Daniel Sewell
Student ACE Evaluations

BIOS:5710
- Fall 2021

BIOS:5720
- Spring 2021
- Spring 2023
- Spring 2024

BIOS:6810
- Fall 2020
- Fall 2022

BIOS:7600
- Spring 2022
- Spring 2023

Biostatistical Methods I (Fall 2021)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **5710 0001**
Course ID: **BIOS:5710:0001**
Objectives:

Enrollment: **13**
Responses Incl Declines: **7**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	7	53%	5.86	5.37	5.90	5.70
Clarity – The instructor communicated course material clearly	7	53%	5.29	5.19	5.30	5.60
Learning Focused – The instructor's teaching methods helped students learn	7	53%	5.71	5.15	5.80	5.60

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	7	53%	6.00	5.30	6.00	5.70
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	7	53%	5.71	5.39	5.90	5.70
Support—Help was available for students	7	53%	5.71	5.49	5.90	5.80

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (16 comments)

Q: What aspects of the course were most useful for your learning?

1. I thought Dan did a really nice job with always bringing the conversation back to a core question/technique. The main ideas were stressed frequently and I felt like I had a good grasp by the end of what he wanted me to get out of the course. I also felt very comfortable asking questions in class and felt like he really cared about our learning and wanted us to understand everything.
2. The professors willingness to re-explain concepts without any hesitation.
3. I thought the note packets and the labs were very helpful.
4. I thought that the R sessions were the most helpful for this course as it really allowed me to understand real world application. Going through these R applications in class and on my own really allowed me to digest the material in other ways then looking at how to just do everything mathematically.

   The breaks in the class were also much needed and helped keep me focused when we got to the end of class.

   Additionally, I thought that the HWs were set up really well in order to reinforce the material of this class.
5. The homework assignments really helped me with understanding the concepts through implementation.
6. Learned to use statistical tools in real life scenarios and labs were very helpful.
7. The focus of the course on both frequentist and Bayesian methods was a great choice and help facilitate my understanding of the material a lot. Also the labs were very helpful.

Q: When this class is taught again, what changes would you suggest?

1	I think actually working through the examples instead of just talking about them at the beginning of the section and then giving the answers at the end would be really helpful, or at least showing the code for how the answers were calculated. I felt really good about the concepts of the course but not so good about actually applying them, which is obviously going to be what I actually need to know how to do in the future.
2	I wish we were able to go farther into non-parametric data than we did. I understand that this is due to timing but that is one thing I would suggest.
3	The first thing that I would change would be to go over the previous class material a little slower to really set in stone the previous topics as we build on top of them. I think if this was a 5 min thing to start class then it would be really helpful! Another thing that I would change about this class is the time we had from the end of the midterm material to the midterm date. Two weeks was too much time and set a tone for the second half of the semester. Personally, this made me drift through class when we went over material during that time period and I got behind in the second half topics really easily. I thought that this problem paired with your week of absence (I know that was involuntary) and fall break really broke the flow of the class and made it hard to hold on to the material.
4	I wouldn't mind longer and more involved assignments, especially exercises which require working with real data. I personally did not find it very useful to go through the labs in class, perhaps it should be left as something we work through on our own. If the homework requires us to do more programming, then the labs could act as a supplement or reference to the homework, so students will have to look over it in order to complete the assignments.

Q: What else would you like the instructor to know about your experience in this course?

1	I was disappointed with my midterm grade because I got confused by the wording of a question that ended up being 10 points and dropped my grade from an A to a B which doesn't really feel like an accurate representation of what I know/learned. I think I was really intimidated by the exams just because there was no practice for them or example questions given.
2	Professor Sewell is an excellent instructor. I learnt a lot and I really enjoyed his class.
3	I want you to know that I thoroughly enjoyed this class, the topics and yourself. I enjoyed the personality that you brought to this class and how you kept a welcoming classroom for us incoming students. It was hard at first when I got here to make new friends and I attained one from this class because of your strong suggestions to work on the HW's with someone else. If I were lucky enough to get you as a research advisor I would gladly accept in a heart beat as I know you would push me academically to the place where I want to be. I hope to take another one of your classes in the future!
4	I really enjoyed this course, and I actually look forward to it every day!
5	It was one of my best course.

Biostatistical Methods II (Spring 2021)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **5720 0001**
Course ID: **BIOS:5720:0001**
Objectives:

Enrollment: **17**
Responses Incl Declines: **13**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	13	76%	5.62	5.51	5.80	5.70
Clarity – The instructor communicated course material clearly	13	76%	5.23	5.42	5.70	5.70
Learning Focused – The instructor's teaching methods helped students learn	13	76%	4.92	5.40	5.30	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	13	76%	5.31	5.52	5.30	5.70
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	13	76%	5.15	5.50	5.40	5.70
Support—Help was available for students	13	76%	5.67	5.49	5.80	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (32 comments)

Q: What aspects of the course were most useful for your learning?

1	All aspects of this course was helpful. It would be more helpful if the in-class note notation was in line with textbook. It took some time to match things and figure things out but still I find all the lecture materials helpful. Thanks for all the lectures, implementation, and labs.
2	The examples, specifically the visual examples were very helpful in order to understands concepts.
3	I appreciate how Dan always checks in with us and explains questions. I also found it helpful when Dan created an additional Bayesian lab and the simulation lesson. These intermediate steps helped out, and the fact that he took the time to create these labs/code for us meant a lot.
4	The professor did a good job of engaging students despite zoom.
5	I liked how the homeworks had both conceptual and application sections, because it makes you think and helps you understand how to put theory into practice. I also how some homeworks had frequentist vs. Bayesian sections because comparing them side by side helps you understand the similarities and differences. I also liked the labs because I could go through them as an example to help with the homework. In particular, the MLR homework was a really good one because dealing with real life data where there isn't a "perfect" model or a right answer was a really good learning experience. For me, it's the application questions like these that really help me understand the theory behind the concepts (I often fall behind in class notes when we're just copying equations full of symbols I may not be familiar with). Oh, and the textbook was a very helpful resource, so definitely keep that.
6	The lectures were really done well in a way that facilitated learning. Seeing the derivation live and also having pressure on to answer questions made the class somewhat stressful over zoom, but is what really allowed for a successful learning enviornment.
7	I think the pace that we went at for lectures was good. There was plenty of time to ask questions and slow down if needed, which was definitely very helpful for the long class periods.

8	The applications/lab portions were helpful. The homework was also helpful even at times challenging (and lengthy). They were what solidified my knowledge.
9	I really appreciated that Dan was very good about slowing down the pace of the course instead of flying through a bunch of material everyday and overwhelming us. He also was very good about pausing frequently throughout the lecture periods giving space for us to ask questions which is even more important with a Zoom class. I also found the five minute break in the middle of class to be crucial--knowing I would have five minutes to regroup instead of having to focus for 2 hours made a big difference, especially being remote.
10	The homework was the most helpful with seeing problems and different datasets that these different methods could be used for. The labs were also good with what functions could be used and what they were actually doing. I think this could just be a pro of Zoom but the recorded lectures were so helpful. I would rewatch parts that I wasn't quite sure on the first time but after hearing it again I understood. The class time can just be really long sometimes so it helped with things I just may have missed
11	Labs and homework
12	The pre-typed lecture notes were very useful for studying and allowed to to focus better in class so I wouldn't be scrambling to write every detail down.

Q: When this class is taught again, what changes would you suggest?

1	I would ask that Dan or his TA have longer/more office hours than just the 1 hour that he had for this semester. It was hard to catch on early for me because I don't live as close to other students and couldn't meet up as regularly to study together, it was awkward if/when I was the only one on zoom, so I think that would help out. Dan would be available to schedule other times, but I know other students TA'd or worked during his office hours and we would've appreciated a time that worked for us as well.
2	I like the labs, but I would like them to have more detailed explanations of the things you demonstrate. For example, you run a diagnostic plot and then actually explain what you would conclude for it underneath, and how you want to proceed, etc. Essentially, I would like a lab that is easier to follow along with on its own, without having to turn back to the lecture videos which may or may not even have the commentary I'm looking for.
3	I hate to be this person, but maybe more homework? I think I learned a lot having to think through problems that were an extension of class and I think a few more assignments may have pushed the ideas that much further into my head.
4	Although the pace was good for the regular class lectures, I felt that we flew through the labs and it was hard to follow exactly what was going on. I am the type of student who learns best by writing everything and taking notes on what I hear. the course was very visual in the since that the labs seemed like just watch and pay attention but not write a lot down, which was an adjustment for me. This may be due to the online format though. I don't know if this would ever be possible, but I feel like a shorter class period three times a week would be preferred to the long twice a week format.
5	It would have been nice for the labs to have been more interactive, though it is understandable why they were done the way they were this semester.
6	A lot of time in this course was dedicated to the mathematics and how various methods work in terms of calculations (which I will not argue is important). However, there seemed to be a disproportionate amount of time spent on calculations and derivatives with less time spent on application or big picture. This definitely impacted how I studied for the exam and felt that my studying was somewhat fruitless because I had focused more on details of it all and lost track of some of the big picture. The suggested change I would make is to make sure that it is very clear what the big picture is (objective list for each section) and may be even include questions that are similar ones to the exam (just to get a sense of the scope of the questions).
7	I wish the days we talked through the lab sessions were a bit more interactive. I found it challenging to only hear about what we would need to do to apply topics in R, rather than hear about it and do it at the same time. We had one session where we walked through a lab in R while Dan was talking about it and giving time throughout for us to code on our own. That interactive component felt essential for my learning especially with the class being online.
8	I think having more examples of how these different methods could be implemented in the lecture part. The lab part was helpful but I felt like that was the only time we really got to see implementation other than the homework.
9	Course material is very dense - if possible, adding examples could be beneficial More preparation for the exam. It was more anxiety inducing to be told it wouldn't be that hard and not given any information about what would be on it other than "all the concepts we have covered". I had a hard time, in general, knowing what was important and what was not. Providing a structured outline so we have a vague idea of what to review for the exam could be beneficial
10	I would suggest taking the last 20 or so minutes of each class to discuss the conceptual aspects of what we covered that day.

Q: What else would you like the instructor to know about your experience in this course?

1	I enjoyed this course. Thank you for giving us a break during the block. And for recording the lectures, this helped me when studying for exams or when recreating the lab; I hope professors keep doing this as a norm.
2	I felt that the content taught did not fully prepare us for the exam.

3	I think you instill fear in some people. Not me though.
4	I had a great time and I think very highly of professor Sewell! Certainly is one of those professors you have a love/hate relationship with because they push you to learn which can be very uncomfortable at times... but that is what we are here for! I also appreciate his humor and willingness to respond to questions.
5	I felt like there was some disconnect about help I received on homework and other concepts. Sometimes when I asked questions, I felt like I was told one thing and then told another later or something different by the TA. Otherwise, I think the instructor did a great job making this course successful in an online format. I like that he encouraged participation and conversation among the class.
6	I found this class to be extremely challenging at times, but I also felt that it elevated my skills and abilities. I personally hated having people being randomly called on (it evoked unnecessary stress in my opinion), but I also found the material to be highly relevant to the things I want to do. I found my way of thinking shifting and changing and has reflected in other work that I do (too many times I found myself thinking "Aww, I can do this easily with a matrix." which is not something I would have said before). I think it would be beneficial to have lab sessions in which the instructor shows how a code might work, but then have students attempt to be creative to solve the problems (but low stress [no points associated with correct answers] just to get the wheels turning). As a broad statement, I think courses that are offered to the same cohort should be cognizant of the dual workload: I felt that categorical and methods homework being assigned at roughly the same time made it feel like I was highly stressed and limited time for both. But I want to end on a positive note: I really liked this class and definitely challenged me to be a much better statistician.
7	I really appreciated how helpful Dan was during office hours and in being willing to schedule time outside of office hours when necessary. I really enjoyed this class and found the format of the lecture notes with spots to fill in very helpful.
8	Sometimes explanations seemed very nuance and were hard to follow with the background knowledge that we have.
9	These were long and dense classes. I think adding in the 5 minute breaks was unbelievably helpful from a student perspective and hopefully for you as well. Additionally, in preparation for the exam I reviewed all of the videos leading up to it just to hear the information again. I thought this was very helpful and would encourage you, if possible, to maintain some sort of hybrid for the course. There is only so much we can get from the handwritten notes and it is easy to miss what you are saying when we're taking notes on what you're writing.
10	When preparing for the exam, I was mostly preparing computational methods as well as mixing in the conceptual that we were learning through homework. I believe it would be extremely helpful to review conceptual aspects of lectures during class because it did not come intuitively for me. I really enjoyed the final project. I have a in-depth grasp of the topic I chose and have really enjoyed learning about other topics.

Biostatistical Methods II (Spring 2023)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **5720 0001**
Course ID: **BIOS:5720:0001**
Objectives:

Enrollment: **12**
Responses Incl Declines: **9**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	9	75%	5.22	5.16	5.60	5.60
Clarity – The instructor communicated course material clearly	9	75%	4.44	4.92	4.40	5.50
Learning Focused – The instructor's teaching methods helped students learn	9	75%	4.89	4.76	5.30	5.30

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	9	75%	5.22	4.98	5.60	5.50
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	9	75%	5.56	5.19	5.60	5.60
Support—Help was available for students	9	75%	5.44	5.48	5.80	5.80

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (17 comments)

Q: What aspects of the course were most useful for your learning?

1	- Labs were very helpful in understanding the material, and a great resource to have for the future - Office hours were very useful in helping cement certain concepts - A focus on Bayesian methods was great as that was something I have never seen before
2	The labs were very helpful. In general, hands-on learning seems the most effective. Small group work is also effective. I personally think grad school and college should have more of a lab/workshop feel. It's not only boring to listen to lecture, it's also less likely to stick. I get that we have responsibilities to look over our notes, but student engagement could definitely be better. I liked how Emine took 15 min at the beginning of class to ask us to recap what we'd learned in the previous class. Group work is also nice, since I get different perspectives from my classmates. I liked the collaborative nature of the HWs.
3	Labs
4	The instructor emphasized the most important notions and made sure we never lose sight of the "big picture"
5	The assignments were helpful for focusing in on what lectures were trying to teach.
6	Reviewing concepts that are necessary for the lecture and tying in old material to new material. Sometimes this was done well. Taking time to look at the "big-picture" or main idea of a concept. Encouraging students to work together on homework and studying. Emailing responses to questions that are useful to the whole class.

Taking a day as a review, as for an exam.

Hearing different perspectives/opinions on statistical practice.

Q: When this class is taught again, what changes would you suggest?

1 - I think the hardest part of the class was understanding formulas, notation, etc. I'm not sure if there is anything necessarily that can be done to fix this its part of the class. I think it makes sense for a grad level class that you need to spend a lot of extra time understanding those formulas. Also, as someone who had not taken linear algebra in a long time that's what made it most confusing. Maybe more focus on that in the first week. Still, there was focus on it so I don't think there was anything glaringly wrong with how the class was taught

2 Might not be possible but I think lab could be intertwined with lecture. I know a lot of my classmates said that none of the lecture material made much sense until they saw it in action during lab.

3 I felt sometimes we had to ask for how to interpret some things in class as they weren't always explicitly stated. I can't think of an example off of the top of my head, but I remember students having to ask about this in class. I think it would be good if the interpretability was explicitly stated in the notes instead of added on only if we ask for it.

Additionally I think the concepts were out of order. I would have preferred SLR then MLR then ANOVA but this is only a personal preference.

I also think model selection should be shown to us earlier as it would've helped us in the project.

4 A little bit more of some algebra and calculus notions.
I know we were very short on time but the "5 min" breaks made a huge difference for me.

5 Maybe it was supposed to be this way, but this course seemed very theory heavy compared to Methods I. In Methods I we learned when to use, how to implement, and how to interpret many statistical tests. For Methods II we have a deeper understanding of the learned tests, but we only learned four tests. So I felt my knowledge was deepened but not necessarily expanded.

6 Post lecture notes that are typed. I like that we fill in notes during class because it helps me stay engaged, but Prof. Sewell's handwriting is difficult to read. I have to rely on my own notes as a reference, and sometimes I don't get a chance to copy everything down. It would be nice to have a print copy of the notes.

Lab was too fast-paced. I found it very challenging to keep up with filling in the code during lab. It's difficult to understand what the code means when I'm just trying to copy down everything I need. Maybe break up lab into smaller sections. So we have time to digest it in between.

Give more illustrations or examples in R when we are learning theory. Many times it was difficult to imagine theoretical examples posed in class. A picture or a demonstration in R would be helpful.

Lecture Notes are too long and can be broken up into smaller sections.

Q: What else would you like the instructor to know about your experience in this course?

1 - Definitely could be harder at times but I felt instructor really cared about making us understand the deeper aspects of statistical concepts and challenged us to think critically

2 I feel Dan is unprofessional at times, and gets away with things that other professors (even professors of other identities, such as gender) would not get away with. At one point, he got extremely angry at the computer login and pushed over a chair upon his exit to IT/was extremely noisy and huffy in doing so. At another point, he interrupted class to get up on a chair and swing a lamp in the computer lab because it seemed to be blocking his screen--also very unprofessional and unnecessary in my opinion.

Last semester, a random girl interrupted Emine's class, and she didn't respond in an unprofessional manner. She calmly and coolly told the girl it was very disrespectful to interrupt someone else's class just to look for her airbuds. Compare that to Dan's behavior.

I think Dan's behavior and its lack of discipline goes to show certain latent biases we all might have toward male professors and their authority versus female professors. A male classmate even told me that he "respected" Dan after his temper tantrum. I did not. And I called out the male classmate on that; it's not respectable to act unprofessionally and get away with it. It was so strange...like straight out of a dystopia where young men admire aggressive and self-entitled actions of older men. Very disappointing to see in such a great department. Also, Dan is often barefoot in his own office during office hours. Maybe I have no right to comment on this since it's his own office, but it was also quite unprofessional in my opinion. Funny how women aren't supposed to show shoulders in professional settings, but men can be barefoot--which, by the way--is a requirement for business in any grocery store or gas station. No shoes, no shirt, no service. (Although I acknowledge such a policy is in-part meant to deter the homeless, which is a different issue altogether).

All in all, Dan is a great professor and crucial part of our department and for the most part, I really admire him. However, his unprofessionalism sort of struck me as evidence of white-male-entitlement/hubris. He probably doesn't mean to come across this way, but everyone, ESPECIALLY women and people of color, are always policing and evaluating themselves in the professional space, and it's not unfair to ask men of the dominant majority to do the same. In my personal opinion. Take all this with a grain of salt, as I am only

	employing a certain social lens from my own experience, which may not capture the realities of these social dynamics. Example: I know Dan has 2 toddlers at home and is very stressed and busy. So this is just one perspective.
3	This was one of my favorite classes. I learned a lot. The final project also contributed. Thank you!
4	I appreciated the willingness to find time to provide help and answer questions about the course material.
5	I think there wasn't enough context given when covering theory in class. Prof. Sewell would often assume that we learned the necessary background in Math Stats/ Stat Inference which was often not the case. Also, some students did not complete an Undergrad degree in Statistics and have had minimal exposure to these concepts beforehand. I think more introductory/foundational material is needed. This course seems to be more geared toward students completing a PhD. More practical skills should be built for terminal Master's students. At times, Prof. Sewells's comments on our lack of understanding came off as offensive and belittling and did little to encourage growth as a student. I thought his behavior in class was, at times, unprofessional. In particular, the way he handled technology issues in class with little patience and forward anger seemed unprofessional.

Biostatistical Methods II (Spring 2024)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **5720 0001**
Course ID: **BIOS:5720:0001**
Objectives:

Enrollment: **9**
Responses Incl Declines: **9**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	9	100%	5.56	5.32	5.90	5.60
Clarity – The instructor communicated course material clearly	9	100%	5.33	4.98	5.60	5.30
Learning Focused – The instructor's teaching methods helped students learn	9	100%	5.22	4.96	5.40	5.20

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	9	100%	5.78	5.24	5.90	5.60
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	9	100%	5.78	5.35	5.90	5.70
Support—Help was available for students	9	100%	5.78	5.48	5.90	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (20 comments)

Q: What aspects of the course were most useful for your learning?

1	The notes most of the time, the labs were helpful but I think more interpretation should be included in them. I liked the project, getting to work with someone in the class and practice giving formal but short presentations.
2	I found the homework most effective. It utilized the course lecture material well.
3	The time at the beginning of class where Dan asks us if we have any questions. Even if I did not have any questions, it was always great to hear others and have concepts learned in previous classes become more solidified.
4	I believe the homework assignments were the most useful to my learning.
5	The labs were helpful, I also liked the formatting of the notes.
6	The fact that we took it slow and you gave us ample time to ask questions.
7	Having the annotated lecture notes available throughout the course helped me not need to worry as much about writing every detail down in the moment and instead let me focus on the words being spoken

Q: When this class is taught again, what changes would you suggest?

1	I think often times we'd be told this is very important or this interpretation is very important but then the very important thing wasn't written down explicitly in the notes. Or in the lab we would implement the methods and everything which makes sense but how do we actually use this output and interpret it. Spend time writing that down.
2	I would mention the study mentioned about the beginning more often. Sometimes the study, such as the one on Huntington's disease, was mentioned as the beginning but never brought up again or brought up sparsley. Examples really help me learn, so more use of the study would be nice.
3	I would suggest focusing a bit more on interpreting results from regression analyses and credible/confidence intervals, as well as hypothesis testing. It took us until the middle of the semester to need a review. Maybe a solution might be to really drill that into students' brains during the review section of the course.
4	The amount of time spent formulas and derivations made this class feel like a phD level class, preparing someone to write a dissertation on the content. As only a select few students will move on to the phD program, not everyone will benefit from the 80% of class time spent learning the formulas. I believe time could be better spent making sure students understand the interpretations. That is why I think the homework and exam were more beneficial to my learning and future career than the lecture.
5	It might be helpful to add some clarity about the examples (I forgot what a lot of those acronyms meant). It also might be useful to write down the interpretation of the tests in the labs.
6	Recording lectures on UI Capture to be accessible for student revision. I feel most salient point were orally made thus would be helpful if there are records of lectures.

Q: When this class is taught again, what changes would you suggest?

7	Maybe try to make it more interactive and have more examples so that it's easier to understand the topics. The theory was still hard to grasp sometimes. I also would get lost during lab so I think those could be restructured or you could go through them slower.
8	Since the lectures/classes don't have designated start of stop points, it would be helpful to spend a few minutes at the start of class to do a refresher on what we had talked about in the previous class and reframe the topic

Q: What else would you like the instructor to know about your experience in this course?

1	I liked how we learned a lot of new topics. Sometimes it felt like a big jump from methods 1 but I think you did a good job of guiding us through and going at our pace. I appreciated that you always wanted us to ask questions, although I still felt hesitant to ask sometimes if it was an old concept that I felt like should've been clear or that you'd already pressured us to ask about before. I would've appreciated more office hour times as well.
2	One thing I noticed a lot of in this course is the heavy presense of linear algebra. I feel like a lot of us knew linear algebra, but lost a lot of knowledge since many of us took it early in our undergraduate years (especially if we were math majors). If knowing linear algebra is a concern, call me crazy but I suggest giving students a quiz during the first or second week of the course.
3	Compared to Methods 1, this felt like a completely different class and not a continuation. Especially due to the amount of emphasis placed on Bayesian techniques in Methods 2, where I felt like it was bonus content in Methods 1.
4	I really liked it :)
5	Sometimes it could feel like we were expected to know more than we did at the time of taking the course. I appreciate the checking in to see if we'd heard of a related topic before, but it could feel at times as if it was odd when we didn't know about it. It would be reassuring/less stressful to hear more of an emphasis on it being okay if we didn't know about the adjacent topic beforehand. A lot of emphasis was placed on the mathematical background of each topic which is important, but it made the expectation for the exam a little unclear.

Bayesian Methods and Design (Fall 2020)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **6810 0001**
Course ID: **BIOS:6810:0001**
Objectives:

Enrollment: **23**
Responses Incl Declines: **19**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	19	82%	5.37	5.32	5.70	5.70
Clarity – The instructor communicated course material clearly	19	82%	4.95	5.09	4.90	5.50
Learning Focused – The instructor's teaching methods helped students learn	19	82%	5.05	5.04	5.60	5.50

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	19	82%	5.53	5.27	5.60	5.60
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	19	82%	5.11	5.24	5.20	5.50
Support—Help was available for students	19	82%	5.47	5.46	5.60	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (37 comments)

Q: What aspects of the course were most useful for your learning?

1	Dan's willingness to answer questions and make sure students understand concepts is excellent. He did an awesome job answering questions.
2	The first part of the course was especially helpful for applying Bayesian in common applications, and I enjoyed the format where this material was covered on a midterm, while material that followed was left to homeworks.
3	1. The fill-in-the-blank style notes 2. The availability of recorded lectures 3. The availability of the TA 4. The instructor's prompt responses to email
4	The programming exercises in the homeworks.
5	Homeworks
6	The homework questions, particularly the ones that were written by the professor, were very helpful. I think the Bayesian computation homework problems were essential for my understanding on how to implement these complicated algorithms.
7	I found the in-class examples to be helpful. For the most part the homework assignments really helped solidify the concepts. The instructor was always very open to students asking questions and patient when providing answers.
8	The assignments were well structured and good "exercises" for learning Bayesian tools, that I'll be using for a long time.
9	Being able to focus on the lecture because the notes were posted online. Very accessible office hours
10	Lectures were helpful for my learning. I thought the instructor explained concepts well during lecture, and my course notes definitely

	helped me with assignments/studying for the midterm exam.
11	Class lectures were engaging and well organized. Professor always started class by giving an overview of where we have been which was super helpful in conceptualizing how all of the material fits together.
12	The homework assignments were the most useful tools for learning. They helped provide a focus for the most important aspects of the course as well as an opportunity to implement main ideas of the course.
13	This course enhanced my programming skills.
14	I liked that you filled in the derivations in the notes by hand during class. Completing the notes in real time allowed for a good pace to process the steps/ information.
15	The lecture note and the lecture itself were interesting and easy to follow. Dan was very good with answering questions and explaining difficult concepts.

Q: When this class is taught again, what changes would you suggest?

1	Just hope that it could be in-person. Derivations by hand can be clunky and a bit hard to follow in the online format, but I'm not sure much can be done to mitigate that
2	I would suggest making the midterm exam more in line with class examples and homework. I understand the desire to challenge us, but I think an exam that does not follow from discussed material ends up testing students' ability to fudge partially correct answers as much as it tests comprehension of the core content.
3	One area for improvement could be guided practice/ guided examples. The instructor was consistent in showing examples that he had done in class, and the HW gave the students an opportunity for independent practice. However, there were moments over the course of the semester where an intermediate step between these was lacking. I recognize that the online offering of the course contributed to this weakness. One way to implement some improvement in this area could be soliciting participation from class members in non-verbal ways. Rather than ask, "Do you all have any questions?," I would encourage the instructor to make use of the Zoom chat function or a Zoom poll. Such a space for non-verbal communication would be a less intimidating way to encourage participation. With increased participation, the examples could become more of a guided practice, and less of the instructor illustrating a technique while the class watches.
4	I would change the midterm exam questions. This was the complete opposite of the homework problems; that is to say, I did not learn much from it and I do not think the professor should use the results of that exam as a measure of either the performance of the class or his teaching effectiveness. The questions on this exam were basically difficult linear algebra problems with a Bayesian application, but, in my opinion, they did not test the basic concepts taught in class. They tested the students' linear algebra skills. I would also suggest more discussion on how to implement and show the results of these methods to collaborators, specifically in the RA setting. Even though there were many examples of the methods discussed, they were helpful in understanding the method, but not on how to use it in real life. For example, the chicken feed problem was helpful, but most real life statistics is about presenting t tests, p values, anovas and regressions. It would have been very useful to know how to present the Bayesian approaches in these more mundane analysis.
5	At times there was confusion due to differences in notation between the lectures and the textbook. That also meant that notation on the homework assignments did not always match with the lectures, which seemed to cause unnecessary confusion. There also was not a clear schedule for when the homework assignments would be assigned, which made it challenging for students to plan ahead around other course work. It would have been helpful to talk through some of the R code in class, but I realize that our time was limited.
6	Bad hand writing is something that defines my character, so I really mean it when I say that yours is so bad it's taking a significant toll on my understanding of the material. When introducing new concepts, presenting the material in a clean way is priority, and not ancillary to the larger takeaway messages.
7	The homeworks and exams felt somewhat algebra focused, not concept focused.
8	It would have been useful to have a more consistent plan for when homework would be assigned/due. Some of the homework assignments took me a substantial amount of time to complete, and it would have been easier to plan if we knew when they would be coming. For example, there would be gaps where we didn't have homework, but then we would end up having a really long assignment. For me, it would have been better to just have consistent bi-weekly assignments and break up bigger topics into two smaller homework assignments. I also felt like there were some inconsistencies between class/homework in terms of notation and expectations. This might also come down to instructor/TA, but it would have been helpful to have more consistency.
9	Sometimes the level of difficulty on the homework masked the underlying concepts. I would suggest adding a set of "easier" problems to each homework to make sure that the concepts are not lost in the details of the more complex problems.
10	I would suggest a more interactive lecture style although, if the class remains large, this could be challenging to implement. Additionally, it would be beneficial to include suggested readings to go along with each week including relevant chapters from the textbook and published papers using the ideas that we discuss in class.
11	Instead of handwriting, if we have a complete form of derivation about course contents, it will save time to explain more contents.

12	It would have been helpful to have a mock exam or past year's midterm exam to help with midterm studying. I also think an introduction to Stan/JAGS/OpenBUGS would be helpful in addition to learning how to program everything by hand via Gibbs samplers, Metropolis Hastings, conjugate priors, etc.
13	I would like to have the homework earlier so I can start working on it when the topic is still fresh in my memory. I find it difficult sometimes to do homework on topics we covered a week or more back.

Q: What else would you like the instructor to know about your experience in this course?

1	I think the semester went remarkably smoothly for being all remote. I appreciated the instructors efforts to give recaps of material to help put the concepts in perspective.
2	I loved your passion and philosophical perspective on the Bayesian analyses, and it rubs off on all of us, however, I was often frustrated with the lectures and felt as if there were better uses of my time.
3	I appreciate that he takes time to make sure everyone is following what he says during lectures.
4	I would remind the instructor that I appreciate his commitment to our class during this challenging semester.
5	Overall very interesting course. Consistently working through examples for each topic was a helpful instructional method. However, sometimes large jumps were made from one step to the next which made following the examples challenging at times.
6	It's a great course to learn! I appreciate the instructor's efforts.
7	Thank you for your teaching and help!
8	I think this course was extremely interesting. I particularly enjoyed learning about all the sampling algorithms and their usefulness. I would also say that I definitely came to appreciate the complexity and cleverness of Bayesian methodology.
9	I really enjoyed the class and learned so much from it! Thank you so much for a wonderful semester!

Bayesian Methods and Design (Fall 2022)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **6810 0001**
Course ID: **BIOS:6810:0001**
Objectives:

Enrollment: **16**
Responses Incl Declines: **12**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	12	75%	5.75	5.46	5.90	5.80
Clarity – The instructor communicated course material clearly	12	75%	5.58	5.25	5.80	5.60
Learning Focused – The instructor's teaching methods helped students learn	12	75%	5.58	5.31	5.80	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	12	75%	5.58	5.31	5.80	5.70
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	12	75%	5.67	5.35	5.80	5.70
Support—Help was available for students	12	75%	5.83	5.49	5.90	5.80

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (22 comments)

Q: What aspects of the course were most useful for your learning?

1	1. Office hours were incredibly helpful 2. The lab towards the end of the semester helped a lot with applying the content from the computing lecture.
2	I really liked the few days we went into the computer lab to get hands-on experience with the things we were talking about in class.
3	I think one of the most useful things we did in the class was the lab. Yes, it was helpful for the project, but I learned more about the application of MCMC during that lab than I did reviewing the code you provided.
4	The lectures were always interesting, and the labs were really helpful in terms of applying our knowledge to actual analyses. The professor is very approachable both in and outside class and went above and beyond to explain concepts/help with problems.
5	- Class lecture was very helpful. - Assignments and their relevance[both mathematical calculation and using code] - Project was a big learning lesson to implement concepts learned in class. - Learning concepts in depth.
6	I think the lab time was very useful since it helped me understand the process of implementing my own MCMC algorithms much better.
7	Having the scratch notes and code for each lecture are really helpful since we can always go back to them to review procedures and steps. The labs towards the end of the semester were of immense help since guided us on how to put in practice the different approaches for coding our samplers.

8	Homework and labs were the most helpful.
9	The time in lab on the computers was super helpful.
10	The computing lab was particularly helpful. In general, the way Dan does notes is exceptional. By far my favorite professor as far as teaching goes due to his teaching method.

Q: When this class is taught again, what changes would you suggest?

1	Have the lab take place closer to when the computing lecture is presented.
2	I would recommend more days like the lab days woven into the course. Its super useful especially since in class we do a lot of algebra and deriving, so to get continuous exposure to what all that math looks like in practice would really help in understanding content.
3	I know that the lab took a lot of class time, but I think adding more real-world applications like that would be helpful, especially for the regression and hierarchical models sections. Even if you didn't take class time to review the labs, but posted rmd files walking through how to implement it in practice, I think that would be extremely beneficial.
4	- I think it might be helpful to offload some of the algebra from the professor to the students, i.e. instead of us watching the professor work out some long derivation, have us do that on our own for homework. You only sort of understand it when you watch someone else do it. - I kind of wish there was more homework in the second half of the semester. I liked having time for the project, but sometimes I felt like I was losing touch with the in-class material.
5	Working through the algebra would be more helpful if done on our own (i.e. in homework, labs) rather than in lectures. Ideally we could work through one example together, and then have the other example problems as homework. This would also free up more time in class to do labs or cover more topics.
6	I think you could move a little slower through the material to give time to digest each step a little more.
7	I would suggest a slightly earlier emphasis on programming our own resampling algorithms in lab, otherwise nothing to mention!

Q: What else would you like the instructor to know about your experience in this course?

1	Excellent professor, thanks for a great semester!
2	Good exposure to Bayesian content!
3	It was a great experience.
4	Overall I learned a lot, though I was disappointed about the lack of homework in the last third of the course as I didn't have as many chances to reinforce my understanding of the later topics.
5	I really enjoyed this class, you've made a strong argument for the use of Bayesian inference and have undubtfully changed the way I think about statistics. I appreciate all your time and effort in the course and willingness to provide help outside of the class. It is clear you care about your students.

Advanced Biostatistics Seminar (Spring 2022)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **7600 0001**
Course ID: **BIOS:7600:0001**
Objectives:

Enrollment: **11**
Responses Incl Declines: **8**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organization—The instructor used class time well	8	72%	5.75	5.27	5.80	5.70
Clarity – The instructor communicated course material clearly	8	72%	5.75	5.07	5.80	5.50
Learning Focused – The instructor's teaching methods helped students learn	8	72%	5.50	4.95	5.70	5.50

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materials—The assignments, readings, and activities facilitated student learning	8	72%	5.38	5.16	5.70	5.60
Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives	8	72%	5.40	5.21	5.70	5.60
Support—Help was available for students	8	72%	5.50	5.47	5.80	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (14 comments)

Q: What aspects of the course were most useful for your learning?

1 The assignments are well designed to practice what we learned.

2 The lectures were the most helpful, especially the many illustrations of the theory with data.

3 The combination of lecture and labs was very helpful. I also thought that the course was structured and conducted in such a way that welcomed questions and comments on course material which fostered a positive and productive learning environment.

4 I appreciated the depth and completeness of the topics presented. The proofs in the homeworks and presented in class helped illuminate how the sampling methods can estimate what we want from the data. I think the project at the end is a great way to allow the students to apply the tools learned from the course.

5 I liked how Dan provided class time work on the labs and ask him questions.
I did like the format of his labs and how goals were clearly asked.
These labs seemed more understandable than when I had Dan in the past. So I enjoyed having him again.
I also enjoyed listening to all the presentations during the last week of classes.

Q: When this class is taught again, what changes would you suggest?

1 I found myself a little overwhelmed by the math, especially without dedicated homework or readings to go through the equations carefully.

It might be an issue of trying to touch all the major topics in network analysis -- there's only so much time and some rushing is required. Maybe focus on a smaller number of topics and use assignments to dig into the math?

	The labs sometimes felt superfluous, because they amounted to filling in the blanks of the code rather than really understanding the material. One idea would be to weave lab and lecture together, maybe illustrating the mathematical concepts along the way with data examples?
2	I think starting off with a lab or example that forces us to see what the raw data look like could be useful. In addition, the labs provide a lot of guidance through the material which is very helpful for working in this new setting but sometimes there is so much example code that if we don't choose to spend thoughtful time, we don't have to understand what we have just told R to do for us. So I suppose I would suggest more prompts telling us what to read and more "fill in the blanks" code.
3	I believe there is a balance between introductory and advanced topics in the class. I would heavily favor more computation topics, i.e. RJ-MCMC, ABC, Variational Bayes, but I understand that each of these topics takes a lot of time to teach.
4	Although labs were graded on completion over points, it would be nice to see feedback or a sample solution. Having something to compare the work to is always a nice form of validation or a wake-up call to do better.

Q: What else would you like the instructor to know about your experience in this course?

1	I enjoyed class, but sometimes it was a bit fast to catch up on some theoretical things. So giving some explanation more and slow would be great.
2	The topic was fascinating and the professor clearly knows the material and is excited by it.
3	This was a great course. I wish it were offered as a full course because I do think some assignments would help me fully grasp what is going on especially with the latent space and ergm models.
4	I thoroughly enjoyed the SMC/filtering section of the course. This would be my first time being formally taught that and you did a superb job. I would be interested to see how this course grows over time.
5	I appreciate how Dan is understanding. Dan was the only instructor I reached out to about my grandfather's passing. Not just because I knew Dan would empathize, but also I felt like I could approach Dan. Dan allowed me to take the day and grieve; it was a relief to know that I could have at least one day to process everything without the stress of an assignment. I highly respect Dan, and fear him a little, which is why I feel that I can approach him about topics like family and social constructs. Overall, Dan is a great professor who is happy to hop on zoom for his students, even if he does not like (border-line hates) Zoom.

Advanced Biostatistics Seminar (Fall 2023)

Instructor: **Sewell, Daniel**
Subject: **BIOS**
Catalog & Section: **7600 0002**
Course ID: **BIOS:7600:0002**
Objectives:

Enrollment: **8**
Responses Incl Declines: **7**
Declines: **0**

Instructor

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Organizationâ€"The instructor used class time well	7	87%	5.71	5.46	5.80	5.70
Clarity â€" The instructor communicated course material clearly	7	87%	5.29	5.23	5.20	5.50
Learning Focused â€" The instructorâ€™s teaching methods helped students learn	7	87%	5.43	5.25	5.60	5.60

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Course

Question	Number of Responses	Response Rate	Course Mean	Dept. Mean	Course Median	Dept. Median
Learning Materialsâ€"The assignments, readings, and activities facilitated student learning	7	87%	5.86	5.33	5.90	5.60
Assessmentâ€" Assessments (such as quizzes, papers, and exams) aligned with course objectives	7	87%	5.33	5.39	5.50	5.70
Supportâ€"Help was available for students	7	87%	5.86	5.56	5.90	5.70

Note: -1:N/A - Not Applicable; 1:Strongly Disagree (1); 2:2; 3:3; 4:4; 5:5; 6:Strongly Agree (6);

Overall (Open Ended) (17 comments)

Q: What aspects of the course were most useful for your learning?

1	The labs. I liked the the likelihoods written out in the notes too.
2	Dan's openness to questions; he was generous with his office hours, and he made the additional effort to take questions from the Zoom chat on occasions when students had to participate via Zoom.
3	The final project was probably the most useful for learning, followed by the labs.
4	I think the labs were very very useful. While I understand we cannot skip over the math, doing the labs truly helped me understand what was going on. I also liked a lot how they were really self paced and self guided. I think that helped me really grapple with the concepts, and I think that helped me understand more the implementation side as well.
5	I really loved the discussions Dan had during the classes which helped us build an intuition about the models before we got into the math. I also loved how he made accommodations for students who were not necessarily coming from a stat background unlike a few stats courses I have taken previously.
6	The labs are a very helpful way to digest the material taught in lecture. Applied examples in the lecture were also helpful.
7	Taking the time to do quick reviews at the end/beginning of a network type. This was helpful to keep the big picture more clear and solidify pros/cons and usage scenarios for different network fits.

Q: When this class is taught again, what changes would you suggest?

1	The labs were almost too easy sometimes where the only difference was I had to just change the dataset. I wish you didn't code out every example completely for us so we had a little more autonomy. The best example of this is the nam lab. Just tell us which function to use and let us figure out what the parameters should be. And maybe remind us that we want to use a rownormalized graph but let us code that up ourselves. But the whole cleaning of the datasets please leave.
2	Since returning to classes in-person after our online and hybrid courses during the pandemic, I have noticed that most students don't ask questions in front of the class anymore. When an instructor asks from the podium, "does anyone have any questions?" or "are you all tracking with me?", folks usually don't say anything... though I don't this this is a sign that no one has questions. Maybe asking for questions in a different format would be beneficial for building up class discussions.
3	Perhaps more hands-on activities, like smaller 10-minute labs, interspersed within the lecture, to help follow along. This could help reinforce material as it comes up rather than waiting to do it in a big lab at the very end of the section.

Q: When this class is taught again, what changes would you suggest?

4	I know this is a little out of your control, but I wish we spent more time on infectious disease models. I know i can do the lab on my own, but I feel like this topic was very interesting and would have benefited from dedicated time to do it in class. I also wish we spent some more time on interpretation with each model. While we did spend time on it, I feel like generally (the ergm being a large exception) we did not focus on the interpretation from the model output, mostly the mechanics of how to do. The mechanics are really interesting and important, but I wish we spent some more time focusing on interpretation. I feel like this could be a place where the lab's could be used. Maybe just a sentence or two after you showing us how they worked highlighting the key output results?
5	Adding some extra steps to equations would have occasionally been helpful especially with some of the networks at the end of the semester like ERGMs.

Q: What else would you like the instructor to know about your experience in this course?

1	I like that the course is a seminar, takes the pressure off but teaches us an interesting new set of analyses.
2	Overall it was what I expected from a seminar. Material was challenging, and what you get from the course scales with how much effort you put in.
3	I think that the project helped me a lot too. Being able to grapple with a network "in the wild" helped me to understand how to work with them better. The network I worked with wasn't cleaned and in the format as we have been working with them in labs. I think this fact helped me to better understand some of the complexities that go into working with networks in the real world.
4	Dan was extremely patient, helpful and co-operative. Thanks for being more than an instructor!
5	I thought this course was very interesting and am glad I took it even if I don't end up seeing much network data in practice. Some of the math was beyond my scope, but it didn't feel like a significant barrier and I still was able to learn a lot. I felt comfortable asking questions and getting help as needed.