

STA 216 05
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: 24/26 (92% 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
3.3	3.3
(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: 5.5
(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:	24	4%	38%	46%	12%			3.3	3.3
The course content was:	24	8%	33%	38%	17%	4%		3.3	3.3
The instructor's contribution to the course was:	24	8%	33%	38%	17%	4%		3.3	3.3
The instructor's effectiveness in teaching the subject matter was:	24	8%	29%	42%	17%		4%	3.2	3.2

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:	24	8%	33%	33%	25%				5.2
The intellectual challenge presented was:	24	25%	42%	21%	12%				5.9
The amount of effort you put into this course was:	24	21%	50%	21%	8%				5.9
The amount of effort to succeed in this course was:	24	25%	33%	29%	12%				5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	24	29%	42%	21%	8%				6.0

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: 4.9 Hours per credit: 1.6 (N=23)

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
4%	17%	39%	17%	9%	9%					4%	

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

Class median: 3.6 Hours per credit: 1.2 (N=23)

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
9%	39%	30%	13%	4%	4%						

What grade do you expect in this course?

Class median: 3.2 (N=23)

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
4%	35%	13%	22%	9%	13%	4%								

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

(N=22)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
32%	14%	5%	32%	18%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	24	21%	17%	46%	8%	8%		3.2	7
Explanations by instructor were:	24	12%	21%	42%	21%	4%		3.1	12
Instructor's ability to present alternative explanations when needed was:	24	21%	25%	38%	12%		4%	3.4	5
Instructor's use of examples and illustrations was:	24	12%	33%	42%	8%	4%		3.4	13
Quality of questions or problems raised by the instructor was:	24	17%	17%	54%	8%	4%		3.2	16
Student confidence in instructor's knowledge was:	24	29%	33%	29%	8%			3.9	6
Instructor's enthusiasm was:	24	38%	25%	33%	4%			4.0	2
Encouragement given students to express themselves was:	24	33%	21%	33%	8%	4%		3.7	8
Answers to student questions were:	24	4%	25%	46%	12%	12%		3.0	17
Availability of extra help when needed was:	24	25%	46%	25%	4%			4.0	1
Use of class time was:	24	21%	33%	33%	4%	4%	4%	3.6	3
Instructor's interest in whether students learned was:	24	25%	25%	42%	4%		4%	3.5	14
Amount you learned in the course was:	24	4%	33%	46%	8%	4%	4%	3.2	11
Relevance and usefulness of course content were:	24	12%	25%	54%	8%			3.3	15
Evaluative and grading techniques (tests, papers, projects, etc.) were:	24	12%	33%	42%	4%	8%		3.4	9
Reasonableness of assigned work was:	24	8%	42%	33%	12%	4%		3.5	10
Clarity of student responsibilities and requirements was:	24	25%	29%	38%	4%	4%		3.6	4

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, when working as groups we had to think critically. \
2. Yes, this class was intellectually stimulating because at points it made me think deeply to find a strong comprehension of the topics. Yes, it did stretch my thinking because to understand somethings I had to think of things in a new way or apply them deeply.
4. Yes, this class was intellectually stimulating and did stretch my thinking. It was more in depth than STA 215, and I actually enjoyed the class.
5. yes, I liked figuring out real life problems.
7. Yes, statistics alone forces the thought process to think intellectually.
8. It had thinking a lot.
9. Yes, you have to go in deep and remember many notations.
10. This class really challenged me. I thought from going from 215 to 216 this was a very drastic change in material learned and a whole other computer program. I had to go for extra help a lot and put a lot more study time in.
13. Yeah definitely made me think. The material was difficult at times.
14. Yes it was. The team based learning was great and this is the first time I have had something like that for a class. Sometimes it was hard to pick up on things but it was good to have multiple thoughts on a single problem.
15. Sure
16. Yes. I learned about statistical methods that I hadn't been exposed to before.
17. Yes, I found the content to be difficult and challenged everything I knew.
18. I could have been if the content made sense and was taught better.
19. Yes this class really pushed me to try to figure out problems before going to outside sources to help me figure it out. This made the class extremely intellectually stimulating

What aspects of this class contributed most to your learning?

1. The reading and videos.
2. I think what contributed to my learning the most was when I was told specifically what was the right answer and why rather than being given a vague question as a response to a rather question.
4. I did like that we worked in groups throughout the semester. If we didn't know something, we simply asked another group member to explain. I also liked the videos that the professor put out in the beginning of the class.
5. The team based learning environment.
6. Group discussions.
7. When we would go over the questions we had as a class is when i would gain knowledge.
8. Working with my group whenever I had questions.
9. The professor and the group I was able to work with.
10. I liked that we could always talk to our peers about what we were thinking.
11. the explanations at the end of class
13. The short lectures were the best. That made completing the work so much easier.
14. The team based learning.
15. Personally I enjoyed the TBL system
16. 1. textbook 2. TAP's 3. homework 4. videos
17. the review of LM and cheatsheets.
18. Working in groups to find the answer. Having someone else to convey ideas was very helpful.
19. The video notes were extremely helpful. Along with the cheat sheets we were allowed to have on the exam because it allowed for us to look through all of our notes and was a great study tool.

What aspects of this class detracted from your learning?

1. N/A.

2. I think what detracted me from my learning in this class was when during TAP's me and my group didn't know the answer to advance and we either waited for the Prof. to come and explain or for the answers to be given as a group.
3. Not having notes of your own/lecture notes
4. I did not like that we never had any lectures. There were just some chapters that neither we individually nor we as a group understood. It would have been nice to sometimes get some guided structure for the harder lessons.
5. the minimal use of the required text.
6. Not much explanation about the concepts.
7. The limited amount of lectures.
8. Not much explanation from the instructor about each chapter.
9. The TBL style.
10. The TBL both was beneficial but I also felt like it detracted me from learning because it was so new and rushed at times and there was little explanation.
11. everything else
13. Reading the textbook was completely unnecessary save for the homework and RATs. It should not be required.
14. When the group did not know the answer, and was confused on how to solve a problem it seemed to be a little tough to get a straight answer from the professor when he was explaining it.
15. Lack of class lecture or information given in class
16. None.
17. Having it being a team based learning class.
18. How he didn't teach and the packets that were given didn't teach you at all it's more of a hope you went to the stats center before hand and learned from someone else then you might get the questions correct.
19. Not having a lecture over the material was difficult for me to learn because I learn the best when I have clear notes and examples.

What suggestions do you have for improving the class?

1. More mini-lectures throughout class time.
2. This leaning style was very new to me and still uncomfortable, but personally I am a fan of being told/ taught something then be given an example to use/ prove what I was just given.
4. I only really suggest teaching more of the material in class. If thats not possible, maybe put out more videos that are more in depth, because they faltered towards the last half of the semester. They were really valuable and helpful in the beginning.
5. more interaction with the book and team involvement.
6. Giving brief discussions in class and more videos.
7. More lectures and less individual teaching.
8. Do a small lecture about each chapter when starting a new one. It can make a difference.
9. TAKE OUT TBL
10. I think there should be more of a combination between traditional learning and TBL. Sometimes when I would get to my homework I wouldn't know how to do things because they were rushed through in our groups and we didn't get a full explanation from the professor. Also they way we learned SAS was very difficult for me. We were kind of thrown into something very foreign, the computer science people knew more of how to navigate it but for everyone else it was very hard to try and navigate.
11. more lecture and less team stuff. I expect to learn from professionals not from peers taking the same class. if the departments wants to use this system. they're going to need a better way of doing it.
12. Print out TBLs for all students before class
13. TBL in this setting does not work. The class is simply too difficult to be learned on your own. More instructor input is needed.
14. I actually like how the class is set up right now, the only thing that I could suggest would be having a review day to go over all the material that was going to be on the exam.
15. Mix some lesson lecture in with the TBL
16. Good as is. No changes.
17. Do no do the team based learning. Dykes as a professor is very good. I feel like he had limitations because of the way the class was.
18. Actually teach the material when you see us struggling to understand what the packets are asking show an example on the board of how to go about solving the problem before we even get to the problem instead of after we came up with the incorrect answer.
19. I would have liked to have some sort of a lecture on how to do the material we learned, or a lecture over the readings, or some sort of note taking part of the class that outlined what we needed to know and how we were supposed to do the material. Then if we were given assignments based on that material to complete with our groups, I think that would have been very beneficial for my learning. Other than that, I have no suggestions. The professor was very intelligent, and helpful, and a great instructor overall!
20. Having class time be almost purely group work I felt determined from the learning process. If the group work was more used as a way to check understanding than as the primary method of learning, the course as a whole would be much more smooth. Additionally, there were so many parts to the TBL that it took a while to understand that alone and what is needed for TBL, that it took away from the learning process.

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

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

1. Answered and explained all questions in detail.
2. I was put in a group that included smart individuals that had the ability to find the right answer and explain how or why it is right, and the ability to listen to why they may be wrong sometimes.
3. We had partial credit on multiple choice questions. There were many examples and situations presented in the TAP's
4. The videos helped us to better understand the TAPS.
5. he only gave us a certain amount of learning packets to force teamwork.
6. Learn from TAPS
7. We got comfortable as a group and we would do a good job of teaching each other things that we did not understand.
8. Working in a group made a difference cause they have their explanations on why they think is right and wrong.
9. Showed concern with it.
10. I liked that we could get partial credit for our iRAT and tRAT and that the tRAT was worth more points because we could collaborate. I also liked that there was mini lectures and explanations at times.
11. kind of answered questions
14. He only gave us 3 tap activities to force us to work together as a team.
15. Dykes was very well organized with his lessons and assignments .
16. Walked around class during TAP's to answer questions.
18. Nothing they did not help at all. TBL was a joke and a failure at teaching the material.
19. He allowed for plenty of time to work on the material, that way if we had trouble with some problems we were not pressed for time when trying to figure out the correct solution. It was also very well organized. He also provided explanations to our group if none of us understood the 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. More mini-lectures.
2. I don't know for sure but I think some required time to do team work to be done outside of class could be beneficial for everyone.
3. Left 10-15 minutes at the end of class to do a mini recap lecture of the tap. Gave more time to talk through problems and questions with groups that aren't the TAP.
4. Like I said before, possibly lecture in class. If not, put out more frequent and in-depth videos because they were very beneficial.
5. answering more of our questions.
7. Spend more time explaining things to groups who are lost and struggling.
8. Posting an explanation about the questions in detail because I can't right down everything important detail in my notebook based on his explanations.
9. Nothing, the TBL style as a whole was just the worst.
10. I think there should have been more of an explanation of this learning experience we were going to be doing the WHOLE SEMESTER. I would have liked more explanation, especially if one or more groups had the same question then the professor should just explain it to everyone. There was also so much that had to be covered in a day that at the end the professor would just tell us the answers and we would never revisit those questions again.
11. more explanations
12. Everyone getting a copy of the tbls.
13. Groups should be set up based on ability. So smart people work with smart people and so on. That way students aren't waiting for others to reach conclusions the smart person arrived at minutes ago.
14. Just a better exam review to better understand what material will be on the exam would be nice.
15. Teach. Or at the very least give straight forward answers to some questions asked.
16. Good as is. No changes.
17. Notes, lectures.
18. Teach how to do the problems before either in a video or in class before sending us to the TBL to struggle and get even more lost and confused.
19. I think if there was some sort of an in class lecture that we could have had for us to take notes during it would have helped a lot. A lot of us were confused on the material in the TAPs because we didn't not have much of an understanding going into them. The videos were very helpful, but I think they would have been more helpful if they were in class so we could raise questions as a team.

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

1. Took notes on reading, videos, and during class time.
2. If I comprehended the material easier than I did.
3. Made sure I talked with the group and asked them if I was unsure of an answer
4. I always watched the videos and read the chapter before taking the rats and doing the TAPs. I also went to the stats center every week for help with homework, and I got a weekly stats tutor to explain the material in greater depth.
5. broke out of my comfort zone and worked with a whole team.
7. Making a group chat with our group that allowed us to communicate our questions to each other helped.

8. Going over the questions before taking an exam cause the TBL questions were gonna be similar to those on the exam.
9. Relied on group members.
10. I prepared myself for class by doing the readings and watching the videos. I also tried to ask questions when needed.
11. stats center so i actually learned things
14. I personally liked to see how the others in my group approached a problem, and if they got a different answer I would always ask them why.
15. Our team met up with each other outside of class to do the homework and study. Easily the best thing that came out of the course
16. I read the textbook.
17. Take advantage of the knowledge of my team and the stat lab.
18. Call the professor over to explain how to do a problem before I started the problem on the TBL.
19. I worked with my group a lot which was extremely helpful, especially when it came to the homework. Also reading from the book and watching the video notes helped to understand the material.

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. Asked more questions during the TBL.
2. Read or reread more often. or possibly ask my group to meet outside of class to go over the material again
3. I could have prepared better for each lecture
4. I could have went to office hours for him to check questions on the homework that my group and I didn't understand.
5. worked on reading the text by myself more often.
7. If we had more mini lectures before we got sent with our groups on our own we would have had a better understanding while doing assignments.
8. Wished I could have contributed more cause my group did more of the work and so fast. I left like an outsider when they went through the questions and the homework assignments.
9. N/A
10. I could have taken notes on the readings and videos to take to class to have a reference. I could have also been more aggressive at asking for explanations.
12. Print the TBLs off after class.
14. Could've read up on the material a little bit more before class.
15. Do the work assigned outside of class
16. I could have done the readings earlier.
17. Viewed the videos and readings more.
18. Get a new professor to teach the material to me before doing the TBL then it might have been beneficial.
19. I could have reread from the book or rewatched the video notes after doing a TAP to understand it better.

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. If the student can complete the reading and prepare themselves sufficiently for class, they will do well in a TBL setting.
2. I think it is most important to consider the type of student my friend is. I don't think TBL is for everyone. If my friend can get along with a group of strangers, be able to spend roughly 2 hours a week on this course outside of class, be able to accept he is wrong, or explain why he is right then I would recommend him to stay in it
3. You get more clarification of the correct answer and do more exam type questions every day in a TBL section. You also apply the information instead of just learning it. I would recommend the TBL section
4. I would recommend the TBL if they added a lecture day once a week or once every two weeks or once at the beginning of each chapter. I loved working in groups. I established friendships and I feel I learned the material better than strictly being in a lecture-based learning environment. However, I do not think ONLY group work is entirely beneficial, either.
5. I would most likely recommend it just depends on the friend.
7. No, because we are taught a certain way our whole lives and this changed how we learned and basically made me go back to my roots on my own and teach myself the way i know how to learn.
8. Ask themselves on their skills level and how much they can handle. That's more important. How much a person can handle in their schedule, I've learned from personal experiences. Your own skills is what matters the most.
9. Non-TBL. We have to learn all of the material on our own and are put into groups with people who also do not know the material. So we are all just sitting there, unsure what the correct answer is. It would be much more effective to learn in a non-TBL environment.
10. I would ask if they were willing to learn a whole new way to learn. They would have to be super flexible on learning what TBL is while trying to learn content. If they didn't have an open mind to learning new classroom set ups then I would say not to take it. Basically you have to be ready to completely change the way that you learn. It's beneficial for some but others may really struggle. It's good to try new things but I would warn them that its very difficult to get used to.
11. wouldn't recommend because It is the most inefficient way to teach and it's excited poorly here.

12. I would recommend it because you have a group to work with in the event you are struggling and are not the type to ask anyone for help if you don't know them.
13. Switch. It'll make getting the good grade much easier. It's easier to work with and understand. The class is hard, it helps to have a knowledgeable guide rather than a team of equally confused team members. The TAPs are useful for reference on the homework, but not useful in learning.
14. I would recommend the team based learning because it is good to collaborate with other students in the class. Other students may be able to help you out more than you think, and this will also contribute to your learning as well because a student may be able to explain things in a different way than the professor making it more understandable to you.
15. I would encourage my friend to try the TBL class. Although not all of my peers enjoyed the class structure, I thought it was helpful and beneficial.
16. Take the TBL, because class time is mostly spent doing exercises with the instructor present to answer questions. This is a better way to spend class time than listening to lectures.
17. No, I am my team members found it difficult to excel in the TBL. There were no notes and or lectures to help understand fully what was being taught.
18. Switch to a non-TBL section you'll actually learn how to do the material required instead of struggling with others on a packet you have no clue how to solve.
19. I would always recommend the non-TBL section because I never really felt like I knew what was going on in the class. I enjoyed working with groups, but I did not feel like I really was truly learning. A lot of the times, my group and I were confused and did not understand the material, which made it very difficult at times. I really would have preferred for this class, and any other stats class, to be more lecture based with examples and then in class assignments to do with the groups you were put into. It's really difficult to basically have to teach yourself material that you have never learned or been exposed to be before. Then when tests came around I never felt prepared because I felt like I was never actually learning anything. I ended up knowing more than I thought I did, but there was always that uneasy feeling because I was never sure if I was on the right track.