



University of Connecticut

Student Evaluation of Teaching Fall 2022

Individual Report for STAT-1000Q-027-STORR-Intro to Statistics I

Instructor: **Garrett Frady** (SET Primary Instructor)

Response Table

Raters	Students
Responded	102
Invited	275
Response Ratio	37%

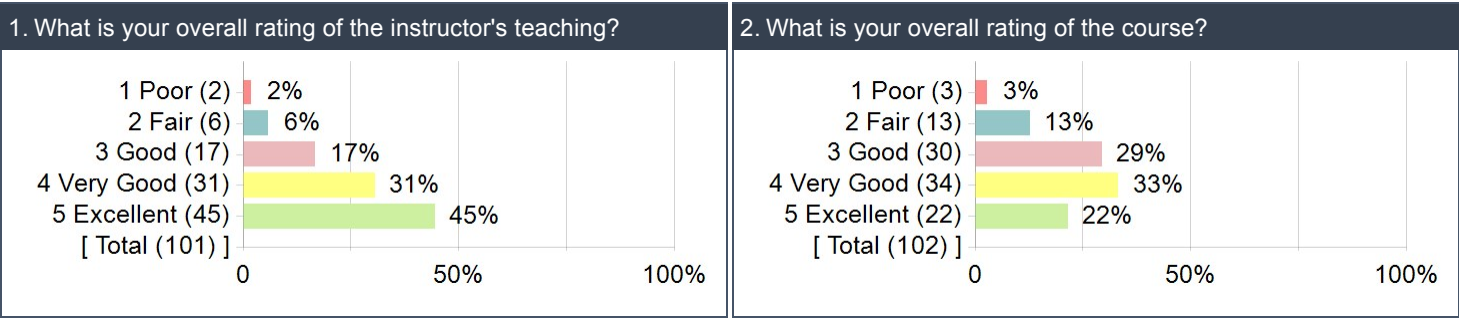
What is your overall rating of Garrett Frady's teaching?

Question	Course		Department (STAT-Course Level 1000- FEIN)		School (CLAS- Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the instructor's teaching?	4.1	4.0	4.0	4.1	4.0	4.1	4.0	4.2

What is your overall rating of the course?

Question	Course		Department (STAT-Course Level 1000- FEIN)		School (CLAS- Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the course?	3.6	4.0	3.8	3.8	3.7	3.8	3.8	3.9

Overall Rating



Section 1. Summary

Please respond to the following questions about instructor Garrett Frady:

Question	Course		Department (STAT-Course Level 1000- FEIN)		School (CLAS- Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The instructor presented the course material clearly.	4.1	4.0	4.3	4.4	4.2	4.4	4.3	4.5
The instructor was well prepared for class.	4.5	5.0	4.5	4.5	4.4	4.5	4.5	4.6
The instructor responded to questions adequately.	4.4	5.0	4.4	4.5	4.4	4.5	4.4	4.5
The instructor stimulated interest in the subject.	4.2	4.0	4.3	4.4	4.4	4.5	4.4	4.5
The instructor showed interest in helping students learn.	4.5	5.0	4.5	4.7	4.4	4.6	4.5	4.6
The instructor gave clear assignments.	4.6	5.0	4.5	4.6	4.3	4.5	4.3	4.5
The instructor was accessible to students.	4.6	5.0	4.5	4.6	4.4	4.5	4.4	4.5
The instructor gave useful feedback on my performance.	4.1	4.0	4.1	4.1	4.2	4.3	4.3	4.4
The instructor returned graded work in a reasonable amount of time.	4.6	5.0	4.5	4.6	4.3	4.5	4.3	4.5
The instructor used class time effectively.	4.5	5.0	4.4	4.5	4.3	4.5	4.4	4.5
The instructor treated all students with respect.	4.6	5.0	4.6	4.6	4.6	4.7	4.6	4.7
The instructor graded fairly.	4.6	5.0	4.5	4.6	4.5	4.5	4.5	4.6
The instructor's teaching methods promoted student learning.	4.2	4.0	4.3	4.4	4.2	4.4	4.3	4.5

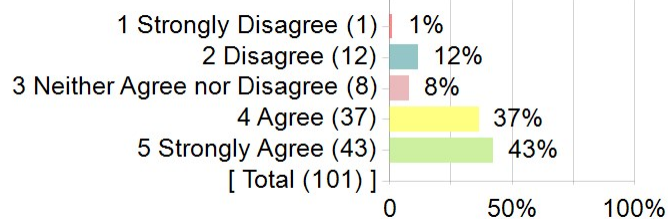
Please respond to the following questions about the course:

Question	Course		Department (STAT-Course Level 1000- FEIN)		School (CLAS- Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The methods of evaluating student learning seemed appropriate.	4.3	4.0	4.3	4.4	4.3	4.4	4.3	4.4
The course content was well organized.	4.3	4.0	4.5	4.5	4.2	4.4	4.3	4.4
The course objectives were clear.	4.2	4.0	4.4	4.4	4.2	4.4	4.3	4.4
The course objectives were met.	4.3	4.0	4.4	4.5	4.3	4.4	4.3	4.5
The course materials made a valuable contribution.	4.2	4.0	4.3	4.3	4.2	4.3	4.3	4.4
The pace of the course seemed appropriate.	4.1	4.0	4.3	4.4	4.2	4.3	4.3	4.4

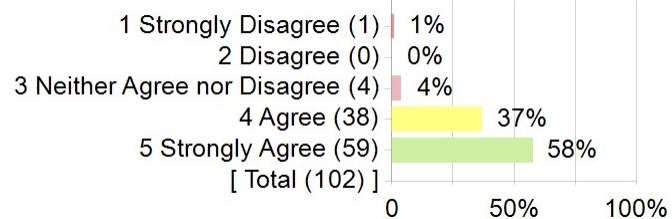
Section 2. Questions About the Instructor

Please respond to the following questions about instructor Garrett Frady:

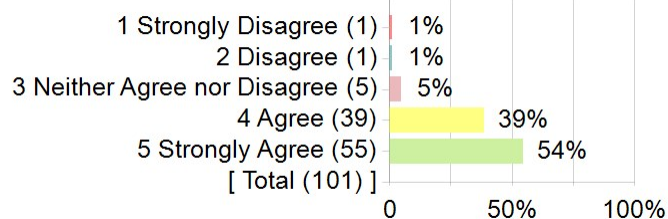
1. The instructor presented the course material clearly.



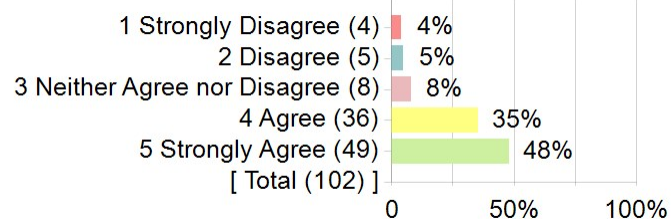
2. The instructor was well prepared for class.



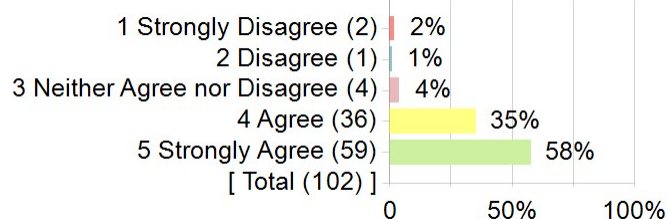
3. The instructor responded to questions adequately.



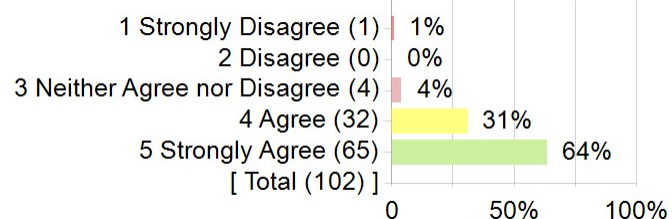
4. The instructor stimulated interest in the subject.



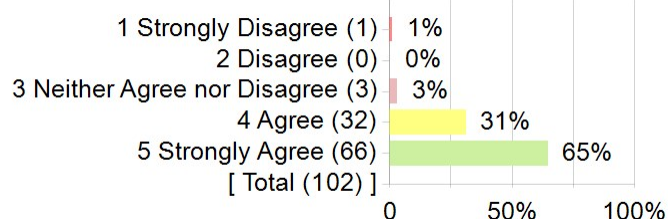
5. The instructor showed interest in helping students learn.



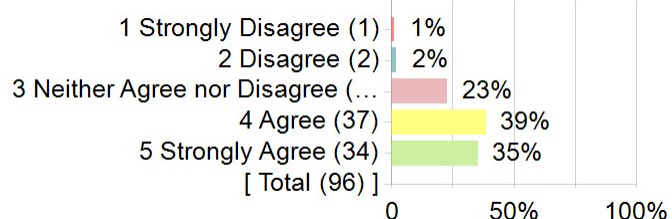
6. The instructor gave clear assignments.



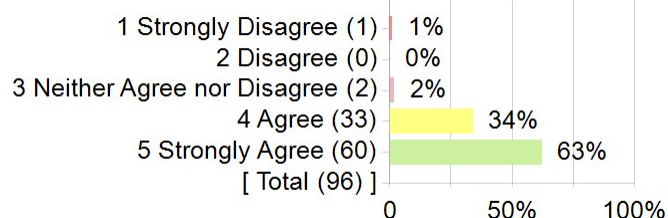
7. The instructor was accessible to students.



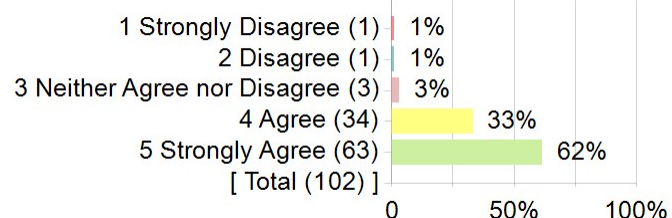
8. The instructor gave useful feedback on my performance.



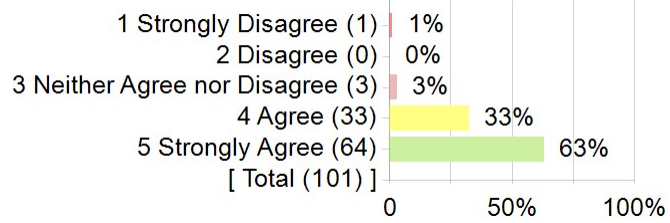
9. The instructor returned graded work in a reasonable amount of time.



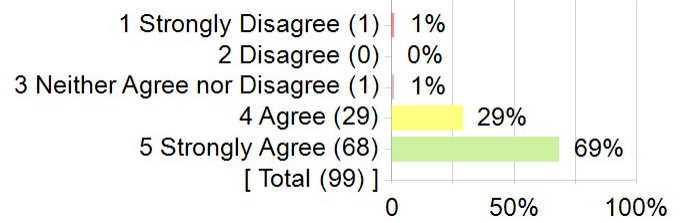
10. The instructor used class time effectively.



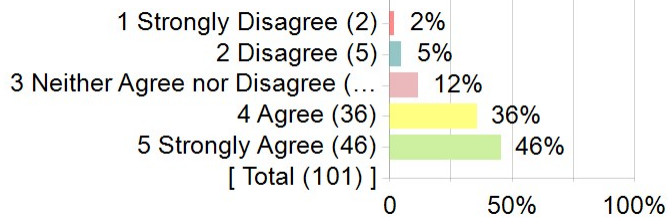
11. The instructor treated all students with respect.



12. The instructor graded fairly.



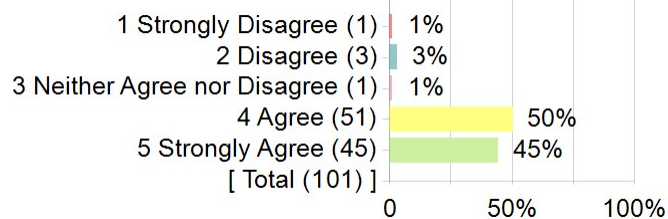
13. The instructor's teaching methods promoted student learning.



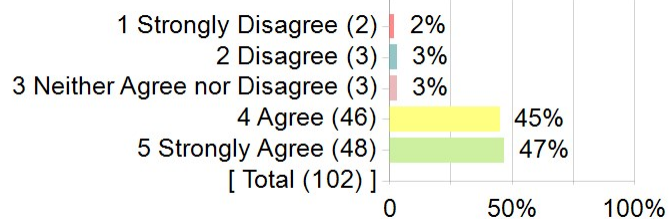
Section 3. Questions About the Course

Please respond to the following questions about the course:

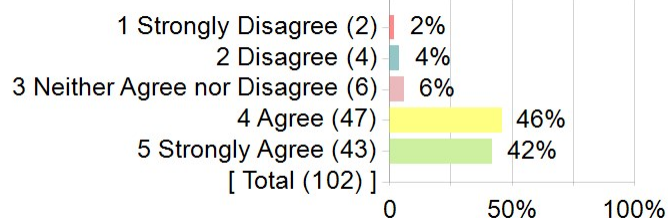
1. The methods of evaluating student learning seemed appropriate.



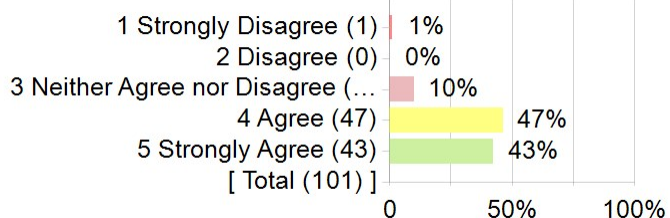
2. The course content was well organized.



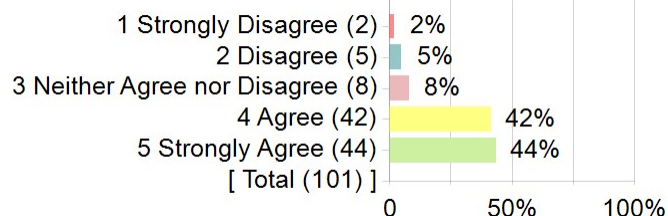
3. The course objectives were clear.



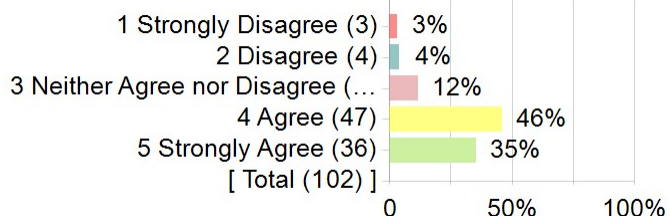
4. The course objectives were met.



5. The course materials made a valuable contribution.



6. The pace of the course seemed appropriate.



Section 4. Student Information

What is your Academic Level?

What is your academic level?		
Options	Count	Percentage
Freshman	67	66%
Sophomore	23	23%
Junior	8	8%
Senior	4	4%
Graduate	0	0%
Other	0	0%

What is your expected grade in this course?

What is your expected grade in this course?		
Options	Count	Percentage
A	71	70%
B	24	24%
C	5	5%
D	0	0%
F	0	0%
Pass	1	1%
Fail	0	0%
Other	1	1%

What is your cumulative average (GPA)?

What is your cumulative average (GPA)?		
Options	Count	Percentage
3.5 and above	34	56%
3.0-3.4	21	34%
2.5-2.9	5	8%
2.0-2.4	1	2%
< 2.0	0	0%

How many times did you miss this class?

How many times did you miss this class?		
Options	Count	Percentage
0-2	45	47%
3-4	26	27%
5-6	9	9%
> 6	15	16%

Section 4. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

On average, how many hours a week did you spend outside of class preparing for this course?		
Options	Count	Percentage
0	3	3%
1-3	59	58%
4-6	34	33%
7-9	5	5%
10-14	1	1%
15+	0	0%

Which best describes this course for you?

Which best describes this course for you?		
Options	Count	Percentage
Requirement for my major	46	45%
General Education Requirement	49	48%
Other Requirement	3	3%
Elective	2	2%
Elective for my major	2	2%

My desire to take this course was:

My desire to take this course was:		
Options	Count	Percentage
Much more than most courses	3	3%
More than most courses	12	12%
About the same as most courses	42	41%
Less than most courses	27	26%
Much less than most courses	18	18%

For me, the level of difficulty of the course content was:

For me, the level of difficulty of the course content was:		
Options	Count	Percentage
Much more than most courses	9	9%
More than most courses	35	34%
About the same as most courses	46	45%
Less than most courses	10	10%
Much less than most courses	2	2%

Section 4. Student Information (continued)

Overall, how much do you feel you've learned in this course?

Overall, how much do you feel you've learned in this course?		
Options	Count	Percentage
Much more than most courses	6	6%
More than most courses	31	30%
About the same as most courses	50	49%
Less than most courses	13	13%
Much less than most courses	2	2%

Section 5. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comments
Professor Frady's genuine interest in statistics shows in his teaching. The most positive aspect of the way he teaches this course is how organized the course is. It makes it very easy to learn when everything is organized in a way that one topic builds on another.
he explained things well
He is always ready to help students learn, answer questions at any time, and explain things until people understand. He always stays for office hours, and makes his priority to help his students.
Pace was good. Excellent word problem examples during class.
He always asked if anyone had questions. He always tried to explain the material as easiest as possible for the students.
He always asked if we had questions and answered them properly.
He recognizes that we are not at his level of knowledge when it comes to stats and takes that into consideration. He teaches at a pace that is good for everyone and stops to ask if anyone has questions or needs an explanation. He's a genuine guy and made it clear from the start that his goal is to help us learn and understand the material
Provided complementary notes
Giving 3 attempts to take quizzes to help learn from my mistakes
He gave good resources to learn with
His teaching style put students at ease.
Mr. Frady made sure that each of his students understood the work when teaching.
He provided a good amount of time in class for practice problems and walked through them to help understanding.
Man I hate statistics but Garrett made it enjoyable and I actually did really, really well in this course.
I would not have passed this course if not for the extra effort to put material on HuskyCT. Being able to access the lectures and view the complementary notes was extremely helpful.
The most positive aspect of the instructor's teaching methods were the in-depth explanations.
going over the example problems as a class.
Funny guy, very straightforward teaching, good access to resources as a student
He presented the material well and in an organized manner. He was also very accessible and worked to accommodate all student needs through additional resources.
He was very encouraging and we did a lot of practice problems together
n/a
He made sure that we all understood each aspect of that days lecture. After he finished talking about a small part of the topic, he would ask us if we understood and responded well to questions about it. Even if there were no questions if he felt that we were confused he would still go over the material again.
Garrett Frady was very helpful and down to earth and always communicates with students to make sure everything is being understood.
Being available and willingly during office hours to help students individually.
Willing to talk through problems during and outside of class as long as the issue could be articulated.
very interactive with the students, knew that if we wanted to succeed we had to put in the time and effort. Very straight forward.
was very understanding and gave a lot of time for assignments
He gave us lots of practice problems after he taught a new section so we can remember and understand the sections better.
A positive aspect of the way this instructor taught this course was that he was very relatable and understanding to everything if we were struggling. I didn't feel embarrassed to ask questions when I struggled, he emphasized that getting help was a good thing and encouraged it. While he was teaching he made sure to go over problems so that we would understand better as well.
He was very charismatic and made me want to pay attention in class.
The most positive aspect was the way he structured the class and well preparing us for exams as well as being flexible with grading.
He seemed passionate about statistics and made the exams very fair based on what was taught in class.
Compared to most professors, Professor Frady would explain information in an easily, comprehensible way.
examples were given and steps for each type of problem were shown. Very helpful instructor because he made complementary

Comments
notes and practice problems in order for us to study
Written examples
The most positive way the instructor taught this course was how accessible he was to students through email and office hours.
Teaching clear method solve the question
The instructor was incredibly responsive in his ability to answer questions, address problems with assignments. Overall the materials presented in the course were plentiful, and the expectations in regards to exams were clear. He recognized the importance of mastery on the exams, while providing opportunities for practice on quizzes. Allowing multiple attempts to master content was incredibly helpful and mitigated stress within the course. As noted prior the expectations for exams were clear, and the material presented within them was in step with material presented in class as well as within the study guides. There were extensive resources at my disposal to preform well on the exams. The workload was manageable as well
He always asked if anyone had questions/ needed something repeated.
By doing so many practice problems in class that the concepts became far more easy to understand and apply.
He would do examples with the class and would ask if students had questions.
Making sure we always reviewed concepts from previous lectures so that everything could be understood smoothly.
Always reviewing what was taught last class and doing many examples as a class. The complementary notes were also very helpful.
He gave extra notes to help explain concepts I lecture by using examples.
He always spoke in an energetic tone and showed enthusiasm in teaching the subject. It helps the students gain interest in the class. The assignments were always clear.
Mr. Frady was every clear on the information that was being taught and gave us lots of explanations on the topics as well as was able to go into lots of detail on the topics being taught
He always asked for questions and responded to them adequately.
Multiple examples of content, making it easier to understand and reference later
I really like how the exams and quizzes were given and how nothing is cumulative especially when you can't do math you are able to focus your study on the topics that will be tested that day.
na
Provided a lot of extra helpful content
There were many ways to come to the same conclusion, not just one way. There were also many equations that acted as proofs for simpler equations.
posted lots of material online
The problems we were assigned had applications to real world problems. The material seemed applicable in a job setting in most fields.
He was very open to answering questions and giving back point if he thought you understood the material
Classes were consistent and he knew what he was teaching
He spent his time on his students
Giving students three attempts for quizzes. It allowed the students to grow and learn from their mistakes, instead of being defined by the mistakes after one attempt.
The instructor had very detailed notes and materials to supplement lessons from the lectures
the complementary notes allowed for students to see exactly how to solve all the problems
Gave complimentary notes which was helpful.
Frady provided complementary notes and lecture recordings so you could keep up if you missed a class. He also took the explain a topic if we didn't understand
Provided a variety of examples to do in class as well as some to do independently.
Professor Frady was very clear about showing the class how to find the answer. He would tell what steps came after the others and always knew how to sum up what we were going over in an understandable way.
Very clear examples on both the slides and in lecture, and complementary notes for self learning if you happened to end up behind as well as adequate exam resources to prepare with.
He was very understanding and relatable.
Very organized & you knew exactly what you needed to work on/study beforehand & hands-on examples in-class
The explanations of the material were great. The complementary notes were extremely helpful. The example problems were always

Comments
helpful for tests and quizzes. Everything was very organized.
How relatable he is
He made sure the TA's helped us out. If we had questions about a grade on a test, he would talk to us about it and see where he/we went wrong.
He gave us everything we needed to know for the quizzes and exams, didn't try to trick us, really wanted us to succeed.. Great teacher
Asked for questions often.
Good progression through course subjects that made it easier to understand later subjects based on earlier learning
/
The instructor, Garrett Frady, made sure that everything he taught could be understood by everyone. For those more interested in the ideas and theories behind the equations and tests we were learning, he explained it. For those just looking to understand what is needed of them and how to solve the problems, they were just fine as well.
Professor Frady made this course very easy and passible for students. He is very understanding and laid back about the course, but is also very intelligent and knows what he's doing. Not too much work, but enough so that students are learning.
I liked how the exam was open note, and the instructor let us talk about our grades to get points back. It was taught very well, with many examples to go over.
he kept class very fun and interactive
The lectures were easy to follow but useful.
Lots of practice problems and was receptive to altering class plans to spend more time on subjects the class was struggling with.

What can this instructor do to improve teaching effectiveness in the classroom?

Comments
The class is perfect.
not overexplain
The only thing that did trip some of us up was during lecture time, he'd start lecturing and do the problem out as if all of us understand (which, there are people like myself that are only taking this sort of thing as a requirement) quickly ask if anyone has questions and then move on – so sometimes it was a bit tricky to follow. But he was always ready to answer questions after class as well.
Use a working expo marker. Try to sound passionate about the topic. Sometimes has an attitude of not wanting to be there. Makes the class boring (ps. I love math).
Id say write bigger on the whiteboard and slow down a little when explaining something.
I think he's doing great.
It's hard teaching such a big lecture; personally there were times where I stopped giving all of my attention. I'd recommend he finds ways to keep us engaged for the whole 75 minutes. Maybe at the half way mark he can try to implement a stretch break
More examples
Recorded class lectures and provided complementary notes
The pacing of the class was very very fast. It could be slowed down a little.
Not too much.
In all honestly, there is nothing I can think of.
It would have been even more helpful to have the examples from the lecture on huskyct. They were not always the same.
To improve teaching effectiveness in the classroom, the instructor can allow for more example work on our own to better further our own understanding of the topic.
do more examples. not just proof of how to get equations
Better markers lol
If possible, it would have been nice to also project the whiteboard as there were a few times I missed class and would have benefited from this in addition to the audio and powerpoint displays.
n/a
Maybe the addition of feedback from exams on huskyct. I think professors can add feedback to assignments and this would definetly help even if it was small.

Comments
Record his whiteboard instead of just the computer screen because we can't see his work.
Simplify the material. It seems far too difficult for a STAT 1000 class
Teach from a lower level of understanding. Begin with assuming students might not have learned the entire knowledge base of a topic before starting a class; stagger intensity of terminology and possibly give a layman's definition for those who do not already know.
none
slow down his slides and actually explain the variables and problems not just write them
None, it's perfect.
I don't think there's anything I can think of for the instructor to improve, everything was pretty good.
Write bigger with darker markers.
Overall the instructor was effective and there is nothing to improve.
He could include the whiteboard in his lecture recordings and maybe get a more visible marker because it could be difficult to see certain symbols at times. The actual lecture material was taught effectively though.
Most of the time, the writing on the white board is too small or too faded to read from certain parts of the classroom and take notes. If the professor could write into something that could be uploaded onto the computer, so that it could be projected onto the big screen in the front so that it can be easily seen by everyone in the room, that would be great. Also if I were to miss a class; seeing those notes on the recorded lecture would be even more helpful as well.
Slow down the pace. It was difficult to keep up and I got lost really easily.
nothing
The pace in which material was presented was far too fast. Often times I missed class as a result of me making the determination that the notes he provided for the lectures, and reviewing the slides on my own would be more helpful due to the pace he went through problems. I too often was not able to write the work down at the pace he was completing it. In review sessions, this was more manageable as it was not new material. But for new material, the professor would be better suited to slow down and to break down the problems.
Go slower with the content.
Perhaps by being a bit more engaging with the students throughout the lecture outside of just participation in answering questions.
Offer videos on the subjects that were taught.
Nothing.
Maybe sometimes slow down a little while lecturing
Instead of stuffing some new concept at the very end of the class, like in the last 5–10 minutes, where the students lose interest and feel exhausted, he should stop when the content clearly seems like an overload, and just start the new concept freshly in the next class.
prior to explaining the topic at hand explain what is background and what is necessary information for some equations.
Slowing down on some of the more complicated topics may help (extra review).
I feel like he goes through lessons really quickly, one day we on one chapter next class a whole different chapter in a blink of an eye. Also exams should resemble practice exams and be useful to us.
na
n.a
Explain why we are covering a certain topic, what it is used for, and what it means in context.
write on the board larger
The biggest adjustment I had was the language of statistics. I think it would help to have a basic sheet somewhere that gives an overview of some of the signs used in class so we can refer to them. After about halfway through the class I felt more comfortable with how it was taught but I think this would make the learning curve smoother.
explain things better, it seemed as if he expected students to already know material. need to talk in more plain language for an into course.
Go slower and explain things more thoroughly
None that I can think of
Sometimes the pace of the lecture was fast and difficult to keep up with.
No Minitab
maybe slow down a bit during instruction

Comments
Explain steps and how you got certain numbers a little better
Explain how to use the t-table a little more and some explanation on the language that is used for certain problems to differentiate them.
If Professor Frady had a camera to show the whiteboard that he wrote on to be able to post the recordings on huskyct, it would have made it much easier to follow along on days that I was sick.
I think the only issue was visibility of writing in class, sometimes due to size on the board or the markers.
By slowing down and understanding the extent of where our knowledge should be.
Maybe provide context or incorporate concrete, real-life examples *before* introducing more tricky equations/concepts, because it adds meaning to those concepts and helps us follow along – rather than providing context after-the-fact
My only suggestions would be that the lecture recordings of classes include videos of the whiteboard. The current videos provide a screen-recording of your computer as you teach. However the majority of the information is written on the whiteboard. Maybe this is intentional to encourage people to come into class, but food for thought.
As he teaches more students he will get better, this was his first class from my understanding and I thought he did an outstanding job.
This instructor needs to slow down, the course move extremely fast and things were not explained thoroughly, but rather is if we had already learned this material in high school. I struggled with this class and even if I payed attention or spent time in the library nothing helped my misunderstanding.
Leave out things like explaining why we get a certain formula because it ends up leaving lots of people more confused, just lay out the plain and simple things
More examples and organization.
/
Take a little more time asking and giving the opportunity to ask questions.
Sometimes I think that he might forget it is an intro course and a lot of concepts that are seemingly simple feel a little overcomplicated. Taking a little more time to explain things in the course would be extremely helpful
Try to put things into our perspective more, he thought of subjects as he knew them (Very well) and instead could try to teach slower and take on a "student mindset" aka just learning it for the first time.
Help students understand a bit more by tying the jargon used to everyday words/situations. Sometimes the results of the class problems would get lost in translation in terms of helping to connect the outcome to real-world context.

Please write any comments you have about the course or course materials.

Comments
The materials that we are provided make the world of a difference. My understanding of statistics was definitely helped by the use of the materials provided to us.
none
I said this for the discussion section too, we had to use Minitab through Uconn AnyWare and do a bunch of graphing homework assignments. I didn't really feel that these contributed to my understanding of the course at all.
Good material
none
This was a great course; we always get annoyed when it comes to gen eds. Yet this course did just the opposite for me
N/A
N/A
Good class.
The content got more difficult as time went on.
n/a
Goes from 0 to 100 very quickly, should advertise getting help early to avoid falling behind
All in all, a great intro statistics class that was practical and not overwhelmingly complicated.
n/a
I thought it was well paced the the lectures hit their goals each day. The professor was very nice and could tell that he cared about us learning the material and enjoyed that.
The course itself is not too difficult, you definitely need to show up to class to understand most of the material, at least for me

Comments
because I have trouble teaching myself things on my own.
No comments
Chapters 4–7 went by very fast, hard to stay on top of studies.
you need to chill and actually explain
Excellent class.
I would say the course materials was manageable to learn, it just needed to practice it a lot which was fine.
n/a
n/a
textbook was not needed
Complimentary notes were helpful.
Good
N/A
no comments
N/A
All good.
Course had a manageable amount of material that was at the expected level. Teaching was at a good pace.
It was good course that was well organized
The assignments were always very clear, and in sufficient difficulty.
The use of minitab felt unrelated to the classwork sure it had the same general ideas but it did not help me at all with comprehension nor did it apply in any practical way to the main part of the course quizzes or tests.
I highly disliked this course because it was stressful and I still don't understand why it's required.
NA
n.a
I like this course I think if you put effort in then you will get a good grade. A couple times I had to look else where to figure concepts out but for the most part the teaching was effective.
This course professor is very patiently.
It was not an easy nor hard class you just had to put in a lot of time outside of class
NA
I liked how he posted lecture recordings, lecture notes, and complementary notes.
n/a
Course was challenging but the provided resources were helpful.
The course materials were always helpful and gave me a better understanding of the work when I studied.
N/A
It was good.
Professor Frady made the course very easy to understand.
book not really needed. course was fine. I think it would have been worse with another professor though. the three attempts on quizzes and the fact that exams were split into three and online really helped
Was difficult applying what was learned in class to questions on quizzes and tests.
.
None
great course overall
Good class, minitab wasn't so bad in the end.

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comments
The minitab assignments done during discussion were busy work that in no way increased my understanding of the material.

Comments
yes
As stated above, the Minitab assignments weren't very helpful to my learning. It was more of a side thing. However, the discussion period did help with understanding them and how to complete them.
Yes
yeah
The discussions were veery helpful; the mini tab assignments were like a review of each chapter and helped me understand the material.
no
No the discussion was not helpful
The discussions and assignments were useless but the TA was great
Yes.
No, it was pointless because it didn't really help with what we learned in class.
Yes
Absolutely not. Minitab assignments and using anyconnect was an insufferable experience.
The discussion sections helped with the learning.
No
For mini-tab work, yes. But, the discussion wasn't really related to the in-class work all that much.
The discussion for this course was not necessary. It didn't help further my understanding in this course nor did it teach me anything new. It was basically just busy work and the course would be better without it.
n/a
The discussions were very helpful and taught me how to use the minitab platform very well which wad very productive.
The discussion sections were relatively helpful, mostly dealing with homework and information about the weekly quizzes. But if you complete the homework assignments prior to when your discussion section is, I don't think there is much of a point in attending.
The Discussion advisor did his best. Seemed nervous, and everyone could feel it
they were not helpful at all. my ta didn't speak much english
The discussion is not as good as the lecture course. Students can barely learn the things from the discussion.
I don't think the discussion sections were helpful at all, it felt it was just busy work and unnecessary as we didn't even go over course materials.
No not at all.
The discussions were not as helpful as being present in class because I usually did the homework prior to the discussion and had not questions or concerns.
Yes because my TA did a good job of explaining the assignments but I know this was not the experience of some students with other TA's.
Not really; but it was helpful for questions on Minitab assignments
They would be useful if I had had any questions or struggles
No discussions were mandatory according to my TA, so I did not go. I found it more useful to go to the professor himself with questions.
YEs
Discussion barely had anything to do with the class.
The discussion sections were not particularly helpful as the MiniTab assignments were not help deepen my understanding of the course, rather they just were assignments that were only there to take up time.
No
Not applicable.
Not really because there are already resources to do the assignments. Also the class is on the day the assignment is due so teaching how to do it wasn't really helpful.
The discussion sessions were helpful
The discussion helped in tackling the confusing assignments, but didn't really teach or enforce any of the information taught in the course.
No, most of my learning was done in lecture

Comments
They honestly were not helpful, ta mostly didn't know what was going on himself and was not really helpful towards our learning.
NA
n.a
They helped me learn about the software but not so much about statistics.
They were not helpful when I did attend in the beginning so I stopped attending.
discussions helped with weekly assignments
Discussion sections were not particularly helpful
Yeah they were sometimes they are more helpful than usual
No
helpful to ask questions in a smaller setting
The discussion was not helpful at all. I don't think anyone ever went after the first few weeks because it was on Friday and Friday was when the mini tab was do. The mini tab is all we would do in the discussion so people already had it done by Friday and never went.
Discussion was helpful, TA explained homework problems thoroughly.
There was no lab for this course.
They helped with homework assignments.
Yes he helped us through the minitab but other than that not much help with anything.
Yes, we completed the discussion assignments & reviewed practice questions
Yes, my TA was great. Clear understanding of the material, very smart. Classes were very organized.
No my TA was unresponsive and virtually did nothing
I went to the discussion twice instead just watched the online videos.
yes
No, only helpful to get minitab done correctly.
/
I personally did not feel the need for the discussion section as the lecture was enough for me to succeed in the class.
Did not attend sections, videos posted by TA were helpful
Yes, helped with minitab
yes
Did not attend lab often, lectures were enough for me.
The discussion section was not at all helpful. The TA was late every time and we would be dismissed within 5–10 minutes. Not once were we given more than 10 minutes of instruction for the weekly homework. The descriptions were vague and unhelpful and I was left having to google how to do the homework. The work graded by the TA was also not graded in a timely fashion. It is not November 28th and I have homework submitted the second week of classes that has not been graded yet.