

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: 20/27 (74% 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	3.9
(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: 5.2
(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:	20	25%	25%	20%	20%	5%	5%	3.5	3.9
The course content was:	20	30%	25%	30%	10%		5%	3.7	4.0
The instructor's contribution to the course was:	20	20%	30%	20%	20%	5%	5%	3.5	3.8
The instructor's effectiveness in teaching the subject matter was:	20	15%	30%	20%	20%	10%	5%	3.2	3.6

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:	20	15%	20%	15%	35%	15%			4.5
The intellectual challenge presented was:	20	35%	10%	35%	20%				5.4
The amount of effort you put into this course was:	20	25%	30%	30%	15%				5.7
The amount of effort to succeed in this course was:	20	30%	40%	25%	5%				6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	20	40%	30%	15%	15%				6.2

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: 6.2 Hours per credit: 2.1 (N=20)

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
	5%	35%	30%	20%	10%						

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

Class median: 4.6 Hours per credit: 1.5 (N=20)

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
	30%	35%	20%	5%	10%						

What grade do you expect in this course?

Class median: 3.3 (N=20)

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
20%	15%	25%	30%			5%	5%							

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

(N=20)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
40%	25%	5%	10%	15%	5%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	20	20%	40%	20%	10%	5%	5%	3.8	5
Explanations by instructor were:	20	15%	40%	30%	10%		5%	3.6	12
Instructor's ability to present alternative explanations when needed was:	20	15%	40%	30%		10%	5%	3.6	13
Instructor's use of examples and illustrations was:	20	25%	30%	30%	5%	5%	5%	3.7	16
Quality of questions or problems raised by the instructor was:	20	30%	35%	25%	5%		5%	3.9	7
Student confidence in instructor's knowledge was:	20	40%	25%	30%			5%	4.1	14
Instructor's enthusiasm was:	20	55%	15%	15%	5%	5%	5%	4.6	1
Encouragement given students to express themselves was:	20	45%	15%	20%	10%	5%	5%	4.2	6
Answers to student questions were:	20	30%	25%	30%	10%		5%	3.7	15
Availability of extra help when needed was:	20	40%	25%	20%	5%	5%	5%	4.1	3
Use of class time was:	20	35%	25%	25%	5%	5%	5%	3.9	8
Instructor's interest in whether students learned was:	19	42%	16%	21%	11%	5%	5%	4.0	11
Amount you learned in the course was:	20	15%	25%	30%	20%	5%	5%	3.2	17
Relevance and usefulness of course content were:	20	30%	40%	15%	5%	5%	5%	4.0	4
Evaluative and grading techniques (tests, papers, projects, etc.) were:	20	20%	45%	20%		5%	10%	3.8	10
Reasonableness of assigned work was:	20	30%	35%	30%			5%	3.9	9
Clarity of student responsibilities and requirements was:	20	35%	35%	20%	5%		5%	4.1	2

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: 20/27 (74% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes it taught new concepts in statistical theory but in understanding the concepts in conjunction with the assigned homework and learning format(TBL) it made it slightly difficult to adjust to a somewhat self teaching method.
2. More often found myself confused and being lost in the class
3. It did stretch my thinking as it was all information I hadn't learned before.
5. This class was a team based learning class that promoted team thinking and team work.
7. Yes. Definitely forced me to use critical thinking at times.
8. I learned a lot about the field of statistics and I had to think about using graphs in ways I didn't expect.
9. Yes the activities that were given were effective enough
10. I really enjoyed the Team Based Learning style and working with a group
11. This course built on the concepts of STA 215, constantly making me think about what I knew in different ways.
12. Yes, the in class assignments were very helpful in allowing me to grasp the necessary material, while also providing an intellectual challenge.
13. Yes, it did. There were a lot of times where I had to interpret from the given table or graph.
14. Yes, the material covered was pretty challenging in some instances, so it really required you to think through it
15. Yes because if it didn't stimulate/stretch my brain, I would fail this class...
17. yes! I really like the content that we learned and the real world examples that were used in class.
18. It was. I learned more about stats and stretched my thinking that way.
19. Great class team based learning really helped me further develop my understanding of the material

What aspects of this class contributed most to your learning?

2. Ability to work with a group
3. Reading the textbook on my own.
4. Making a cheat sheet
5. When the professor explained the topics that the class was having difficulty understanding.
7. Working with classmates that are better and worse at the class than I.
8. TBL allowed me to have a group of classmates to help if we got stuck on an area in class, which allowed us all to learn from each other's right answers and mistakes.
9. Team application process
11. The homework assignments and the team-based learning component - being able to openly talk with someone else who is on the same level of understanding as me.
12. As stated above, the in class assignments helped the most with understanding the course and material.
13. Assignments and exams.
14. The homework
15. The homeworks and the groups we were put in
16. That it is team oriented.
17. I think that the homework was really beneficial for my understanding. overall, I really enjoyed this class. I would recommend people to take this class with you!
18. The few times the professor lectured and explained content, and working in a group.
19. Lectures and homework helped the most

What aspects of this class detracted from your learning?

2. Professor answered some questions by saying to look at past work, not saying which one just look at past work.
3. The team based learning aspect.
4. A lot of documents for exams, long exams, too much team work

5. The team based learning portion.
6. The textbook was not very good.
7. At the same time, working in groups with smarter individuals made me feel like I was left in the dust at times.
8. Learning SAS. It was not often used and it was hard to keep up with learning a programming language to interpret data and the other stats work.
9. I-RAT and T-RAT
11. Despite appreciating the team-based learning component, if no one in our team understands how to solve a problem, it can halt progress. This of course means we need to reach outside ourselves.
12. I wish more was explicitly taught in class. I feel like the readings and TBL forced us to spend more time than I often had time to lend to the class, and reinforced misunderstandings of the material.
13. Not being able to discuss with the group, since i was at the other end from my group.
14. Can't really think of anything
15. The not learning things in class. I understand he has it set up differently, but having such a different set up for an Intermediate Stats course just messed with me, I learn best when I am taught in class
17. My group for TBL was not the best. A lot of them would not show up a lot of time and I felt like I had to carry the team in a lot of the taps. however, I did like working with my teammates when they were in class.
18. The I-RATS and T-RATs, and lack of lectures.
19. Some of the codings was difficult to understand and interpret

What suggestions do you have for improving the class?

3. There needs to be more lecture, doing team based learning is great but about 90% of my group was confused the whole time because we were never taught information, we were supposed to learn it on our own.
5. If the class is a team based learning class, meaning you are supposed to be learning as and with your team and peers, then I feel attendance should be mandatory or taken. Many times my group of five was left working as a group of one or two, which did not help when trying to learn. It is difficult to learn as a team when your team does not show up.
6. I think there is lots of area to improve. It is very difficult class. This class is like self teaching class. The lay out of this class is very poor.
7. No easy suggestion for the course layout. I would have preferred a lecture class setup.
8. Maybe try to better integrate SAS, because while, in the statistical field, it seems very useful to know how to interpret different data sets with code, it seemed like we didn't use it enough to really learn it.
9. more explanation of the course content is required than self learning ,which is difficult at times without proper teaching
10. Many of us took Stats 215 a while ago so some review at the beginning of the semester would've been really helpful. Even just a couple video links or some reading on blackboard just to review key concepts and stuff like the hypothesis test
11. Consistently encourage students to discuss with group members, and then those outside, like the professor, when running into difficulty. Have open communication.
12. Perhaps spend more time with the readings. I find going into each learning module, I understand far less than I think that I do.
13. Maybe, try and assign seats for the group members properly and make sure no one is left out or is on the another row. Have all the group member face each other.
14. Maybe making the transition from a traditional classroom setting to the TBL one a little easier
16. Having someone who was taught how to teach. It was obvious that the professor knew the subject and knew what he was talking about. But he didn't know how to teach the subject effectively. Everyone has different learning styles, but that fact is ignored by this professor. Some students don't learn well by essentially teaching themselves something that they have very little knowledge of. The professor was never willing to admit that he could be doing things in a more effective way, he just blamed the students. A review of the material that was learned in the pre-rec class would have been extremely helpful as well seeing how plenty of students had taken the pre-rec over a year ago and don't remember much from that class.
17. I did enjoy the TBL, but some classes devoted to lecture may have also been helpful. I struggled with the SAS aspect of the class, and I feel like a day devoted to going over SAS may have helped.
18. Don't use the I-RAT/T-RAT system. The group focused learning was good but I would have also like more lecture time from the professor.
19. Focus more on how or what some of the sas code works and the tons of data it provides

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

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

3. He left us in the same groups all semester.
5. N/A
7. It was not necessarily beneficial.
8. He provided clear, thought out explanations to questions
9. TRAT and Learning modules
10. The mini lectures and explaining answers to the whole class
11. We were given independence to work through the problems we understood and learn at our own pace, then we could ask for intervention when needed. When we also had questions after a T-RAT, there was intentional time to address them.
12. I did appreciate the ability for us to appeal on questions, and for us to choose specific things we didn't understand to talk about.

13. Kept every student in a diverse group.
14. Having the documents we worked on in class available online to look at later was really helpful for me
16. Making the activities in a google document so the entire team could work on them at the same time in class.
17. I liked that you would go over certain questions when the majority of the class did not give the correct answer, and I like that you were available during class to answer questions. i also liked teh google doc so that I could go back and review them before exams.
18. Being present to answer questions was helpful.

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.

3. If hes not going to lecture he could of at least made videos and put them on blackboard. He made some videos for the easy chapter but stopped after the material got hard.
4. More lectures and concrete notes instead of only application problems/examples.
5. I believe the instructor could have made attendance more of a priority in the class since it is a team based learning environment.
7. Make it so each team member must pull their own weight.
8. Integrated SAS differently
11. At least once a week have an assistant during the working portions. There's only one of Dykes, and probably close to 30 students.
12. Spent more time going over the general information to help us better understand and combat misconceptions.
13. Everything was perfect.
14. Trying to understand the whole TBL thing was confusing at first. Eventually though it became helpful for me, but maybe there's a better way to help students who are more used to a traditional classroom setting transition easier
16. Give a summary or an intro of what we are about to learn instead of giving us an activity of entirely new material and leaving us to figure it out for ourselves.
17. The instructor could have encouraged group members to talk more. I know you did do this but I feel like a lot of group members still did not participate as a group.
18. Presented lectures at the beginning of class about the more complex or confusing aspects of the material.

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

3. I talked with my team mates quite a bit, and we reviewed material together.
5. I worked with other teams and not just my own. My own group was absent a lot of the time, so I collaborated with other groups and was able to still do my best to learn the material.
7. I was in a group with very smart individuals. I took this to my advantage and practically had them teach me the material.
8. Gave me a good group and we all helped each other do well in the course.
10. Working with my team on homework outside of class
11. Our team made a group text chat. We could ask questions about the homework.
12. The teamwork aspect of the class was beneficial, as my teammates helped me to better understand what I specifically struggled with.
13. Pre-readings definitely helped my TBL experience beneficial for myself.
14. Tried to contribute to the group
15. Worked way harder outside of class to try to learn the material and went to the stats center
16. Further improved teamwork skills.
17. I showed up to class, and tried to work with my teammates and ask them questions when i needed help. I also worked on homework outside of class with group members.
18. Making sure to participate with my teammates and share my answers.

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.

3. Nothing.
5. I could have read the material before class and looked over upcoming questions before class so that way I knew what to better expect when coming to class each day.
6. Before going to the straight 216 material, brief explanation for 215 material will help understand student more about the 216 material.
7. I should have been better with completing the readings prior to certain learning modules.
8. Met with the professor more on specific topics I was struggling with.
11. Attend the statistics lab as a team.
12. Allocate more time to the readings, though I often didn't have the time to allocate.
13. Involved more in the discussions
14. Showing up to class a little more often
15. Having things briefly covered in the beginning of classes to make sure everyone's on the same page and knows what's important to know

16. Taken more notes from the reading.
17. I could have tried to talk more with my group members more during class time.
18. Come to class more often and offer to help my teammates if they seemed like they were struggling.

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?"

3. No, TBL is not effective in teaching material. I feel like I had to teach myself the whole course, and I pay a lot of money to be taught the material by the instructor. TBL should not be a form of teaching at GVSU.
4. I would tell them it depends if they believe themselves to be a better worker individually or in groups and ask what their learning style is
5. Personally I would not recommend a TBL class. I did not enjoy the class because it was a TBL set up. I personally do not thrive in an environment where everyone around me is also clueless and we are not getting a lot of feedback from the instructor on what to do.
6. Non TBL, Because that will make student and teacher more involve together in learning.
7. Switch to a non TBL system if he really wishes to challenge himself and master the material.
8. I'd urge them to take the TBL course because having a group is valuable when stuck on course problems and concepts
10. I would tell them to take it. Having a team to work with helps you make friends/study partners in the class. They are there to support you and make sure the whole team learns the content
11. I would recommend it. This style seems to slow down the intake of content by working on problems during class, and also unlike the traditionally taught 215 course I had, we are put into teams so that we actually work on these problems with other people.
12. Not. I personally prefer classes where the information is presented to me in a way other than readings before I am tested on them. I often feel my understanding of the
13. I'd suggest the friend to stick to TBL section, since it helps an introvert student to participate more in group discussions and you are often challenged to justify your answers and give analytical reasoning to the group members.
14. It really depends on what I know about that particular friend. Generally I would probably lean towards recommending that they stay in the TBL section. I say that because even though I'm usually much more of a "work on everything on my own" kind of person, TBL has actually been pretty helpful for me, and even though I was skeptical about it at first it ended up being something I enjoyed.
15. Depends on if they prefer to learn in class. If they can learn outside of class and apply it in class easily, I would tell them to go for it. But if they're hesitant or worried about it, I wouldn't recommend TBL
16. Yes - it allows for more options for how to solve problems and provides new perspectives.
17. I would recommend that they take the TBL section. I think that it very beneficial for this course. I also liked the notes that we could make on the taps to help us later to study for the ex mas. However, I would also warn them that they may get stuck in a bad group.
18. I would recommend it if I knew they learned best in team based environments. If I knew they learned best from lecture style classes I would recommend taking a non-TBL style class.