WashU Fall 2018 Instructor Report for FL2018.L32.Pol Sci.363.02 - Quantitative Political Methodology (David Miller)

Project Title: **WashU Fall 2018 Course Evaluations**
Project Audience: **38**
Responses Received: **21**
Response Ratio: **55.26%**

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: **Tue, Jan 08, 2019**

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Course and Instructor Evaluation

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

Learning

Competency Statistics	Value
Mean	4.45
Median	5.00
Mode	5
Standard Deviation	0.78

1. I have found the course intellectually challenging and stimulating	2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course	4. I have learned and understood the subject materials of this course

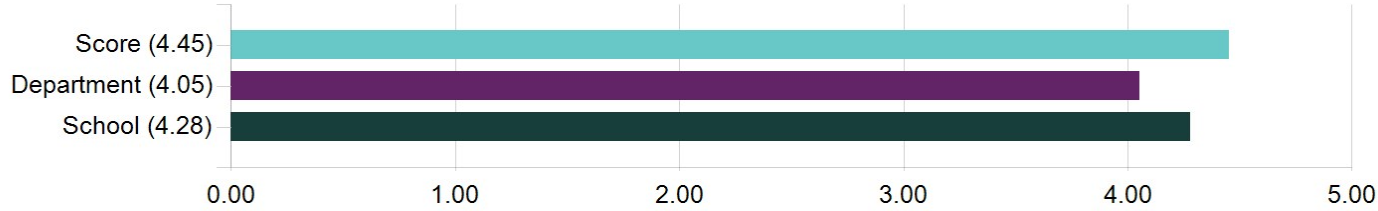
Organization

Competency Statistics	Value
Mean	4.20
Median	4.50
Mode	5
Standard Deviation	0.95

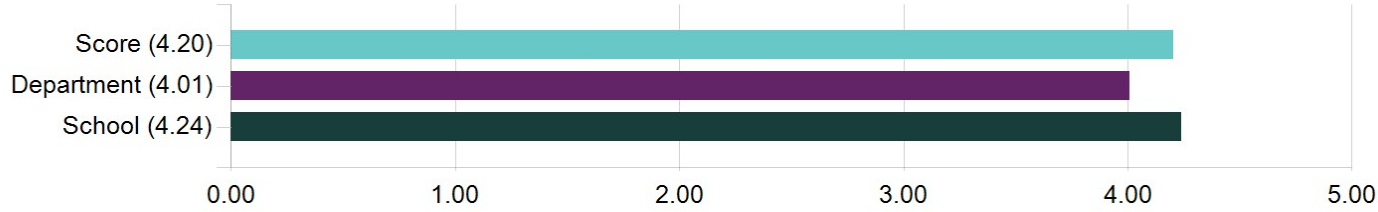
1. Instructor’s explanations were clear	2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going	4. Instructor gave lectures that facilitated taking notes

Comparison Detail for Course and Instructor Evaluation

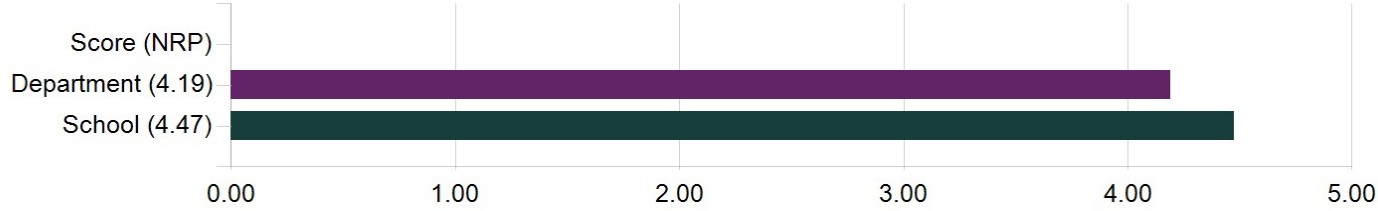
Learning



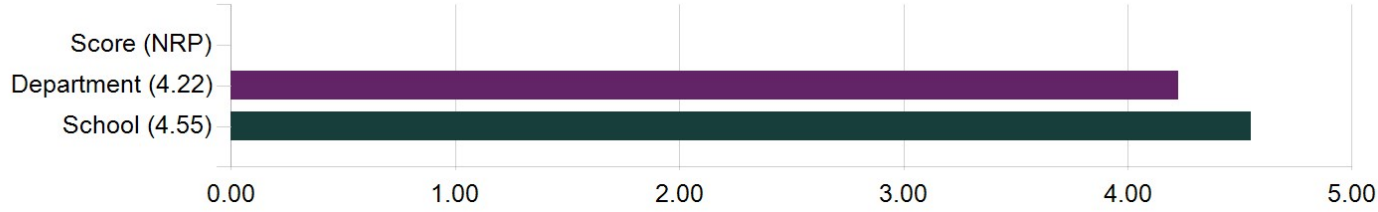
Organization



Enthusiasm (David Miller)



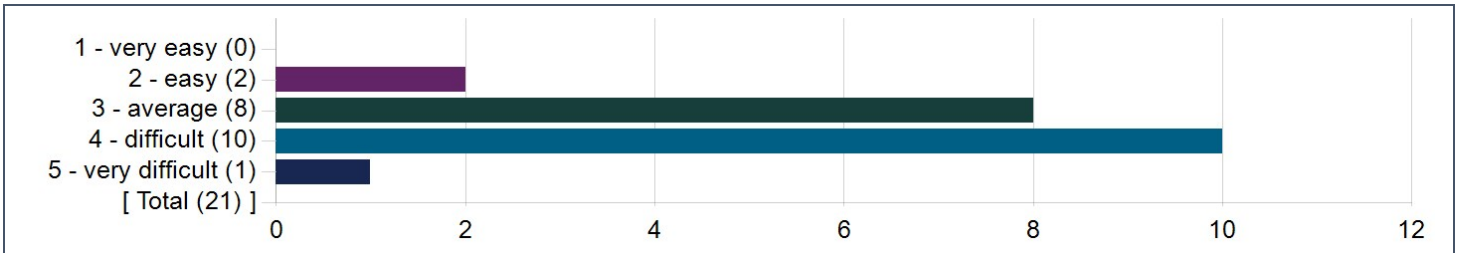
Individual rapport (David Miller)



Varied Rating Scale Responses

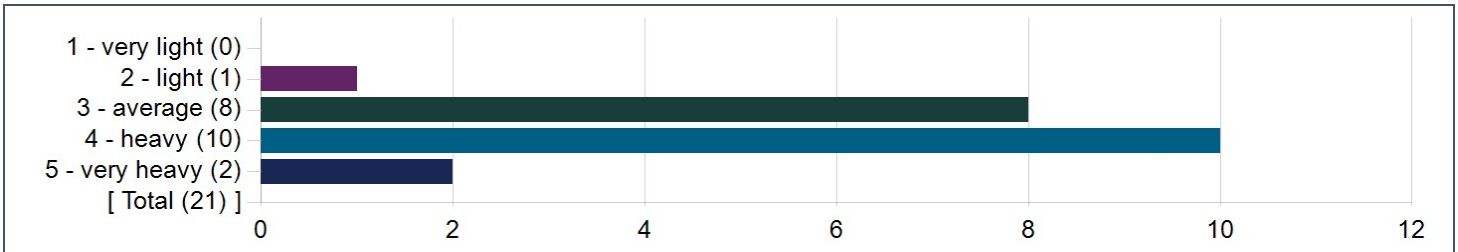
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



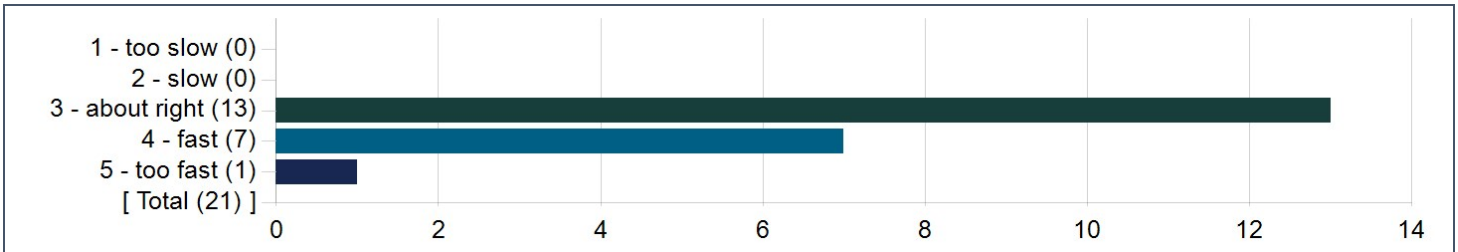
Statistics	Value
Mean	3.48
Median	4.00
Mode	4
Standard Deviation	0.75

Course workload relative to other courses was



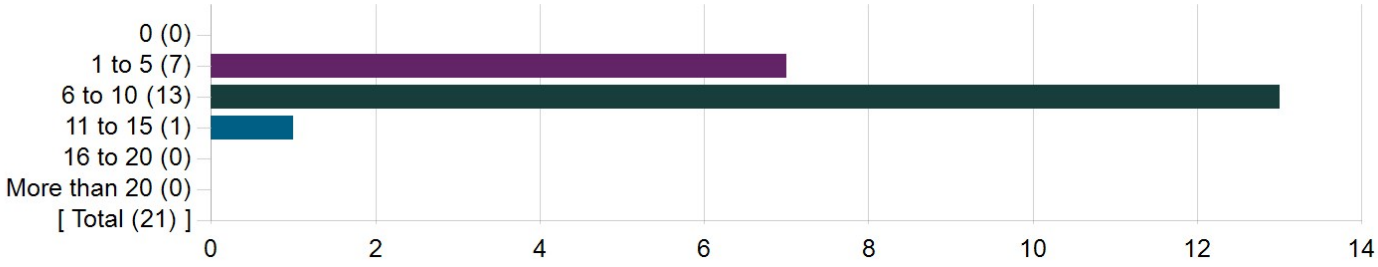
Statistics	Value
Mean	3.62
Median	4.00
Mode	4
Standard Deviation	0.74

Course pace was



Statistics	Value
Mean	3.43
Median	3.00
Mode	3
Standard Deviation	0.60

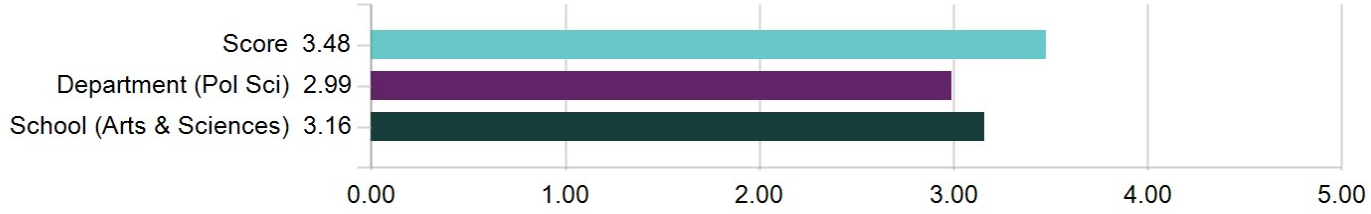
Hours per week required outside of class



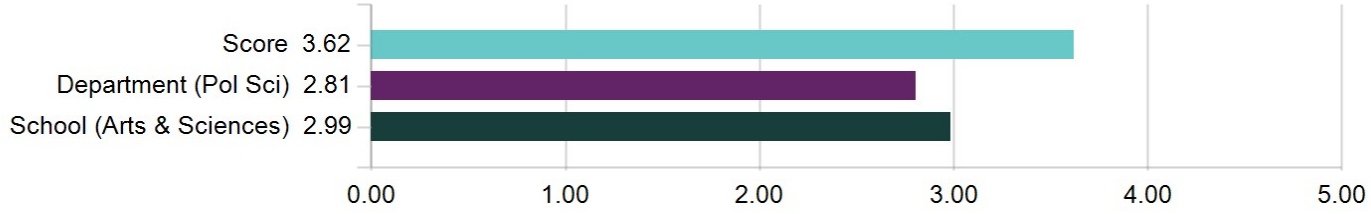
Statistics	Value
Mean	2.71
Median	3.00
Mode	3
Standard Deviation	0.56

Comparison Detail for Varied Rating Scale Responses

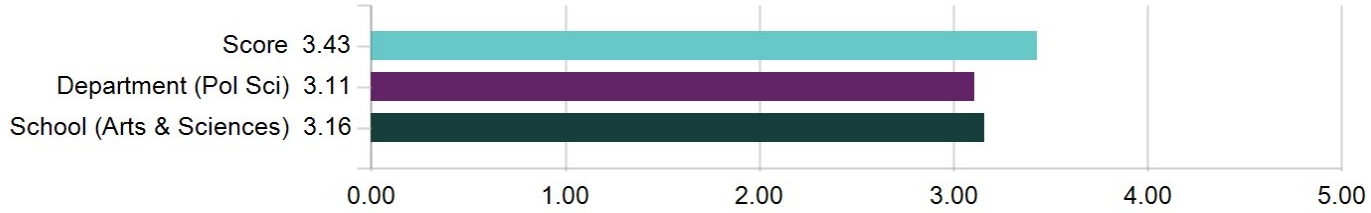
1. Course difficulty relative to other courses was



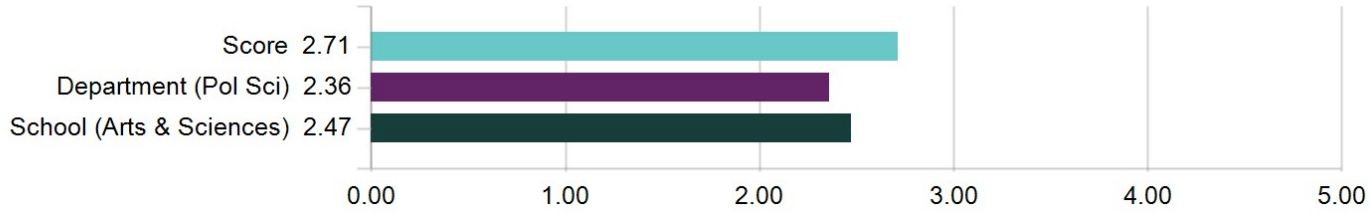
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
This class is A LOT of work, but you will be thankful for it at the end because you will have learned something super valuable. I came into this class only taking it because it was required for the major but ended up learning a ton and not hating it lol. Also, make sure to talk things out with your group mates because you will be working with them for the entire semester so open communication helps get the job done quicker and more seemlessly.
Take QPM with Professor Sinclair!!!!!! If you have little stats knowledge, you will learn. If you know a lot about stats, you will have a newfound appreciation. I don't have enough good things to say about Prof Sinclair. She will make you love (or at least like) statistics!!!! Also, you get to apply concepts with the problem sets and final research project.
Take this class with Sinclair, she is great; it's a bit daunting and goes by fast, but you learn a lot and it is very hands–on and collaborative
There's lots of group work
Professor Sinclair made this course energetic and interesting. Her teaching got me excited about social science and data analysis, and i know that no other professor could have made me excited about those two topics! the course was difficult but you really do learn incredibly tangible skills that could help you down the road in a quantitative research position.
It is difficult, but rewarding.
One of the more difficult classes I have taken at WashU, but it was super interesting and worth it nonetheless. I learned so much about coding, interpreting data, doing an experiment, etc. I think it will be useful material in the future.
Sinclair is an amazing professor, I've never had a professor more excited to teach. This class is required for poli sci majors, but hopefully Sinclair is your professor. I did not think I would become as interested in the topic as I became in the end.
Tough but required. Super interesting though.
Students have to do a lot of self–teaching, especially when it comes to the R–software.
RIP. If it's been a while since a math class – you'll def need to devote a lot of time to this class. I was lost the entire time.
If you need or want to take QPM absolutely take Professor Sinclair's class over any other class. She is incredibly enthusiastic and kind and really made for a wonderful semester.
I learned so much in this course! It can be a lot of work but I think it was necessary to learn the material.
When it comes to QPM, it depends on the professor. Ask around to find out who the good professors teaching it are.
I was so scared to take a quantitative / coding class because I hadn't since high school, but Professor Sinclair made the material so relevant to subjects I cared about. I finally feel like I understand the benefit of research, data collection, and quantitive analysis in social sciences. This has been the most valuable class I have taken throughout college thus far (I even have a new skill to add to my resume!)

Describe at least one thing about this course that helped you learn.

Comments
Having lab where we could openly ask questions and have more "one–on–one" time to learn how to code.
The number of hands–on projects.
I learned how to use R, which I didn't totally get at the beginning! I also honed my skills in evaluating research design.
Working with groups in a project environment rather than just lectures
The lab subsections
Sinclair's enthusiasm about QPM made going to class worth it
R
The final project and the group work
Great study guides for exams, as well as Sinclair and our TA being available through email constantly to answer questions.
Sinclair helped make lectures engaging, and David helped us understand the material better.
Many questions were repeated across problem–sets and in–class assignments, allowing the answers and strategies to sink in.
The group work, homeworks, final project. Most of the class was actually very useful.
The class lectures and readings covered concepts, but the homeworks and labs were a really valuable way to actually engage with and practice what we are conceptually learning
Professor Sinclair and our TA, David Miller, were phenomenal resources to help students better learn and prepare the material.
Professor Sinclair made all of the topics we covered fun and interesting. Her enthusiasm allowed all of her students to feel comfortable and able to complete the work, no matter how daunting it seemed. She really is the coolest woman ever and that is probably why I like coding now, but who knows.

Describe at least one thing that could be changed about this course to help you learn.

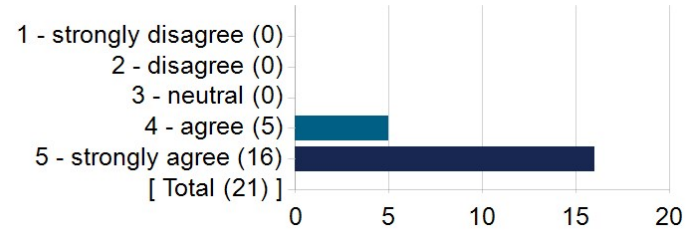
Comments
It would probably have been more helpful if the lectures could go a little slower. I found myself having trouble keeping up if I were trying to take notes which made it harder to stay focused on the lecture.
I didn't really like the flipped classroom approach and would have liked longer lectures more often.
I don't love the heavy emphasis on group work. My group was kind of dysfunctional, and I think more intensive lecturing with more occasional group work would have been more helpful for me, personally. I am the rare kind of person who usually LOVES group projects, but this was too much even for me. Some worksheets were just hard to do as a group—it was not the ideal format for this application–based learning.
Lectures, when we did have them, went by too fast and didn't enhance my learning much
I spent the majority of my time working for this class on the homeworks, so I wish they counted more toward my grade. Ideally the grading distribution would better represent the work we did for the class.
more repetitiveness on big themes and take away messages from the class. really ingrain the key concepts into the students' heads
Lectures were sometimes too fast and hard to follow
More information on how to use R, even though our TA did answer many questions about it
Perhaps have some student input on group assignments – for instance, I got put into a group with my ex–girlfriend, which was awkward at times. There definitely has to be a way to avoid this.
More time could spent teaching the various procedures in R.
Personally, group work and reading outside of class don't really help me learn. I find it more helpful with lectures with example problems written out.
I truly think the only thing that would have really improved this class could be for Professor Sinclair to slow down a little. If I had not had a background in statistics I can imagine this class being much more challenging. I think I may also be better to focus on our development in R given that it is an incredibly useful skill.
Some of the assignments, particularly ones done in R, were not super clear on what they were asking for or required coding that we hadn't learned or discussed.
I would remove the IPAs from the course. The readings were important, yet the added stress of taking these mini–quizzes was not worth it.
I have never said this, but this is the only class I wish was 1.5 hours instead of 1.

AI Evaluation for David Miller

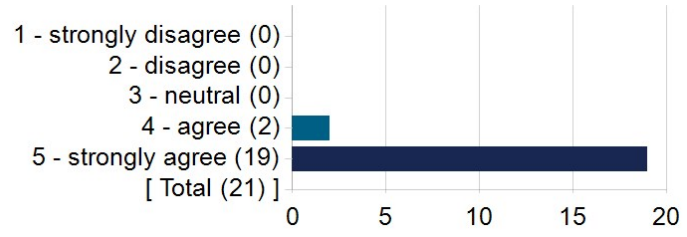
Instruction

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Material was presented clearly	4.76	5.00	21	0.44
Questions were answered clearly and concisely	4.90	5.00	21	0.30
Material was presented at an appropriate pace	4.70	5.00	20	0.57
The instructor was well prepared for section	4.95	5.00	21	0.22
The instructor used time well	4.90	5.00	21	0.30
The instructor effectively led the section	4.81	5.00	21	0.40
Topics were effectively related to the course lectures	4.95	5.00	21	0.22
Communicated at a level appropriate for the class	4.67	5.00	21	0.73

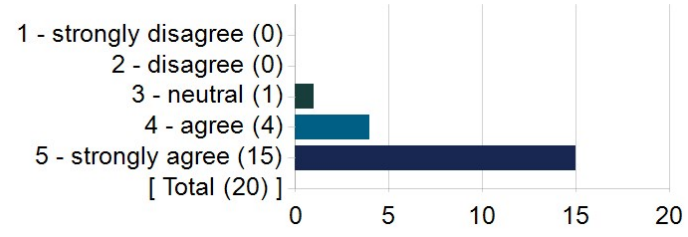
1. Material was presented clearly



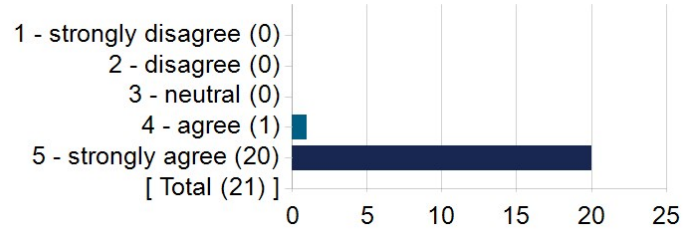
2. Questions were answered clearly and concisely



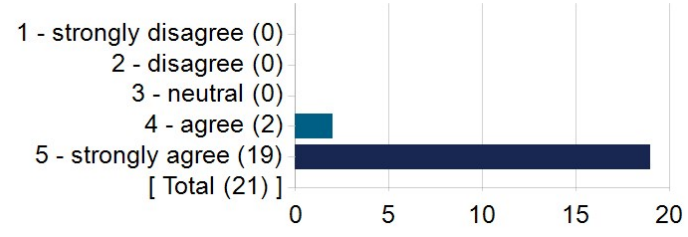
3. Material was presented at an appropriate pace



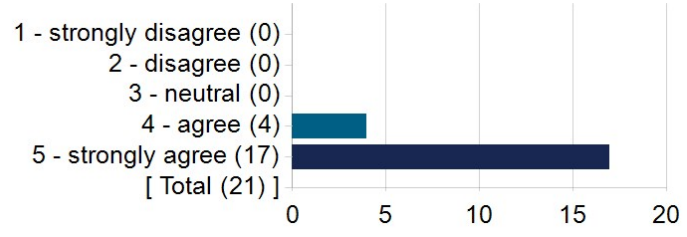
4. The instructor was well prepared for section



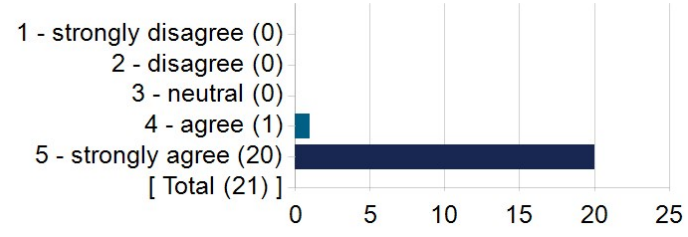
5. The instructor used time well



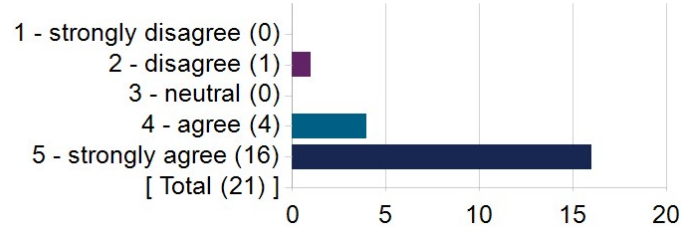
6. The instructor effectively led the section



7. Topics were effectively related to the course lectures



8. Communicated at a level appropriate for the class



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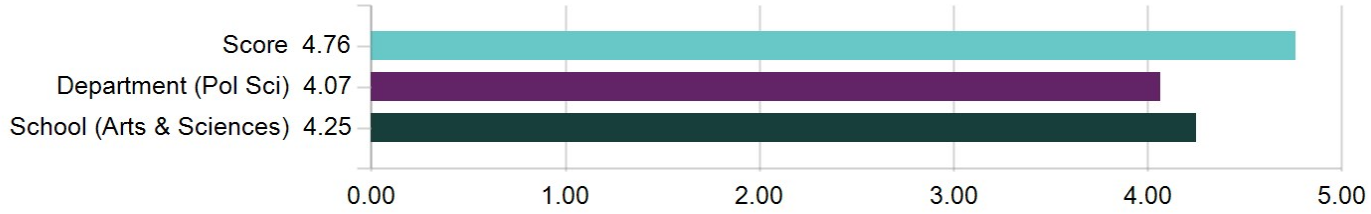
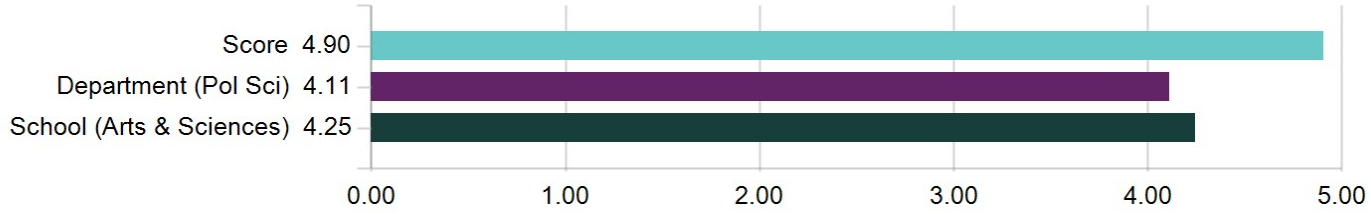


2. Questions were answered clearly and concisely



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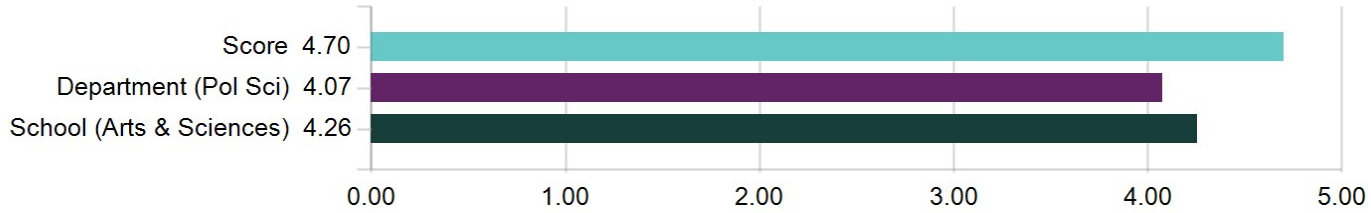
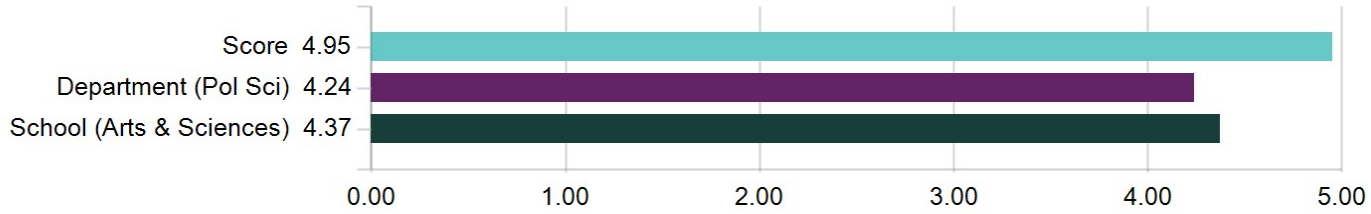
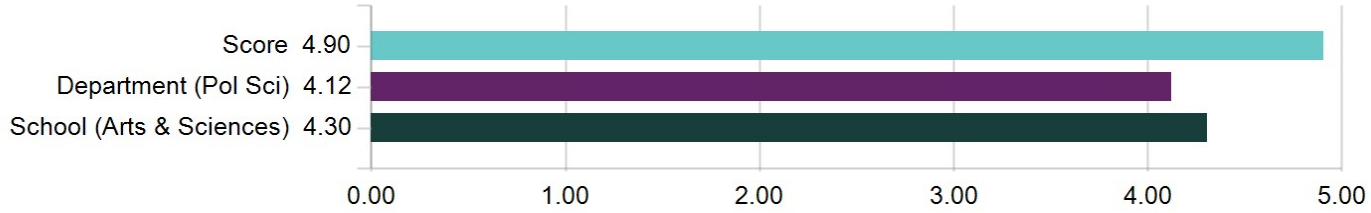


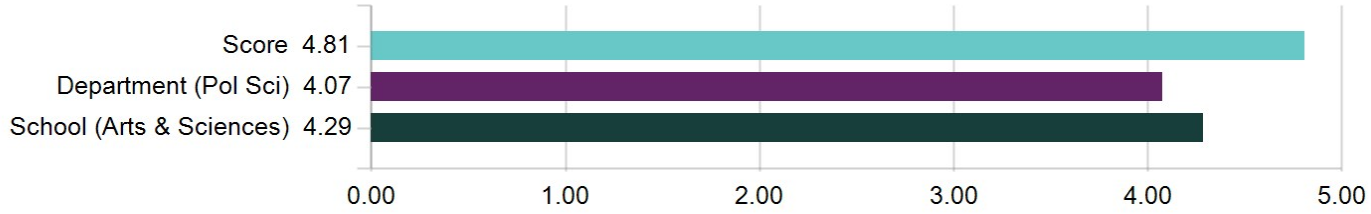
4. The instructor was well prepared for section



5. The instructor used time well



6. The instructor effectively led the section



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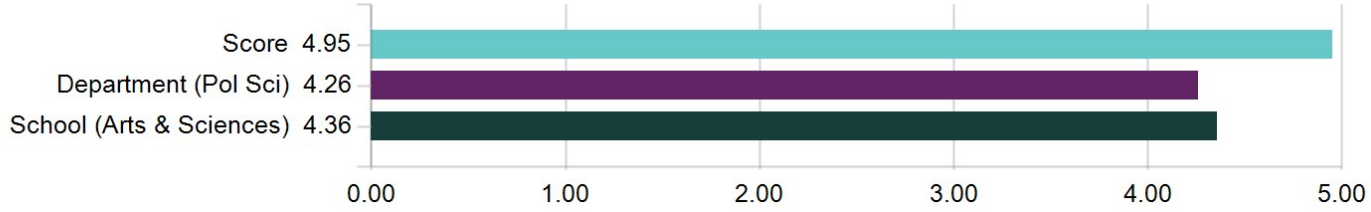
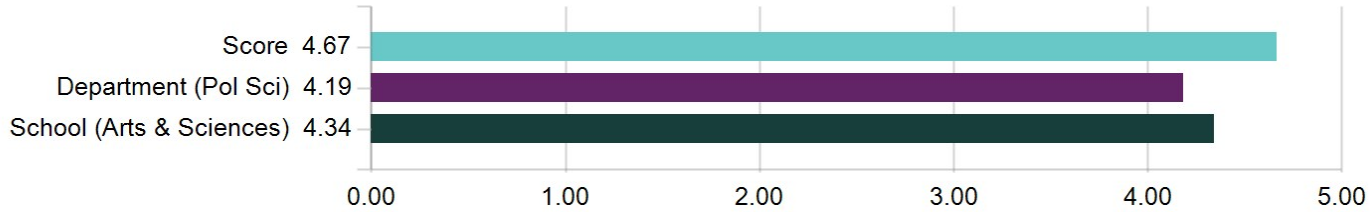


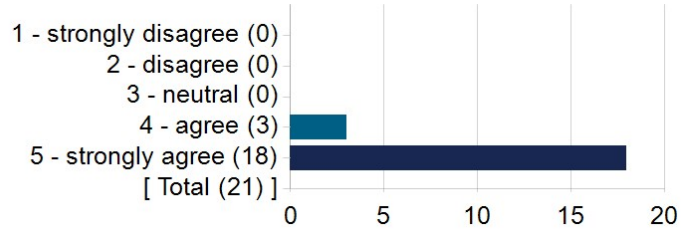
8. Communicated at a level appropriate for the class



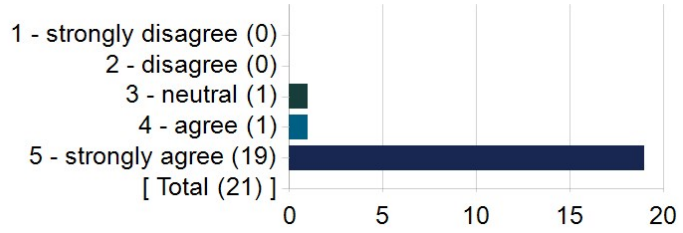
Interaction with Students

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Expectations were clearly explained	4.86	5.00	21	0.36
Grading procedures were fair	4.86	5.00	21	0.48
Instructor was concerned for students	4.86	5.00	21	0.36
Instructor was available for consultation outside of section	4.95	5.00	21	0.22
Instructor maintained positive environment in section	4.86	5.00	21	0.36

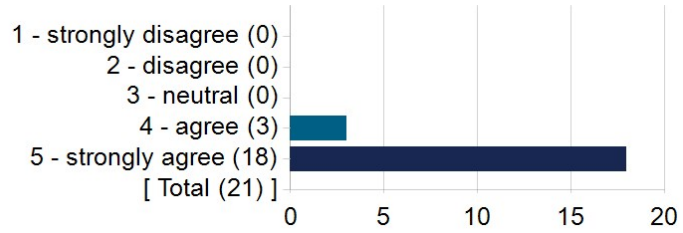
1. Expectations were clearly explained



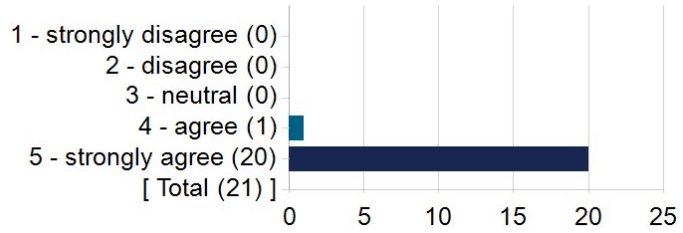
2. Grading procedures were fair



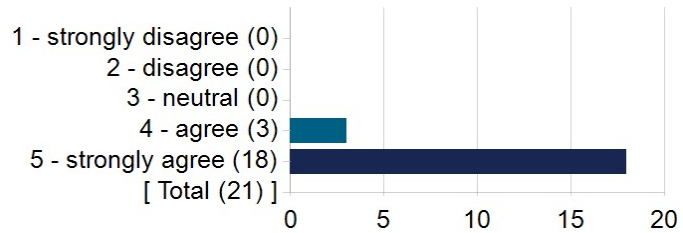
3. Instructor was concerned for students



4. Instructor was available for consultation outside of section



5. Instructor maintained positive environment in section



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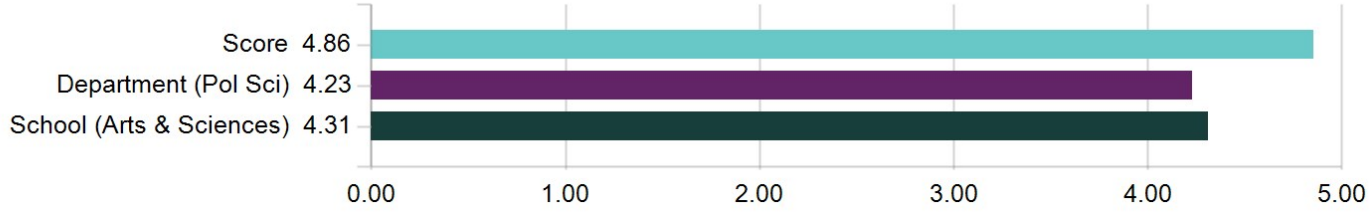

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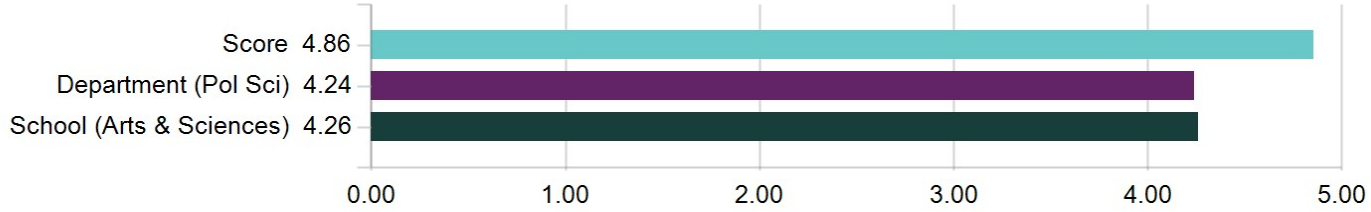

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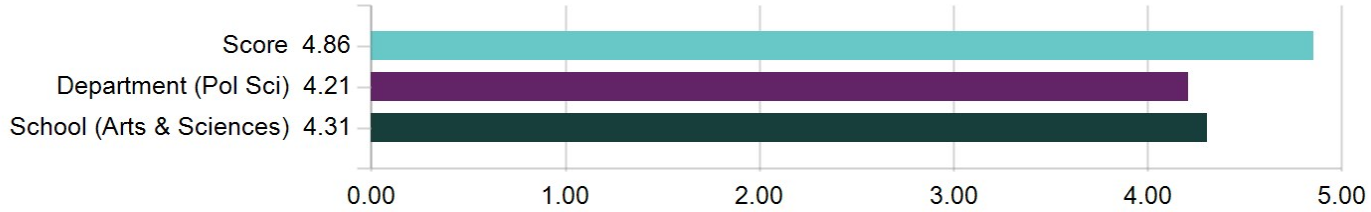
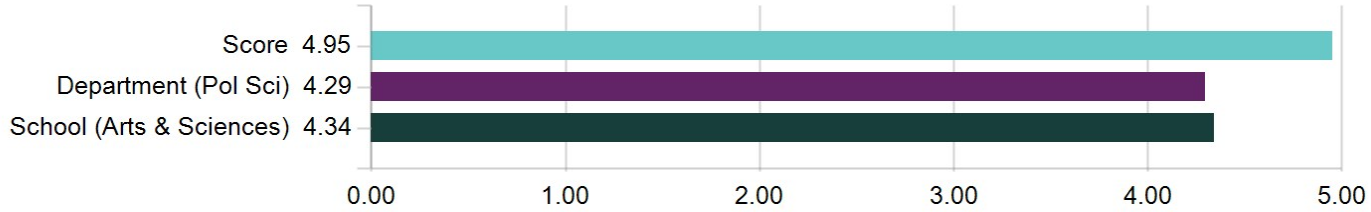
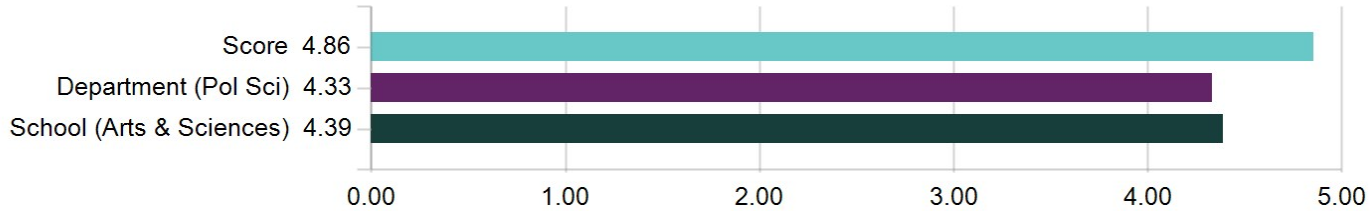


4. Instructor was available for consultation outside of section



5. Instructor maintained positive environment in section



Please provide any additional feedback on David Miller that was not covered by the previous questions.

Comments
David was actively willing to help students outside of class, very patient with those of us who needed extra guidance, and apt at explaining material at a level that was easy to understand. I felt very well supported by his investment in students and his willingness to do everything he could to help us succeed.
He was super, super helpful!!! Basically the only reason I passed this class lol. I really enjoyed his candor about what he was expecting from us as well as his ability to easily explain how to do the material. His help on homework projects was so valuable and he was always available to answer any question!
David is an incredible TA who goes out of his wqy to be accessible for students at all times. his energy and compassion were huge parts of why i enjoyed this course.
David regularly went above and beyond. He helped us with our code, was patient with our endless questions and even gave us a homemade cookie once at office hours. Thank you David!!
David has genuinely been one of the best TAs I've had in my 4 years of undergrad. He was always so helpful in answering questions during class and lab. He really, really understands how to teach and understand difficult concepts. Additionally, he was always extremely approachable, and I felt very comfortable going to him for help. 11/10 TA!!!!!! Go David!!!!! He is definitely going to make a great professor some day.
David rules!
David's the best political science TA I've had during my undergraduate experience. He was patient and helpful during subsection. He was always willing to meet students outside of class. He was responsive to emails and offered detailed and clear explanations.
David would always explain the day's assigned materials very clearly, and he never made a student feel like they couldn't handle the assignment. He was encouraging and readily available by email throughout the semester!
Not enough can be said about David. He did the work of 10 TAs. He was an incredible help to our group and I am sure every other group. He was always available and worked so hard on our behalf to get us our grades back. I learned so much from him and am so thankful we had him as our TA.
David was one of the best TA's I've ever had. He was so helpful with answering questions and explaining concepts in section and made time outside of class to work with our group on our final project.
David was an incredible TA, highly knowledgeable and very approachable. He really helped me with the problem sets in R.
David is the best. He helped us all with our projects and made the class manageable
Explanation of grading system and what was wrong. and providing answer keys for after assignments
David is one of the best AIs I have ever had. He was always available and willing to help students and provided clear instructions. He made our outside sections engaging but also kept us focused.
David was phenomenal! He is clearly very smart and knowledgable about the material but he was able to explain it in a way that met us where we were in terms of our own understanding, and he did that without making us feel inadequate or silly for asking basic questions. Very approachable and very clear explanations!
David Miller is a great TA. I have never worked with a TA as involved or helpful as David. He really did a great job at supplementing the teaching of Professor Sinclair.
Truly, I have never met a more caring and helpful TA in my college experience. QPM was not a small class, yet every single student had a relationship with David. The material was hard, so we often needed his guidance, and he never even hesitated to lend a hand or calm down a stressed and struggling group. Also, I am pretty sure he is a genius.