

STA 216 01
Intermediate Applied Stats
Course type: Face-to-Face

Taught by: Bradford Dykes

Instructor Evaluated: Bradford Dykes-Assist Prof

Evaluation Delivery: Online
Evaluation Form: A3
Responses: 16/24 (67% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
3.2	3.6
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.6
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	16	19%	19%	25%	19%	19%		3.0	3.4
The course content was:	16	19%	12%	62%	6%			3.2	3.5
The instructor's contribution to the course was:	16	25%	19%	38%	6%	6%	6%	3.3	3.8
The instructor's effectiveness in teaching the subject matter was:	16	25%	6%	38%	19%	6%	6%	3.0	3.5

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	16		12%	25%	31%	31%			4.1
The intellectual challenge presented was:	16	19%	19%	25%	31%	6%			5.0
The amount of effort you put into this course was:	16	6%	38%	25%	12%	12%		6%	5.2
The amount of effort to succeed in this course was:	16	19%	19%	38%	19%		6%		5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	16	12%	19%	44%	6%	12%		6%	5.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.5 Hours per credit: 1.5 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
12%	19%	38%	25%	6%							

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.2 Hours per credit: 1.1 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
12%	44%	31%	12%								

What grade do you expect in this course?

Class median: 3.0 (N=16)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
19%	6%	19%	19%	6%	12%	12%		6%						

In regard to your academic program, is this course best described as:

(N=16)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
38%		6%	38%	12%	6%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	16	25%	25%	25%	25%			3.5	4
Explanations by instructor were:	16	25%	25%	25%	25%			3.5	8
Instructor's ability to present alternative explanations when needed was:	16	31%	19%	19%	25%	6%		3.5	10
Instructor's use of examples and illustrations was:	16	31%	12%	44%	12%			3.4	16
Quality of questions or problems raised by the instructor was:	16	25%	31%	25%	19%			3.7	7
Student confidence in instructor's knowledge was:	16	38%	31%	19%	12%			4.1	3
Instructor's enthusiasm was:	16	38%	25%	25%	12%			4.0	5
Encouragement given students to express themselves was:	15	33%	20%	33%	13%			3.7	14
Answers to student questions were:	16	25%	31%	31%	6%	6%		3.7	9
Availability of extra help when needed was:	16	38%	38%	19%	6%			4.2	1
Use of class time was:	16	25%	25%	25%	25%			3.5	12
Instructor's interest in whether students learned was:	16	31%	12%	38%	19%			3.3	17
Amount you learned in the course was:	16	25%	19%	25%	12%	12%	6%	3.2	15
Relevance and usefulness of course content were:	16	31%	19%	38%	6%	6%		3.5	13
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	31%	19%	31%	12%	6%		3.5	11
Reasonableness of assigned work was:	15	33%	27%	27%	13%			3.9	2
Clarity of student responsibilities and requirements was:	16	31%	25%	31%	12%			3.8	6

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. the examples were extremely dry, uninteresting. application of readings was difficult and unclear
4. Yes it was a nice advancement from the content of STA215 and made sense once we worked on the TAPs.
5. I learned a lot in this class.
7. Yes, I learned a lot from the book and course work. The topics were broken down well and made easy to understand.
10. It would have been more stimulating if we didn't do the same thing every day.
11. This class was very challenging even with the help of a tutor.
12. Ya it stretched my thinking and further my knowledge of stats
13. Yes, some of the problems on the TAP's were challenging and requires to apply information on different ways and helped learn
14. I am retaking this course after not doing well the first time and I have a much better understanding of the topics this time around. Before I felt confused and lost but this time I feel very confident in what I've learned. What helped me do well was the TBL format of the class which created much more student participation and student led discussion.
15. my thinking was stretched a lot in this class because it was the highest level of statistics I've taken so far

What aspects of this class contributed most to your learning?

2. i had to teach myself and my classmates everything. the instructor did little to nothing to contribute to my learning, other than grading assignments, which even he shifted off to assistants.
3. The fact that it was team-based learning so I was able to learn from others while being able to teach them too.
4. The TAPs and explanations when going over the answers to them
5. When Bradford actually explained things. He makes things easier to understand than the book.
7. Reading the book.
9. Having other group members to help each other learn the material.
10. Having multiple documents to refer back to.
11. My tutor.
12. The team based learning, having other around me for immediate questions and clarification.
13. Working as a group and getting others contribution to the TAPs
14. The TBL class format.
15. it was somewhat helpful to have my peers try to explain the material to me and working in groups meant that I had my peers relying on me to understand the course content which helped to hold me accountable for knowing it

What aspects of this class detracted from your learning?

1. Different paces of groups made the class fell disjoint
2. The ENTIRE TBL model of the class needs to be thrown out. Teach it like a regular class and like a regular professor. the TBL model is so bad. I had to teach myself everything. I am so disappointed with the amount of work I had to do outside of the class to understand the material, or even complete the homework. The professor was not helpful in teaching the subject.
4. SAS being a pain to download. The IT Department needs to find a way to make it downloadable like SPSS so I don't have to be on campus to download it.
5. I HATE TBL. Bradford is such a good professor and reading and learning from the book is so confusing. I wish he would just lecture like a normal class. He knows so much and can explain it so well, and its going to waste with TBL.
7. The team names, the constant group work, the stop signs and flash cards.
9. Reverse classroom. This class was my first Team Based Learning class and I did not like it. The professor occasionally gave a very brief explanation of the subject matter, but it was mostly up to the students to teach themselves the course work. When I signed up for this class, there were no other options available, only reverse classroom.
10. The amount of group work and repetitive daily activities.
11. Working in a group setting.
12. Not having a TAP for each member made it harder to get the group together.

13. Lack of teacher explanation/lecture
14. For groups that completed activities quickly, there was a lot of down time which could have been utilized with other optional activities.
15. I didn't like and it didn't help that the style of teaching used was not what I was used to; I feel that I do better if the professor lectures more instead of giving the students so much freedom in that department; it felt like the students were trying to teach themselves and each other the course material without much direction from the professor

What suggestions do you have for improving the class?

1. more structured lecturing integrated into the group work.
2. throw out TBL.
4. Suggest to the IT Department for SAS to be downloadable in other easier ways. Otherwise, keep doing what you're doing!
5. Get rid of TBL. (Please) Also when students have questions and they are not at the stop sign yet, please just answer them because it makes more sense if I understand that question to answer the rest.
6. Not TBL.
7. Take out the juvenile stuff. It's a college course and I don't think students of this age need group names or flash cards to show answers. I do think working in groups was very beneficial, but I would have liked more individual work.
9. Allow options for this class to be lecture based, not reverse classroom.
10. Try to change things up so we don't get into a big routine.
11. Not making this course a team based learning. The idea is nice but when you have people who are more advanced than others it's kind of hard to keep up and is a little frustrating because not every one works well in groups, some people work better alone or when there is a professor lecturing.
12. Give TAP to each member and discuss the previous test most missed questions, same as the homework.
13. Small lecture at the beginning of a new chapter would be helpful
15. it would be helpful if the professor devoted more time to explaining course material instead of leaving it primarily as the students' responsibility

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

Identify one or two specific "things" the instructor did to help make the TBL experience beneficial for you.

1. the TAPs were good ways to apply the material.
2. literally nothing. stop pushing TBL. its terrible. None of my classmates were a fan of the model. I did not meet a single classmate through the semester that actually liked the model.
4. Explain questions if there was discrepancy between groups for the answer.
5. TBL was good because we got to bounce ideas off of each other and talk to each other to get to the right answers. Something you did to improve TBL was putting what questions to look back on for the homework. Your explanations were also helpful.
6. Answer questions when needed and make suggestions during TAPs.
7. He gave us work packets that were easy to follow and helped with understanding concepts.
10. Provided videos
11. Provided videos and enough material on the packets that we did in class to do the hw.
12. Come around to answer questions for the group and listening to see if there was questions.
13. Going over the questions on the TAPs and why questions were right was helpful
14. Because the instructor spent most of class time going around to the groups and assisting them with the activities as needed, it was easier to ask questions or get clarification than it would be in a full lecture style class.
15. the use of the TBL format alone was at least somewhat helpful because it helped to hold the students more accountable for knowing and understanding the course material

Identify one or two specific "things" the instructor could have done (either better or at all) which would have helped make the TBL experience more beneficial for you.

1. Provide answer keys for the TAPs and tests and quizzes for better studying.
2. Write some lectures. I had to learn everything from my classmates or from the book.
4. N/A
5. Something that did not help the TBL was if you had a group that didn't do the reading (like mine). I had to then slow down and explain why I chose every answer and had no one to bounce ideas off of. In this way I had to be their professor and not Bradford. If there is a way to make sure the students actually do the readings or a way to quiz for more thorough reading, please do that. Also if there is a question a student has, don't say we will go over it at the stop sign, just answer it right there. It stinks when you can't answer it and then next couple questions are off of that question.
7. I noticed he was open to people asking questions, but when he didn't know the answer to a question he sometimes gave a vague response instead of looking for a full answer and getting back to us students.
8. If there were a way to have better and more standardized notes to take home rather than just examples from the TBL activities.
9. One thing that would have greatly helped my learning is if each team member had their own packet of activities we were working on. There were 5 members in each team, but only 3 packets of work that we had to do. This means you had to always look over someones shoulder to see the questions and help your team come up with an answer. Most of the time these packets were not available online to print for yourself until after your team has worked on it. I feel that I would have done much better in this course if I had my own packet for each learning module from the beginning.

10. Mix up the day to day learning styles
11. Lecture a little more.
12. TAP for everyone
13. Lecture or teach more
15. one thing would have been to devote at least a little more time at the end of class to answering questions from students and explaining course content a little better than it appeared in the textbook

Identify one or two specific “things” you did to help make the TBL experience beneficial for yourself.

1. Used the group members as resources when I didn't understand something or needed clarification.
2. No thanks.
3. I embraced learning off of my groupmates while also doing the outside class work.
4. Come to class prepared
5. Reading from the book definitely helps. Communicating with your group also helps. Starting the homework early also helps. Going to the Stats Help Center also helps.
6. I had to go to tutoring and the stats center just so I could get a grasp on what we were learning because I can't learn from TBL.
8. Getting involved with my group.
9. Meet up with team members to help learn the material.
10. Referred to the textbook
11. I got a tutor.
12. Listen to each group member and see what they thought about the questions.
13. Pay attention and contribute while doing a TAP with my group
14. Working with a group of other people meant I was explaining myself and my work to my other group members often which helped reinforce the content I learned and also helped me discover any flaws in my understanding.
15. it felt like I was constantly trying to review the course material outside of class and I always tried to study more when I knew there was going to be an exam coming up

Identify one or two specific “things” you could have done (either better or at all) which would have helped make the TBL experience more beneficial for you.

1. Annotate the TAPs more so I could explain why I chose the answers I did.
2. I worked hard. this is a review of the class, not of myself.
4. Remember how to find Mean Square and Sum of Squares to fill in the tables of the TAPs.
5. Starting the homework earlier than I did. Going to office hours to ask questions
10. Went to office hours more
11. Read over the material multiple times until I understood. Make practice problems for myself to see if I really understand the material.
12. Make sure that everyone understands the questions before we move on
13. Read the book more often and attend class more often
15. I could have tried to review the material more outside of class or before the reading tests and I could have tried to reach out to my group more even though they didn't always answer when I did try and were more than willing to help each other

A friend is taking STA 216 next term & wants a section on certain days/at a particular time. The friend learns the section is being taught using TBL; knowing you have experienced TBL, the friend asks your advice on whether to remain in the section or switch to a different same days/time section. Regardless of who the TBL-section instructor is, would you recommend your friend take the TBL section or switch to a non-TBL section? What justification would you offer if you are asked “Why?”

1. I would say I depends on the student. If he/she is good at teaching him/her self, then TBL can be a good fit.
2. I would calmly explain to them that TBL is a terrible structure and implore them to switch immediately. All of the effort is placed on the student. The professor will likely do nothing for the student - its almost as if the only thing the professor needs to do is to grade papers. If I really wanted to pay thousands of dollars to learn statistics, I'd just pay a tutor myself, the professor has no incentive to do any instruction in a TBL model. I cannot stress how garbage the model is.
3. It definitely depends on their learning type. If they like group collaboration definitely but if not then no.
4. I'd suggest taking the TBL-section since it went smoothly once everyone got in the swing of things. The class periods flew by and we were prepared for the tests by working on the TAPs and collaborating with our teams.
5. I would say do not take the TBL section. You are required to read a lot and if your group doesn't keep up with the reading you end up having to teach them, which is fine occasionally, but every day because they never do the reading is not okay. That should be the professor's job.
6. I would not recommend it if they do not learn from group work. I'd suggest a non-TBL section. Otherwise, I'd tell them to be prepared for fast-paced group work, long homework assignments, and reading quizzes that were not beneficial to my understanding.
7. I personally like working alone rather than in a group all the time. I would not recommend TBL to someone unless I knew they could really excel and help others excel.

8. I would recommend the TBL section because being with a group helps you stay accountable and gives you others in the class that can help if you're struggling with anything.
9. I would recommend they take a non-TBL section of the course. It was much more difficult to teach myself the material as opposed to a professor teaching it. Reading the textbook day after day is not ideal for me when it comes to learning the material. I expect to go to class and learn the material and do homework as review, not go to class for review after I have already attempted to teach myself the material. I would definitely NOT recommend a TBL section of this course.
10. For my learning style I am not a fan of TBL. I am a very independent learner and it's not that I don't like group work it's that I learn and understand concepts better when I am doing it on my own. A group setting just confuses me more. I understand the idea and how it encourages group collaboration but I do not like how it's all we do everyday. This class needs a better balance of group work and other types of learning styles
11. A non-tbl section because if the friend is anything like me and works better when a professor is lecturing and goes in depth when explaining the material, tbl would not be the course for them.
12. Yes I would recommend it because it helps to learn from others around you and hear what they have to say which will help you understand the content better.
13. It depends on my friends preference for learning, if they need a lecture and be taught I would recommend switching, but if they like learning on their own and collaborating with other students I would tell them to stay.
14. Yes. Definitely take the TBL section. I've taken this class twice, once with a normal lecture format and the other with the TBL format and the TBL format is SO much better. It is much more engaging for students which is a better learning environment.
15. I would suggest that my friend switch to a non-TBL section because for a student who finds the traditional lecture style more useful or does not particularly enjoy working in groups the way the TBL technique requires it can be a big and difficult adjustment to make and might take away more than add to the learning experience the student expects to get from the class; this is in addition to not knowing the kind of students you are going to be working with because there's always a chance that group partners will not get along or that personalities will clash