C127

Total number of students enrolled: 23

Total number of evaluations returned: 22

Scale: 1 (Extremely Poor) – 7 (Extremely Good)

Using the above rating, how effective was your GSI?

Mean = 5.14

Frequency:	1	=	0
2	=	1	
3	=	3	
4	=	2	
5	=	5	
6	=	8	
7	=	3	
No response	=	0	

Report compiled by Emilie Dandan.

The questionnaires are on file in the Student Services Office, 3305 Tolman Hall, and are available for your perusal.

Student Evaluation of GSI Teaching

Course: Psych/Cog Sci 127
G.S.I.'s Name: Dan Clark
Term: Fa 07
Reason for taking this course: interest

Major: Philosophy
Class Year: —
GPA: 2.0

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺ ☻

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Discussion was generally very clear and helpful for understanding concepts and skills necessary to the class. I was always impressed by the amount of student discussion that was facilitated. My one regret was that lecture was rarely directly clarified or addressed in section.

Student Evaluation of GSI Teaching

Course: Psych. C127
G.S.I.'s Name: Dan Clark
Term: Fall 2007
Reason for taking this course:

Major: Cog. Sci
Class Year: Senior / 2008
GPA: 2.9

Fulfill major req.

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

① ② ③ ④ ⑤ ⑥ ⑦

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

I felt that attending section wasn't very helpful. I didn't typically feel that I left section with a better understanding of the material than I came in with. I also didn't feel that Dan did a very good job of answering students questions.

Student Evaluation of GSI Teaching

Course: PSYCH 127

G.S.I.'s Name: DAV

Term: Fall '08

Reason for taking this course:

Major requirement

Major: Cognitive Science

Class Year: 2008

GPA: 2.6

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Always available, friendly, informative, and encourages class participation. Needs to make things more active, maybe, but overall, satisfactory job.

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: Dav Clark
Term: Fall 2007

Reason for taking this course: requirement
+
Interest

Major: Paydon Ling
Class Year: 2009
GPA: 3.5

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Perhaps Dav was instructed to be very cryptic, but often, the way he formed questions was unclear & confusing. Section could have been improved with better formed questions. However, he did expound upon his question when asked - this was very helpful in section. He also answered questions whenever other students could not. All in all, Dav was an effective instructor.

Student Evaluation of GSI Teaching

Course: Psychology C127

G.S.I.'s Name: Dan Clark

Term: Fall 2007

Reason for taking this course: Fulfills major requirement

Major: Undecided

Class Year: Sophomore

GPA: 3.9

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Dan was extremely good about making sure his discussion understood the general idea/concept behind each article, which helped a lot when it came time for the test. Lecture material was incorporated as needed during section. Office hours proved to be very helpful as well in clarifying any confusion in class or section.

Student Evaluation of GSI Teaching

Course: PSYC C127
G.S.I.'s Name: David Clark
Term: Fall '07
Reason for taking this course:

Major: Cos Sci
Class Year: '09
GPA: _____

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Good guy, did the best he could with us.
Very patient and responsive during OH or e-mail!

Student Evaluation of GSI Teaching

Course: Psych 627
G.S.I.'s Name: Dan Clark
Term: Fall 2007
Reason for taking this course: Required

Major: Cos Sci
Class Year: 1H
GPA: ~3.0

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Professional, intelligent, interesting, good at leading class, broad background in Cos Sci, knows about a lot of stuff, helpful during office hours, GSIs don't get much better than this.

Student Evaluation of GSI Teaching

Course: Psychology C127

G.S.I.'s Name: Dav Clark

Term: FALL 2007

Reason for taking this course: requirement

Major: Cog. Sci.

Class Year: 2009

GPA: ~3.5

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺ ☻

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

This is probably a relatively challenging course to GSI for b/c sometimes the material was a bit too challenging for us students to grasp on our own. Dav did an OK job of trying to stimulate discussion and interest, but perhaps a shift in the focus of sections should be considered? (I realize that reading those articles critically is a valuable skill.)

Student Evaluation of GSI Teaching

Course: PSYCH 127
G.S.I.'s Name: Dan Clark
Term: FALL 2007

Reason for taking this course:

see if interested in
Cog Sci major

Major: Linguistics
Class Year: '11
GPA:

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: David Clark
Term: Fall 2007

Major: Cognitive Science
Class Year: 3rd
GPA: 3.4

Reason for taking this course:

CogSci Major requirement

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺☺

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

it was helpful but sometimes wasted too much time getting to the answers and actually understanding the articles / graphs. The reading was sometimes too hard to grasp. David overall did a good job and he really cared that we ~~had~~ understand the material.

Student Evaluation of GSI Teaching

Course: Psych 127

G.S.I.'s Name: Dan

Term: Fall 2009

Reason for taking this course: Interest

Major: Psych

Class Year: Senior

GPA: 3.97

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Very Good, promoted discussion, esp. evaluation of methods in recent publications + the conclusions they draw, prompting actual thought and useful discussion, not just memorization.

Student Evaluation of GSI Teaching

Course: Psych 127

G.S.I.'s Name: Dav

Term: Fall 07

Reason for taking this course: major req.

Major: Cog Sci

Class Year: 4th

GPA: 3.2

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Did not explain material well
Did not respond to students comments/questions
in a way that made me comfortable
to participate.

~~Even worse~~
often would say student's comments/answers
to questions were wrong but then ~~would~~ would not
offer any ~~clarifications~~ clarifications.

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: Dan Clark
Term: Fall 2007
Reason for taking this course:

Major: Psychology
Class Year: Senior
GPA: 3.60

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Dan was a very supportive GSI, but I felt that the discussion sections did not supplement the readings too well. I'm not sure whether Dan could effectively communicate what the students would get out of the papers that we read, sometimes, I left section feeling more dubious about the paper and its relation to the course. I hope future sections will go well though. Good luck.

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: David
Term: Fall 2007

Reason for taking this course: Major req.

Major: Cognitive Science.
Class Year: 4th
GPA: ?

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

helpful, nice GSI !!

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: Dav Clark
Term: Fall 07
Reason for taking this course: Requirement

Major: Cog Sci
Class Year: 4
GPA: 3.0

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Dav's sections were informative and enjoyable. I would have liked a little more emphasis on lecture material and a little less on the articles, but that's all.

Student Evaluation of GSI Teaching

Course: Psych 127

G.S.I.'s Name: Dev Clark

Term: Fall

Reason for taking this course: major + interest

Major: Cog Sci

Class Year:

GPA:

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Every single section was the same. Horrible at facilitating class discussion, oppressive environment for sharing and putting out ideas. Even when someone would present an idea, he would focus on what's wrong and attack the syntax. Didn't make class or material interesting in the slightest.

Student Evaluation of GSI Teaching

Course: French 1127

G.S.I.'s Name: Dave

Term: Fall 2001

Reason for taking this course: Interest

Major: MUS & Public Health
Class Year: 2007
GPA: 3.8P

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

He was very funny & did a great job!

Student Evaluation of GSI Teaching

Course: PSYC 127

G.S.I.'s Name: Dan

Term:

Reason for taking this course: Interest

Major: CS

Class Year:

GPA:

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Student Evaluation of GSI Teaching

Course: Psych 127
G.S.I.'s Name: Dan Clark
Term: Fall 2007
Reason for taking this course: fulfillment req.

Major: CoqSci
Class Year: 3rd
GPA:

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺☺

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

effectively taught us how to analyze neuroscience papers. I understand that the purpose of discussions was to get the class to think about the papers, but sometimes often there were times where no one had anything to say. Perhaps have a little more structure/direction for discussions to be more ~~effect~~ productive.

Student Evaluation of GSI Teaching

Course: Psych 127 Cognitive Neuroscience

Major: psych.

G.S.I.'s Name: Dan Clark

Class Year: 2010

Term: Fall 07

GPA: 3.3

Reason for taking this course: psychology → interesting subject matter

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Our GSI facilitated very interesting discussions and encouraged participation.

Student Evaluation of GSI Teaching

Course: Cog Sci 127
G.S.I.'s Name: Dan Clark
Term: Fall 07

Major: Linguistics
Class Year: 4
GPA: 3.85

Reason for taking this course:

I needed upper-division units outside of my major.

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ⊗⊗

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Randomly calling on people is stupid. I think that if someone has something to say, they'll raise their hand. Calling on people when they don't know the answer to something is cruel.

Student Evaluation of GSI Teaching

Course: Psych C121
G.S.I.'s Name: Dan Clark
Term: Fall 07
Reason for taking this course: Major req

Major: Comp Sci
Class Year: Senior
GPA:

Please complete this questionnaire and leave it unsigned. Your candid answers will assist with future improvement of the course. Responses will not be released to the GSI until after final grades have been turned in. Please keep all comments within the confines of the outlined boxes. Please rate your GSI on a seven point scale for the following dimensions of teaching effectiveness. Unless otherwise noted, the scale is:

1 (Extremely Poor), 2 (Very Poor), 3 (Poor), 4 (Average), 5 (Good), 6 (Very Good), 7 (Extremely Good)

Please fill in marks completely: • Not like this: ☺ ☻

1. Using the above rating, how effective was your G.S.I.:

(1) (2) (3) (4) (5) (6) (7)

2. In written comments below indicate the constructiveness of the G.S.I.'s discussion sections, office hours, or labs (i.e. did your G.S.I. supplement the lecture material and facilitate the acquisition of the class material and how?)

Keep Comments in Box

Good style, but I feel Dan was severely hindered by the 'Socratic method.'