

STA 215 37
 Intro Applied Statistics
 Course type: Face-to-Face
 Taught by: Bradford Dykes
Instructor Evaluated: Bradford Dykes-Assist Prof

Evaluation Delivery: Online
 Evaluation Form: A3
 Responses: 29/30 (97% very 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
3.5	3.8
(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: 4.9
(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:	29	21%	31%	31%	14%	3%		3.6	3.8
The course content was:	29	28%	21%	28%	24%			3.4	3.7
The instructor's contribution to the course was:	29	31%	24%	28%	10%	3%	3%	3.7	3.9
The instructor's effectiveness in teaching the subject matter was:	29	31%	17%	24%	21%	3%	3%	3.4	3.6

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)		Average (4)			Much Lower (1)		Median
		(6)	(5)	(4)	(3)	(2)			
Do you expect your grade in this course to be:	29	17%	24%	17%	24%	14%	3%	5.0	
The intellectual challenge presented was:	29	14%	34%	24%	24%	3%		5.4	
The amount of effort you put into this course was:	29	7%	48%	24%	10%	7%	3%	5.6	
The amount of effort to succeed in this course was:	29	21%	41%	14%	24%			5.8	
Your involvement in course (doing assignments, attending classes, etc.) was:	29	24%	38%	21%	7%	7%	3%	5.8	

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: 4.6 Hours per credit: 1.5 (N=29)

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
24%	48%	21%		3%			3%				

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

Class median: 3.3 Hours per credit: 1.1 (N=29)

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
10%	45%	28%	14%	3%							

What grade do you expect in this course?

Class median: 3.4 (N=29)

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
31%	17%	14%	17%	10%	7%			3%						

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

(N=29)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
24%	41%			34%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	29	41%	21%	31%	7%			4.1	3
Explanations by instructor were:	29	21%	38%	24%	17%			3.7	14
Instructor's ability to present alternative explanations when needed was:	29	38%	17%	31%	14%			3.8	13
Instructor's use of examples and illustrations was:	29	45%	21%	21%	14%			4.2	4
Quality of questions or problems raised by the instructor was:	29	41%	17%	34%	7%			4.0	9
Student confidence in instructor's knowledge was:	29	48%	21%	21%	7%	3%		4.4	6
Instructor's enthusiasm was:	29	52%	21%	7%	21%			4.5	2
Encouragement given students to express themselves was:	29	38%	28%	14%	14%	3%	3%	4.1	15
Answers to student questions were:	29	38%	24%	28%	10%			4.0	10
Availability of extra help when needed was:	29	41%	34%	17%	3%	3%		4.2	5
Use of class time was:	29	31%	28%	24%	14%		3%	3.8	16
Instructor's interest in whether students learned was:	29	45%	21%	24%	3%	7%		4.2	7
Amount you learned in the course was:	29	28%	34%	28%	3%		7%	3.9	12
Relevance and usefulness of course content were:	29	28%	21%	38%	7%	3%	3%	3.5	17
Evaluative and grading techniques (tests, papers, projects, etc.) were:	29	34%	34%	21%	10%			4.0	8
Reasonableness of assigned work was:	28	36%	29%	21%	14%			4.0	11
Clarity of student responsibilities and requirements was:	29	55%	17%	17%	10%			4.6	1

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STANDARD OPEN-ENDED QUESTIONS

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

1. Kind of, math is easy for me so im not a good example
2. No, the class was not intellectually stimulating because I do not enjoy statistics and I did not feel like the time spent in the course was very useful.
3. I learned a lot in this class and I feel confident in almost everything I learned. Math has never been a favored subject for me, but this was my favorite class this semester, it had challenging content but with the class activities, professor explanations, and team based learning the concepts became very clear and useful.
4. Yes this class did stretch my thinking a lot. Before I took this class I was not really sure what a statistics class was like. I know I will use what I learned in this class in my everyday life as well as in my future career. I found the class interesting
5. In some ways. The concept of statistics was stimulating.
6. not really, this was just another class i had to take, nothing more
7. Yes, you had to be able to read from the book and interpret and understand it enough to do well on irats/trats.
8. Yes, using the activities made you think
10. yes it made me think differently since we were in a group I had to think with a team which was different
11. Yes, it introduced statistics in many real-world scenarios and problems.
12. This class was difficult for me because I normally struggle with math related topics but this has been really beneficial
13. The class was set up in a unique way that made me put a lot of work in out of class to make sure that I did good in the class. It made me stretch my way of thinking because it was a different way of learning. Im used to a lecture type class and this was the complete opposite. It took me a lot more work to get a good grade.
14. Yes much more difficult than expected
15. Yes, I never had stats and was used to calc and algebra so this stretched my thinking.
16. Yes, I learned a whole new way of thinking and problem solving in this class.
17. Yes, it made me stretch my thinking. It was very challenging.
18. Yes. The way the information was taught definitely took some getting used to but it did seem effective
20. to some point it did but not always
21. This class was intellectually stimulating for me and stretched my thinking towards more statistical thinking than analytical thinking.
22. This class was intellectually stimulating because I am constantly challenged to learn new aspects of statistics
23. I do not think this class was stimulating because I do not enjoy learning stats or math. I do feel if I was not confused all the time I would be able to enjoy it more because I would know what to do. This class all depends on your group or not. IF your group is stimulating and understands then you are better off. But if you do not have a situation like this, then you are way more likely to be less stimulated and more confused.
24. The class taught me many new ideas and ways to solve problems. The class was helpful overall.
25. This class really was challenging and made you take the topics discussed in class or in the book and think about "why" they work that way.
26. This class was intellectually stimulating because it forced me to think more statistically and with reasoning then just looking at numbers and trying to solve problems. It helped me to really understand when statistics is used in real life and how it can be pertained to the future and career that I see for myself.
27. The structure of the class with the TBL made it so that the course content was applied to real life scenarios within the learning modules, so we were always thinking not just about how to do a hypothesis test but applying it to an example experiment.
28. The class did expand my knowledge of statistics and taught me how to use new data analyzing tools such as SPSS.

What aspects of this class contributed most to your learning?

1. The team aspects of the tbl learning
2. The aspect of the class that contributed most to my learning was the homework.
3. professors enthusiasm and availability to help if needed, team based learning, the class activities, and the homework all contributed to my learning.
4. The team based learning, reviewing the activities later that we did together, and content applications helped me learn a lot. Because we used TBL I felt a lot more confident about the material because I got to talk to other people about it and learn the material in a way that was different from my other classes. Also the organization and structure of the class helped me a lot. I was told exactly what I had to know and do, the structure/organization made sense and definitely contributed to my learning
5. SPSS and reading data

6. when he would actually walk us through how to do problems rather than have us read about it
7. The class activities
8. Going through the activities within your group
9. The TBLs helped my learning the most, it was presented in a way that you can understand what the reading was about because the readings were confusing and sometimes too much information to condense/ understand.
10. I liked the TAP the most I think they helped me a lot
11. The team aspect of the class helped me check my work and learn from/teach others when I or one of my teammates was stuck on a concept.
12. I really liked the team based learning. It was nice to be comfortable with my peers so I could ask questions
13. I would say that the in class activities helped me the most because it allowed me to collaborate with others on how to complete the problems and it allowed me to ask questions to the professor.
14. When you would explain stuff it was much easier to learn from you then the book.
15. The readings outside of class
16. group activities
17. The homework assignments he would assign after we completed a learning module.
18. The CAPs in class were key to understanding the information and studying for exams
20. the homework given contributed most to my learning
21. What aspects contributed most were the in class group activities that were working together to figure out the concepts.
22. The i-rats and t-rats
23. I would say working by myself and then seeing the professors answers helped me the most. I was able to understand exactly what I did wrong and how to correct it.
24. The team aspect of the class greatly helped the way I learned and the successfullness of my learning.
25. The team-based aspect really was beneficial as it gave me the opportunity to lead my group discussions and take charge and gave me a sense of responsibility for my own learning and the group's.
26. The aspects of this class that contributed most to my learning was having a great group to work with that all did their part to be prepared for class and helped me to understand topics I didn't understand. Also, the in class activated were very helpful as well.
27. Being in a team and having people help you with questions at the time you have them was very valuable.
28. I really liked the team aspect of this course it helped me to easily work well with others.

What aspects of this class detracted from your learning?

1. I didn't think the instructor did a very good job at answering questions
2. The aspects of the class that distracted me from my learning were team-based learning. I did not feel like it was efficient and I would have preferred a different teaching style.
3. couple of my team members did not contribute to team based learning, but overall still didn't let it distract my learning.
4. The team based learning also sometimes took away from my learning on occasion. Sometimes my group would not all communicate with each other in class and on days like those I didn't understand the information we went over as well.
5. Team based learning. I feel like I didn't absorb the material the as well. Other students would go through and do the work. If I was confused I would ask questions and the students would try to explain it. However, they're students so it wouldn't make the most sense to me. It eventually became very discouraging and I lost my interest in learning stats. I eventually just hoped to pass the class.
6. team based learning
7. doing the irats and trats before we did the activities. Trying to understand such hard contact and then being judged on how well you understood it just from reading was challenging and does not make sense
8. A lot of down time in between each stopping period in activities but the down time wasn't enough to get homework down. also teaching myself before class was a little detracting because I didn't know if I was prepared enough for the I rat and t-rat.
10. some of the CAP's were not useful in my opinion and seemed redundant
11. Doing the same kind of activities throughout the semester allowed for people to sometimes not pay attention or not go along with the class during assignments.
12. sometimes i got easily distracted in class and was not on task
13. I would say that sometimes it was hard to stay on task in class due to me building relationships with everyone in my group so sometimes we would have conversations that were unrelated to class material. This is not the professors fault, its just the fact that we always worked in groups and that always leads to other distractions.
14. I think I just struggled with the team based learning and having to read before class
15. In class activities and no lecturing
16. nothing
17. It being a 50 minute class, three days a week.
18. Sometimes the exams felt like they were trying to trick me up which doesn't seem right for a core class
20. being bored in class
21. I did not feel any aspects detracted from my learning.

22. none
23. There was always talking in the classroom because everyone was in groups. it makes it easier for the talkers but harder for the students who may need a little more quiet to be able to understand. Also, It would be different if we worked in groups maybe once or twice a week but every time we meet we worked in our groups.
24. Doing everything online sometimes became a distraction.
25. NA
26. The aspects that detracted from my learning were trying to understand the text in the book for the readings at times, but it was easy enough to ask questions within my group and have someone help me that did understand that aspect of the material.
27. Being tested on material before you even really know it
28. None

What suggestions do you have for improving the class?

1. none, keep the tbl going
2. I believe I would have received more out of this course if it were not team-based learning. I don't feel like the students should be teaching each other, I feel like that is the professor's job.
3. N/A best class
5. Offer lectures and more explanations to students. Team based learning itself isn't that bad. However, team based learning shouldn't be the only form of learning in the class.
6. less tbl, more teaching
7. I do not mind the team based learning but a girl from another group from mine reached out to me because she noticed I was doing well in the class and she was struggling because she was being excluded from her group and was not learning anything in the class. I think there should be more peer evaluations and something in place to avoid that. I feel like if you are stuck with a bad group than you are screwed for the class.
8. Maybe have a notes day before the start of a chapter so we all understand what we need to know for sure before taking the I-rat and t-rat
9. The content application weren't really helpful. I never really learned anything from them. They just felt like busy work to me.
10. I think that maybe fewer caps would be helpful because they seemed like busy work
11. Try to find different activities, or maybe using collected class data like student's height for activities.
12. I liked how the class was run. I feel like a little bit more explanation over certain topics would be helpful, but overall a good course
13. I would suggest to do a little bit more teaching of the class material. I say this because for a lot of the classes I would be very confused on some of the work that I was completing and everyone in my group would feel the same way.
14. I think the team based learning is difficult when half your group members never show up and are zero help.
15. Take out the T-rats
16. I feel like I've taught myself all the material in this course. I wish I had learned some of it from the professor.
17. Having the professor teach more hands on with assignments, rather than everything online.
18. Maybe lighten up a little bit and not take things so serious all the time. It's a core class so it would've been nice to have been able to have fun in it since I don't think I'll use a lot of the stuff I learned in class in the future but I did learn a lot and the professor was very good at teaching the material
20. less content application they are pointless to me and better stuff to do in class the activities done in class don't teach me anything
21. I suggest a little bit more in class explanations added on to the activities.
22. none
23. I would suggest for the professor to maybe teach only more advanced stats classes and/or lecturing more and using the groups as a helper to his teaching and not vice versa.
24. The class was pretty good overall and I wouldn't change anything about the way it is taught.
25. I don't really have any suggestions for the class, I think TBL works really well for the class.
26. Some suggestions I have for improving the class include maybe having a topic list to go through and make sure we understand fully what topics are on each exam. It might be helpful when exams have to be pushed back past new material and because I know I had a very hectic schedule this year and others do as well, so I know that would help to study from when we have other classes like chemistry and physiology to study for as well. It would help with organization as well, even though organization is not bad.
27. I think the RAT process should be split into a TRAT being at start of a LM and an IRAT to finish a LM because that way you're being introduced to the material with the help of your team but then also being tested on how well you know it once you've actually learned it
28. Since I was in the 50 minute course, there wasn't really enough time to complete the exams effectively. I think other students felt this way as well but there seemed to be too many questions for that amount of time and I felt rushed.

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

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. I thought the TBL was great, no complaints there
2. I could have read the book more when subjects were not clear

3. I really enjoyed the TBL and was very effective for me. There was some unbalanced team members from one whom took too much control to others who were kind of disconnected from the activities. I was neutral and I feel like I could have tried to do something to level out the contribution and try to be more inclusive, but also can only do so much if those members are not willing to meet you half way.

4. nothing

5. I could have gone to office hours

6. been more communicative

7. Spoken up against the group member that was controlling the acitivities and answering the questions without us talking about it. Not be afraid to change or bring up a wrong answer that someone in the group put even though I knew it was wrong.

8. A lecture before a chapter to get a base understanding from the professor.

9. Be more willing to ask my group for help. I was confused a lot because they would go so fast so I never felt like I understood a lot of what was happening, but i was too embarrassed to ask them when I was confused.

10. I think that maybe groups could be made on the first day of class or people could email you prior to class if they know of certain people in the class that would want to be in the same group with each other. Also, I don't think that it told us it was a team-based learning course when we signed up because that would have been nice to know, not that I would have changed out of the class because of it, but it would have been nice to know. Also, disregard that last statement if we knew and I'm just dumb and didn't see it

11. I think sometimes the team was distracted so I could have done a better job of staying focused or making sure that everyone got a chance to participate in team activities.

12. i could have been a more active team member instead of being distracted in class

13. One thing that I could have done better was reading more of the book before coming into class because I slacked on that a little bit. Another thing that I could have done better was stay focused in class because I would always get off task when completing the in class material.

14. Read the assigned readings prior to class

15. meet with group outside of class

16. Asked more questions when I was confused and met up outside of class more

17. Have a better relationship with my teammates.

18. Maybe read the chapters before the I/T RATs more carefully

20. I could have done all of the content applications

21. I think that working more with more group outside of class could have been beneficial.

22. + I could have read more thoroughly + I could have utilized my group's help more

23. I could of made my group members listen to me more. Even though I missed minimal class maybe try not to miss any at all.

24. To make the TBL better I could have read a little bit more throughout the semester.

25. I think that I should've been more diligent with my readings between classes to better assist my team.

26. One thing that I could have done to help make the TBL experience more beneficial for me is to make time to meet up with my group more outside of the classroom to study topics. Another thing that could have been beneficial is to not procrastinate on filling out my blank sheet and studying for the exam.

27. Attendance, coming to class more prepared to help my team

28. I think that we should have more time to go over questions about the readings before I-RATs and T-RATs are given.

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

1. I did a significant amount of the work, and took leadership during class

2. I asked questions to my partners

3. I was at class, organized and ready to learn, I talked through the activities and contributed to finding the answer.

4. I prepared before class activities and tests, I relied on my group members as well

5. Look back on TBL learning for help during the homework.

6. stayed on topic as we worked as a team

7. I did all of the pre and post readings and used them in the activites. My group was able to consult back to my well taken notes when needed.

8. Using the activities from the TBL gave me a better understanding of the material.

9. I took it at my own pace, even if the group was ahead, I was able to read through the information and understand how they got the answer that they did.

10. I made sure I did the readings outside of class so I could come into class prepared. Being in a team-based learning class forced me to actually do the readings because I felt that if I didn't I would have let my team down.

11. I talked with my team quite often about issues that we had with the class or if anyone needed help understanding something.

12. staying on task in class would help me be a better team member

13. One thing that I did good with TBL is the fact that I was always the person in the class to ask the question. I think that a lot of the questions that I asked benefited many other people in the class other than me. Also I was a very good team based learner due to me always being willing to help others out.

14. Wrote notes in our in class assignments for everyone.

15. reading

16. Made a group chat so we could help each other outside of class and met up to study for exams

17. I was not a fan of TBL. I would've liked to learn more hands-on rather than everything being online. It is much easier to learn when you are able to write on activities and assignments rather than highlighting information online. You actually remember easier when you take notes with a pen and paper rather than typing on a laptop. I wish I had joined a different class that did not offer TBL.
18. Doing the CAPs and homework
19. Met with group outside of class
20. I made sure when doing the homework I learned all that I could from it
21. I worked and communicated well with my group and equally shared our ideas.
22. + I asked for help sometimes from my group members + I used my group to compare answers and get a better understanding of why my answer might have been wrong
23. I reached out to another girl in my class who has an A. I also worked with a math major and stats minor students to get further help. I also meet the professor for office hours a few times. I had to start working separately because my group was not willing to slow down for me at all.
24. By creating a chat with our group it allowed us to communicate at any time when working on homework and other problems.
25. I always did my Pre-RAT readings to ensure that I was able to help in our T-RATs.
26. One thing that I did do was I understood the reading and engaged in discussions with my teammates to make sure we learn the material and that everyone fully understands and is on the same page.
27. Preparing for IRATs made knowing answers throughout the LM easier
28. My group did outside study groups before exams which were extremely beneficial to my success.

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

1. he put me in a good group I guess
2. The instructor went over answers after every activity that cleared up the confusion
3. Instructor was available and very willing to help with all questions and concerns, as well as chose on all teams in an equal manner during activities.
4. he kept the whole process organized and fun
5. Give the correct answers for TBL
6. gave us stop points so that he could go over what we are working on
7. Broke the class activities in sections and went over them in sections.
8. Breaking the TBL down and going through it made it more beneficial because if the group was confused he would go over the question and explain it anyway.
9. He was always willing to answer my questions when I had them about the TBL and I liked that the class was consistent with the TBLs. And If you missed class, it didnt mean you were behind because you always have the information on the computer.
10. I liked the i-rat and t-rat I think it really helped me learn the material.
11. The TRATs were beneficial because it allowed my team to talk through the problems and gain a better understanding of the content that was being asked in the problem.
12. the instructor made sure team members were all included in activities
13. I think the professor was always willing to help the students out with any questions they had and he was always a very friendly guy. He made sure that all of the students were involved in class and that was very helpful for the class as a whole. Overall very good guy.
14. Only when you would explain stuff
15. answered our questions
16. gave us time in class to work together and TRATs
17. Made it easy to keep track of all activities online.
18. He explained the answers in a clear and easily understandable way
20. He created good homework problems to teach us
21. He encouraged our group work and helped individual groups when necessary.
22. + Actually made us work in groups every class + Randomly assigned the groups
23. He did nothing to help the tbl experience for me. I believed I asked him if it was possible to post the group class work a little earlier so I could understand more. I believe he did it once or twice after I asked.
24. The TBL has team tests which were greatly beneficial to me.
25. Professor Dykes was great at explaining topics in understandable ways both in front of the entire class and also within individual groups.
26. One thing that the professor did to help make the TBL experience beneficial was he would go through the in class activities once we were finished and gave students the chance to ask questions if they were confused. Another thing he did is when he was going over the in-class activities, and asked students why they believed their answer was correct.
27. Putting us in groups at random that we stuck with throughout the semester helped build a good team bond
28. If certain aspects of the reading were unclear our professor did well in explaining where the misunderstanding was.

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. Again no complaints

2. The instructor could have spent more time teaching in front of the class
3. N/A Instructor gave us notice that he was young and still new, however that made no difference he was a better instructor than many I've had who have been teaching much longer. Was a great professor and can't think of anything to make this course better at the moment. Was my favorite class.
4. nothing
5. Explain the material before having us do the work.
6. taught us more rather than having us read and then work as a team on it
7. Had more lectures and go over more confusing topics before or after tests/trials. Be more attentive when it comes to the group chemistry because some groups left people out.
8. I didn't like having to read and teach myself the lesson before hand, but regarding class time I can see that being difficult. I suggest before every new chapter do a small lecture to get everyone on the same page.
10. I wish we got back the i-rat and t-rats so we could reread the question and look them over
11. Not take off two points if the correct answer was your second choice. Also, better seating arrangements for the teams should happen, our team often felt cut off from one another especially when we were in the classroom with the pop-up computers blocking off one or two of the group members.
12. I think the instructor could have done a little bit more lecture time for the students, but otherwise they are doing well
13. I think that the professor could have explained some of the material in class better because me and my group were confused on some of the assignments that we were completing in class.
14. Spent some days lecturing and other days allowed us to work on team assignments
15. lectured
16. put the desks face to face so we could actually work in our groups.
17. Have activities and work through problems on paper as he lectured during class time. Professor Dykes was a very intelligent and nice man. I just wished I had joined a Non-TBL section.
18. No IRATs
20. The in class activities did not teach me anything
21. I think the course was approached correctly and I can't think of any specific aspects that need working on from the professor. If changes were necessary I feel they would be more from the student side.
22. I think that the TBL experience as it was, was the most beneficial model for me.
23. The instructor could have come and checked on our group more since he knew our group really had issues and it was affecting some of our learning. It really just seemed like we were alone.
24. The instructor did a good job throughout the semester on the TBL and I don't think there is anything that could have done been better for a more beneficial experience.
25. NA
26. One thing the professor could have done to help make the experience better and more beneficial is by just providing more organized study guides or material on the topics to understand and maybe tables/diagrams to understand the difference between all the different letters and symbols used.
27. I cannot think of any at the moment
28. As I've mentioned before, I felt overwhelmed when it came to the I-RATs and T-RATs because it was based on my ability to comprehend the readings. I would like to have had time to go over them with my professor so I could make sure I had the right idea. I feel like if I hadn't come in with knowledge from my high school AP Stats course, I probably would have been very confused in this course.

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. Take the TBL section, it helps enhance your learning when you all work together, especially if you have to help your group members
2. No, I would recommend that the friend switches to a non-TBL class because I felt like I could have gained more knowledge with a traditional teaching style class.
3. I would definitely recommend my friend for TBL because it gives a more effective hands on learning experience that's not just a lecture. It gives you the opportunity to work with classmates and understand the content better and gives a more comfortable space in a small group to ask questions/concerns.
4. I would always recommend TBL to anyone taking stats, it helped me learn so much and I could imagine the class any other way,
5. No, I felt like I didn't get enough help. My friends who weren't in TBL classes understood the material better and felt more confident in the class.
6. I would recommend not doing the TBL class, I personally like just being taught better rather than having everything we do be with a group
7. For me, I benefitted from TBL because my group had good chemistry however I know that not everyone did and they struggled so I would recommend it because you never know if you are going to get a good group.
8. I would recommend the TBL course if the student didn't mind teaching themselves the chapter before we did any activities or class work.
9. I liked the TBL because you always have the information, so even if you are confused in class, you can usually go back and figure out how your group got the correct answer, and if you have a good group, they can explain the information to you.
10. I would tell my friend that if she is a more visual learner and likes to talk things out with others that I would recommend it because that is how I am and I like things hands-on. I think that that is why I am doing good and like this class so much.
11. I would say take the TBL section because it allows you to have a team that you can work with and get help from if needed, whereas a normal stats class you might not get that easily accessible help.

12. I would tell them to take the tbl course because I am more of a social person and doing team work in class helped me understand a lot better
13. I would say that they should base it off the person that they are. If they are good at teaching themselves and like to read then I would say TBL is for them. If they are not a good team person and they hate reading outside of class, I would say that TBL is not for them. It all depends on what kind of learner they are.
14. Honestly it depends on their learning style because I really struggled and I think I would have a better grade in the course if I would have been taught the material lecture style.
15. non-tbl because there is no lecturing and the in class assignments do not get us anywhere
16. I would suggest they take it. It was a good learning experience and it felt good knowing that I had people in the class that I could go to for help.
17. Non-TBL section. I mentioned it above and I believe that it did not help me at all. Yes, we had teammates that we could rely on for answers, but in my opinion it ruined the class for me. Again, I would've rather taken a Non-TBL section because I am more hands-on and would've liked to sit in a lecture and take notes instead. It was hard because we would do everything online and when it came to the homework assignments they were much more dynamic and confusing.
18. I would recommend it. It does help with the CAPs and homeworks even if it means more responsibility for your grade in the end
19. No I would not recommend TBL for my personal way or learning I work better with a teacher lecturing not having a group to depend on for learning. A bad thing about groups is if people in a group aren't willing to help understand content it could affect your learning.
20. I think that with TBL you are able to get points easily but its all very self taught and in class work and content applications were not helpful
21. I would suggest taking the class 100%. I honestly wish every class was taught with this method because it allows for different view points to help each other out. Also, I feel that it is a better way of teaching the material because it forces students to figure out the information to a level where they understand it and not where they are just memorizing what the professor said.
22. I would more than likely recommend TBL because I believe it really helped my understanding of the course material. I justify this response with the fact that I usually have no idea what's going on after reading the chapters, but by working with my team through the TAPs, I usually get a grasp on what I'm supposed to be doing, and I can do it correctly.
23. I would advice her to switch out depending on the person because a lot of people struggle with math and stats so the extra noise makes it really hard.
24. I would recomend TBL it makes learning much easier as it's done as a group as well as providing constant help from peers on areas you may struggle with.
25. I would recommend the TBL section because it lets you learn at your own pace and rewards the people that understand the chapter with additional in-class time to work on homework assignments.
26. I would recommend them to stay in the TBL section. My reasoning would be that it helped me to have people to go over homework with and help me to understand the material when I felt lost. I would be a little worried about recommending them to stay in it just because some are not as lucky and may be with a team that is not as helpful or runs the entire thing without making sure they are understanding. Personally though, I would recommend it because I had a great group which made the learning easier and understandable.
27. I would highly recommend TBL because of the instant feedback working with a team brings. The LMs made the course material easier to understand for me.
28. I feel like there are pros and cons to TBL and non-TBL for sure. I personally had a great experience with TBL this semester but I feel like the people in the group makes a huge difference. Everyone in my group were very hard workers and we were all willing to help one another which made the experience great. I would recommend TBL to others and I would take it again myself but I know that everyone learns differently so it really depends on your learning style.