# Arts & Sciences Spring 2020 Instructor Report for SP2020.L32.Pol Sci.4625.01 - Topics in Politics: Political Data Science (Dominique Lockett)

Project Title: **WashU Spring 2020 Course Evaluations**

Courses Audience: **14**
Responses Received: **6**
Response Ratio: **42.86%**

## Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Thursday, May 21, 2020**

## Thinking about this course before spring break, what three words would you use to describe it to another student?

| Comments |
| --- |
| Interesting, accessible, and useful |
| Useful, methodical, eye–opening |
| Fun, practical, and insightful. |
| Fun, interesting, new. |
| confusing skewed hard |

## Thinking about this course before spring break, describe at least one thing about this course that helped you learn.

| Comments |
| --- |
| The course has helped me a basic understanding of programming languages. It made me comfortable with R, a necessary statistical software for my studies. The constant use of Slack translated well into the remote–campus period. |
| Did good job of building up R step by step. I could pretty much do whatever I wanted towards the end of the semester if I looked up a few small things |
| The first half of this course covers a lot of R coding skill, which make my other courses much more easier. |
| Coding and variety of analytical tools. |
| In–class assignments |
| Dom (the TA) was a great help. Her office hours were always informative. |

## Thinking about this course before spring break, describe at least one thing that could be changed about this course to help you learn.

| Comments |
| --- |
| I think the course could benefit from actually holding lab sessions. But overall its structure was effective. |
| No. |
| The course is just a weird mix of grad students, comp sci students, and then poli sci students like me that have only taken QPM, and I didn't feel like this worked that well. I had no idea what classes meant half the time, whereas I could tell some of my classmates knew all of this before coming into this class. |

## Thinking about the differences in the course before and after spring break, describe at least one change that helped you learn better in the remote version.

| Comments |
| --- |
| The instructor has provided recorded lectures that made it easier to refer to when I was having problems with assignments. |
| The lectures are recorded and uploaded before online meeting. So that we can come up with questions and solve them in time during online meeting. |
| Having constant slack communication with AI's and professor was really helpful. |
| Dividing up the lecture videos into 3 or 4 shorter videos was a great idea. |
| To be honest, i found it extremely hard to stay engaged after spring break in this class. |

## Thinking about the differences in the course before and after spring break, describe at least one change that made learning more challenging in the remote version.

| Comments |
|---|
| Because the attendance became practically optional, many undergraduate students seemed to have lost interest in the course. Because group assignment was required, it had an impact on my schedules. |
| We have to do group works online. Sometimes, it is hard to coordinate. |
| The amount of work has been almost double, especially group studies have become more demanding. |
| I think the students needed more training on github, and how to work remotely with each other on that platform. The in–class group work before spring break was done using one computer with the whole group gathered around. I think more instruction on using github, resolving code conflicts, and using branches and merges would have been helpful for remote group work. |
| More difficult to understand classes without help from classmates and TA. |

## Are there any features of the remote course you would encourage your instructor to retain when the course returns to in person format, and why?

| Comments |
|---|
| I liked the fact that the instructor used Slack as the primary medium of communications. |
| No. |
| Good and healthy communication |
| n/a |

## Are there any features of other remote courses that you have experienced that you think would have worked particularly well for this course?

| Comments |
|---|
| Nope. |
| No. |
| Have classes split up better by skill level. |

## Do you have any other feedback for your instructor(s)?

| Comments |
|---|
| The instructor was great at explaining difficult concepts in simple words, and differentiating the essential and more advanced parts of the programming language for beginners. He distributed assignments and practice problems that were interesting and relevant. He was accessible and willing to help. Overall, he was a great instructor. |
| Group project was a bit of a mess in my experience, and I don't think that it was just because of online situation. It's hard to get everyone together to work on something together in general.<br><br>Slack is a pretty good way of keeping all the class stuff in one place. Sometimes if I remembered I saw something in a slack channel and I was trying to find it again, it would be difficult to find because there were a lot of channels with similar names and each channel would be a wall of text. I think piazza is better in that regard |
| Thanks for putting extra efforts in moving class online, including spending time on recording lectures before class, answering questions on slack. |
| He was supportive and concerned for the course. |
| n/a |

## Do you have any feedback for your AI?

| Comments |
|---|
| Dom was extremely knowledgeable and very helpful. Her teaching session was well organized, easy to follow, and effective. |
| All the office hours were very helpful |
| Dom is helpful and responsive. She is kind and patient in answering questions. |
| Dominique Lockett was an awesome AI with her constant help and support via both email and slack communication. She had a great command of the material that helped me not only to improve my understanding of the subject but also to discuss over the material in the most constructive and helpful way. I am also so grateful for her care and concern for inclusive environment. Thank you! |
| n/a |

## Did the instructor(s) promote an inclusive learning environment with regard to the diversity of student personal backgrounds and identities? Please explain your answer to the above, giving specific examples.

| Comments |
|---|
| Yes. He tried to assign people with different levels of programming skills to encourage students to help each other. After spring break, he made attendance optional not to burden students who are far away from St. Louis or who couldn't attend the regular courses due to other reasons. |
| Yes. |
| Yes |
| yes |
| yes |

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

The varied rating scale responses are statistically reliable as individual questions.