WashU Fall 2018 Instructor Report for FL2018.L32.Pol Sci.3017.01 - It's U.S. Against Them (Patrick Cunha Silva)

Project Title: **WashU Fall 2018 Course Evaluations**
Project Audience: **25**
Responses Received: **12**
Response Ratio: **48.00%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Tue, Jan 08, 2019**

Powered by blue®

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

Learning

Competency Statistics	Value
Mean	4.35
Median	5.00
Mode	5
Standard Deviation	0.89

1. I have found the course intellectually challenging and stimulating	2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course	4. I have learned and understood the subject materials of this course

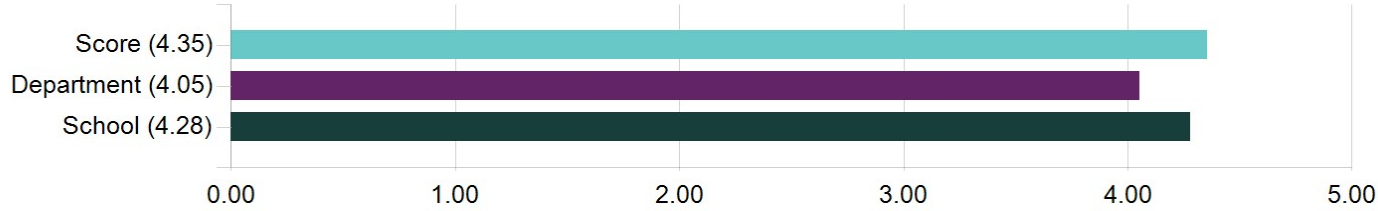
Organization

Competency Statistics	Value
Mean	4.06
Median	4.00
Mode	4, 5
Standard Deviation	1.00

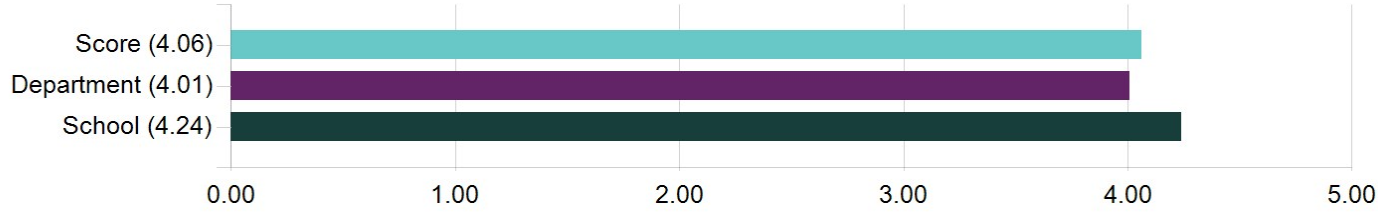
1. Instructor’s explanations were clear	2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going	4. Instructor gave lectures that facilitated taking notes

Comparison Detail for Course and Instructor Evaluation

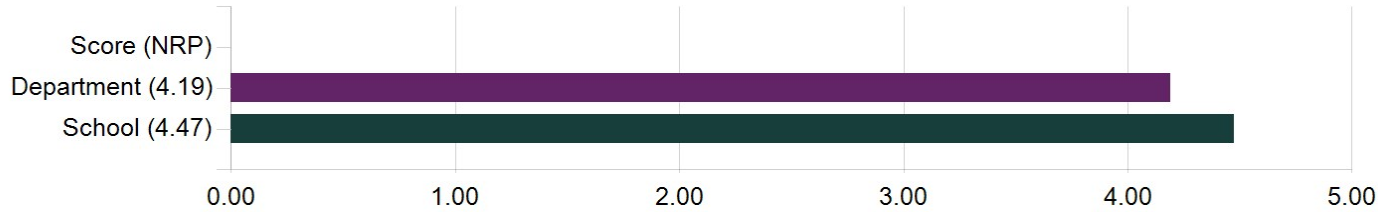
Learning



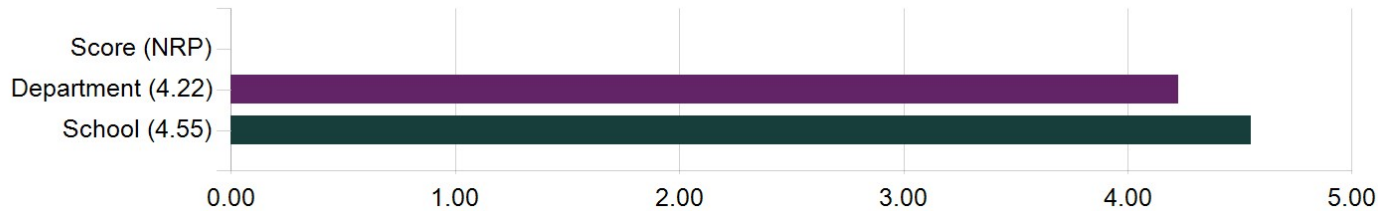
Organization



Enthusiasm (Patrick Cunha Silva)



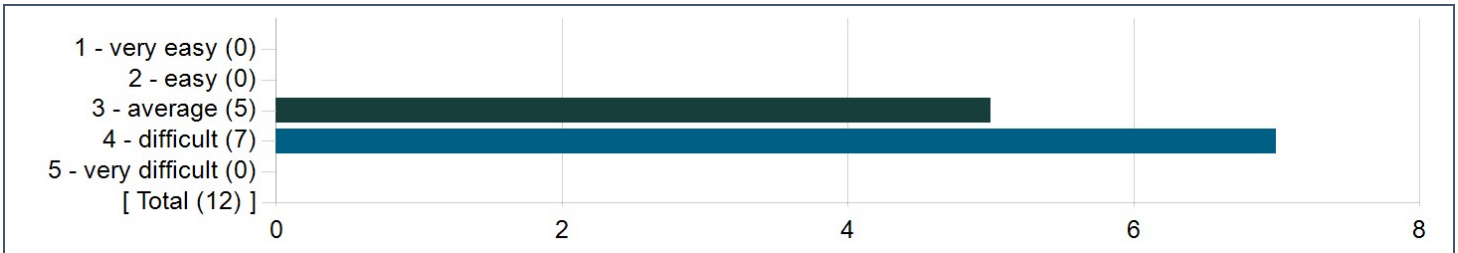
Individual rapport (Patrick Cunha Silva)



Varied Rating Scale Responses

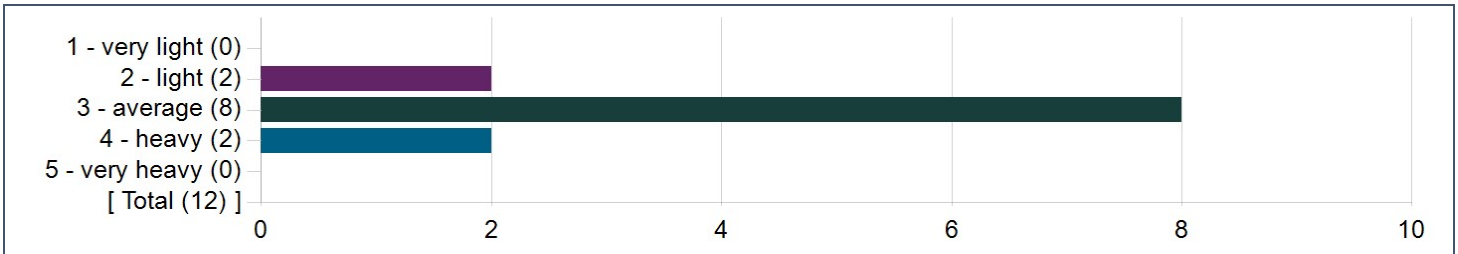
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



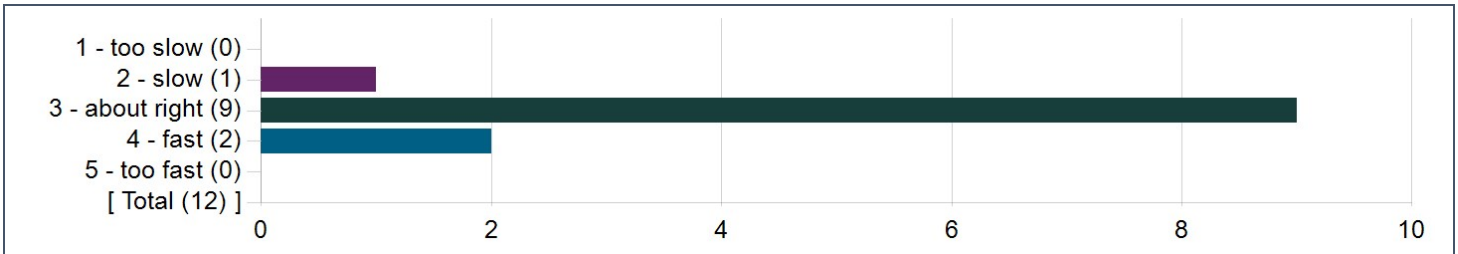
Statistics	Value
Mean	3.58
Median	4.00
Mode	4
Standard Deviation	0.51

Course workload relative to other courses was



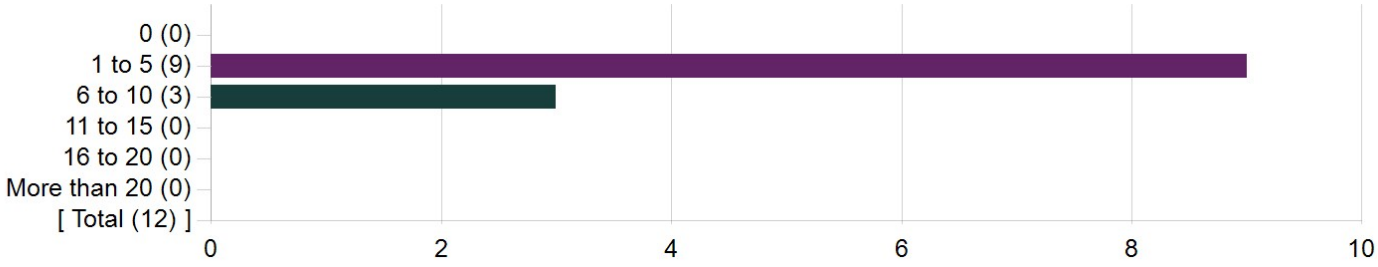
Statistics	Value
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	0.60

Course pace was



Statistics	Value
Mean	3.08
Median	3.00
Mode	3
Standard Deviation	0.51

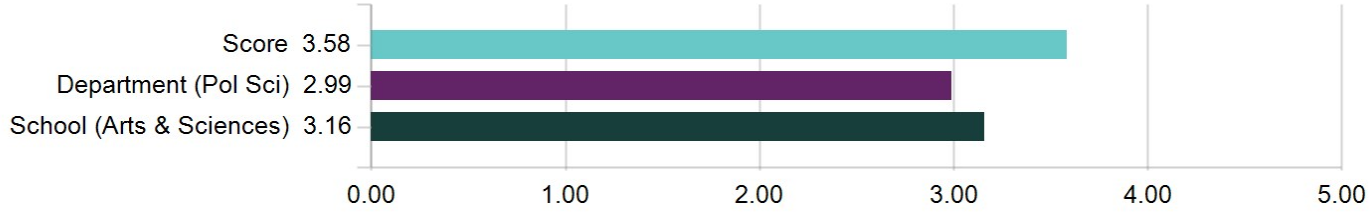
Hours per week required outside of class



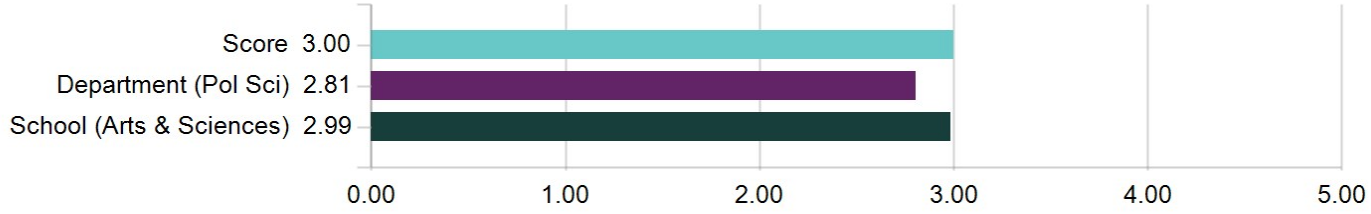
Statistics	Value
Mean	2.25
Median	2.00
Mode	2
Standard Deviation	0.45

Comparison Detail for Varied Rating Scale Responses

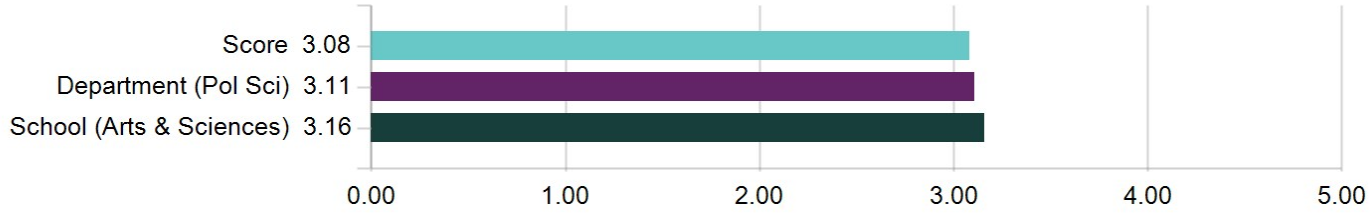
1. Course difficulty relative to other courses was



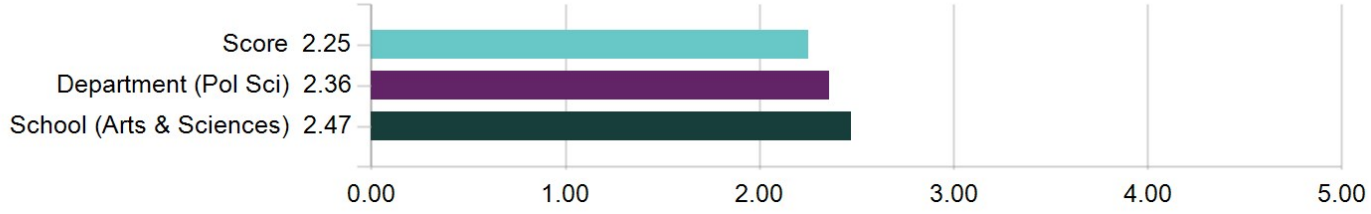
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
This course is well thought–out, engaging, and overall fantastic. It is a must take course for poli sci majors because it will change your view on how political institutions function around the world and in the US. Even without a lot of background on political science data models, if you pay attention and do the readings it is really easy to catch on and learn a lot about how data functions in political science research. The content of the course is taught in a clear way that follows a logical path throughout the semester, and the textbook is amazing (both clearly organized and has the perfect amount of information). It is really easy to do well if you show up, take notes, and engage with the material, but this isn't a given so don't slack off. Everything is so intriguing and wonderful and I wish I could take it again!
It's probably more useful than other comparative classes
This is a tough class, but the workload is reasonable. Dr. Crisp is really knowledgeable and he and the AI (Patrick Cunha Silva) were able to answer a lot of the weird questions we had. The AI was EXTREMELY HELPFUL, especially when it came to using r and doing other work with data that a lot of us weren't familiar with. QPM isn't listed as a required prerequisite for this course, but it probably should be. Homework assignments basically required previous knowledge of r or serious excel skills.
A great class to take was it allows you to look at American institutions in context with the rest of the world.
This is a very interesting and interactive course.
This course highlights important differences between the United States and other Democracies. It also provides a useful overview of some literature from political science that studies democratic institutions. There is a strong emphasis on the use of research methods (though, typically only at a very fundamental level) to demonstrate theoretical concepts from class in practical application, which may be challenging to some students whose only prior background is from a 100–level course.
Don't take it
While I found this course interesting, it was very different than what I originally anticipated based on the course description. I was not prepared for all of the data analysis required, and while there was no prerequisite course for this one, I wouldn't recommend taking it before taking QPM or a similar type of course.

Describe at least one thing about this course that helped you learn.

Comments
So many things, but perhaps the most interesting and important things I learned were the different electoral systems found in democracies around the world and how they affect representation, accountability, corruption, and other political outcomes. I now apply what I learned in this section of the course to everything political I encounter.
The course was well–organized and the textbook was very good
Being put into small groups (the same small group) for all of the homework/in class assignments was really helpful – I would have been screwed if not for one of my group members being concurrently enrolled in QPM.
The use of groups and frequent discussions rather than just hearing lectures.
The use of supplementary readings from popular media and political science literature is more frequent than in some other classes in the department, and is very helpful for understanding how to think about the topics covered in the main text for the course in a more general way.
many assignments other than exams so grades were not solely based on exams
I found the group work helped me better understand the material.

Describe at least one thing that could be changed about this course to help you learn.

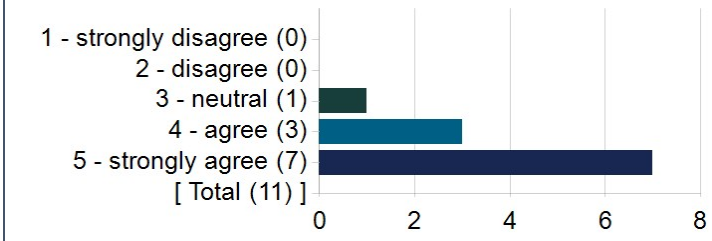
Comments
I think the group assignments, while related to the course and sometimes interesting on their own, are a bit unnecessary. I think they varied a lot in how difficult they were, which was sometimes frustrating, and I can see how completing them would be terrible if you had a bad group.
Make a stats class (Statistics, QPM, QBA, etc.) a prerequisite for the course. As the only member of my group with sufficient stats knowledge, a lot of the work was disproportionally offloaded to me.
Spending some time on how to use r, or toning down the data–intensive nature of the group assignments, would have been ideal. A lot of those assignments led my whole group to rely on one kid to do the data work because none of us knew how.
The class notes are posted online for only a week, after which they are deleted. The professor goes through slides very quickly in class so taking notes on everything in class is difficult. If I failed to take all the notes I needed in class to study for an exam and also had not taken notes from the slides I had no way to study material that wasn't from the class book or readings. It just seems unfair that even students who attend every class and pay attention need to basically copy down the slides in the brief period they are posted online in order to be able to reference them when studying later.
We often went through lectures so quickly that there was no time to see some of the information in the slides. While it is not unrealistic to expect that students review the lecture material outside of class, sometimes a relatively large amount of information distributed to us in the slides was not covered in class at all. At times, we skipped slides entirely. This sometimes created difficult situations when it came time to study, as it was unclear how much time we should spend focusing on these finer details in the slides.
There are many things that MUST BE CHANGED if this course is going to continue to be implemented, but two things in particular come to mind. 1. QPM MUST BE A PREREQ – every week we would have group projects that almost always required knowledge from QPM. This placed a burden on the one student in each group that had taken the class and gave a disproportionate amount of work to that student. Some groups didn't have a member in QPM and as a result their work was not as nuanced or good. This is unfair. 2. There is ABSOLUTELY NO REASON why this class is lecture–based. Every day we are expected to do the reading and yet all we do in class is listen to the professor regurgitate whatever we read the night before. I thought that a nationally ranked political science department would have some semblance of an understanding that DISCUSSION FACILITATES LEARNING, but apparently not. If students are given the opportunity to actually discuss the readings that we do for every class, I know that I personally would have been infinitely more engaged and understood the material much more than I do currently. The professor also lectured about political scientists' work relating to the material we read about, which was interesting, but much more difficult to follow due to the lack of prior discussion about the related material. Please stop allowing classes to be taught in this manner, I am firm believer that it is detrimental to the learning of every student. Every other social science department designs their courses to be taught in a discussion–based manner, and there is no reason why the political science department should not do the same. Please change this. As a political science major, it is incredibly exhausting to love the material you are reading about and dread going to class every day because of the way the class is structured. I considered dropping my major after every class because it was so painful to sit through, which should make whoever is reading this quite upset given that I am a student that actually loves political science and should feel excited to go to my classes but I don't because they are not discussion based and do not help me learn.
I think having more time in class to work on group work would have helped me learn because it would have made it easier to get questions my group had answered.

AI Evaluation for Patrick Cunha Silva

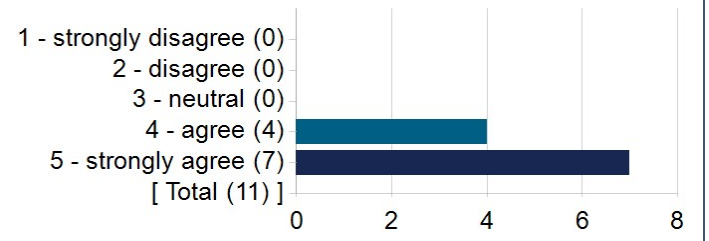
Instruction

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Material was presented clearly	4.55	5.00	11	0.69
Questions were answered clearly and concisely	4.64	5.00	11	0.50
Material was presented at an appropriate pace	4.55	5.00	11	0.69
The instructor was well prepared for section	4.56	5.00	9	0.53
The instructor used time well	4.64	5.00	11	0.50
The instructor effectively led the section	4.56	5.00	9	0.53
Topics were effectively related to the course lectures	4.80	5.00	10	0.42
Communicated at a level appropriate for the class	4.64	5.00	11	0.50

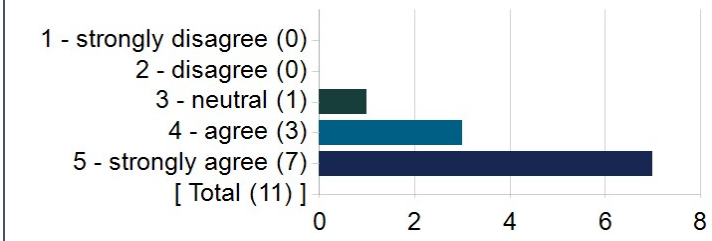
1. Material was presented clearly



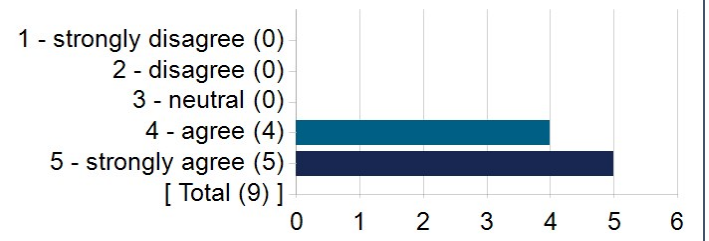
2. Questions were answered clearly and concisely



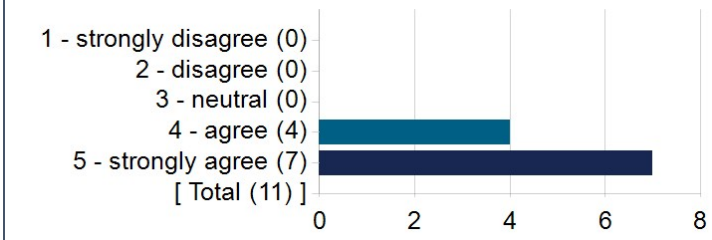
3. Material was presented at an appropriate pace



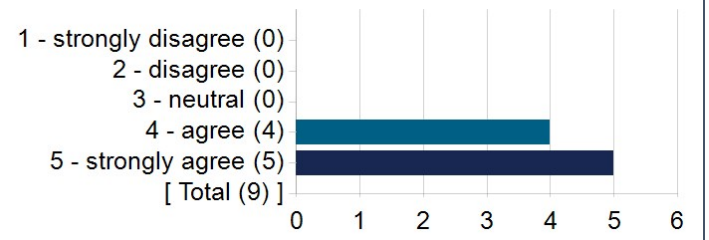
4. The instructor was well prepared for section



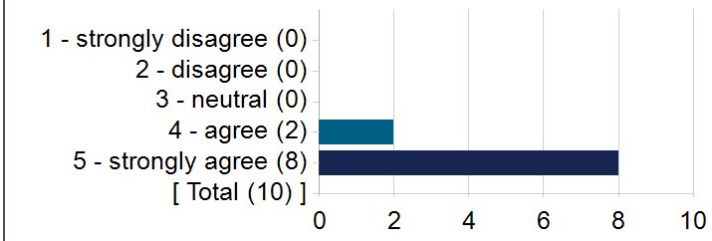
5. The instructor used time well



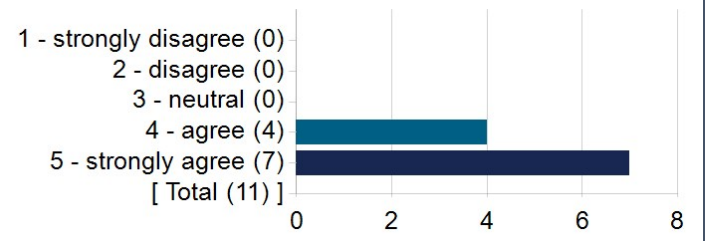
6. The instructor effectively led the section



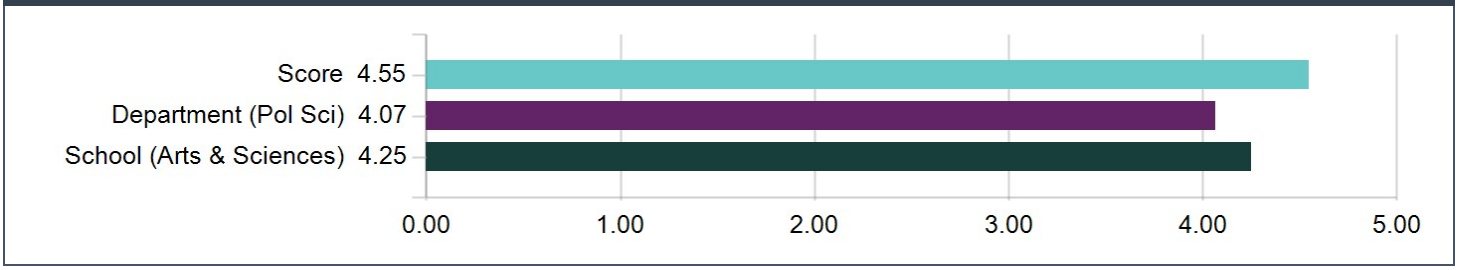
7. Topics were effectively related to the course lectures



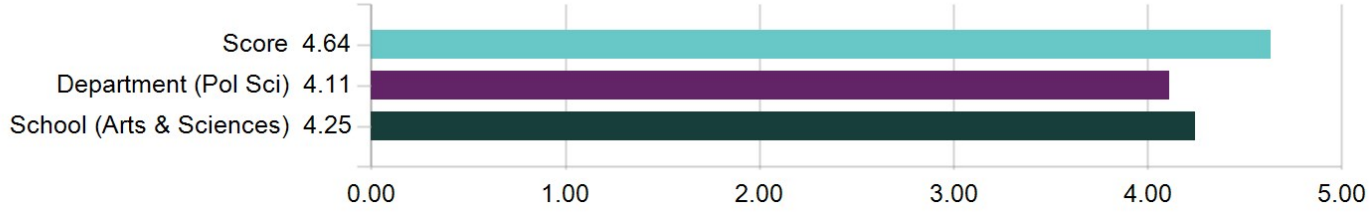
8. Communicated at a level appropriate for the class



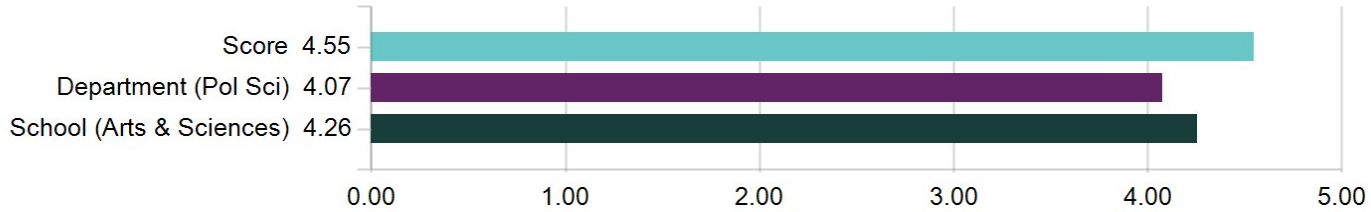
1. Material was presented clearly



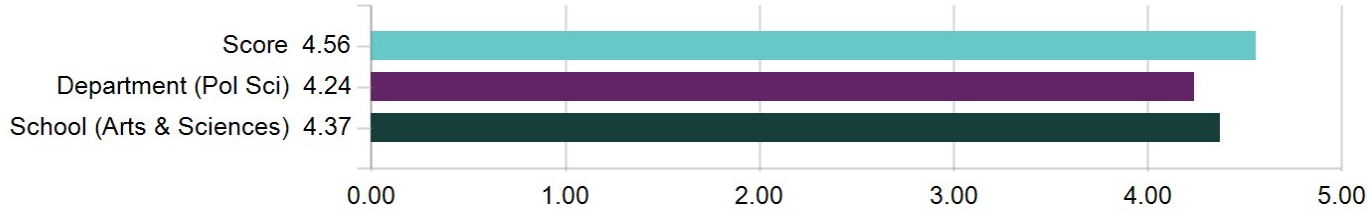
2. Questions were answered clearly and concisely



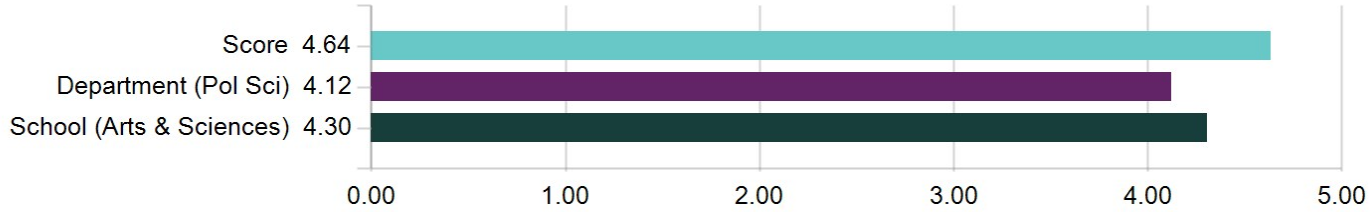
3. Material was presented at an appropriate pace



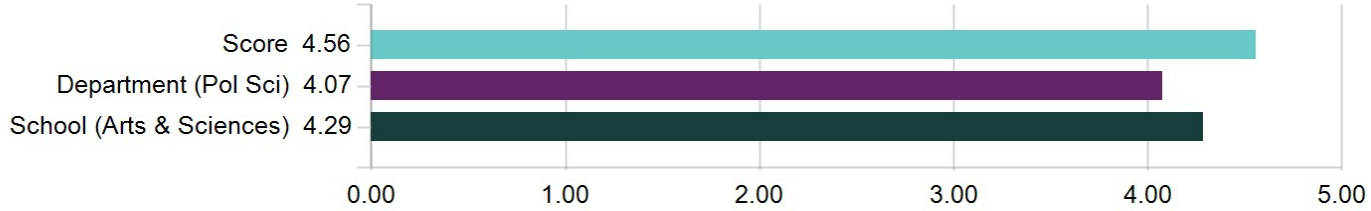
4. The instructor was well prepared for section



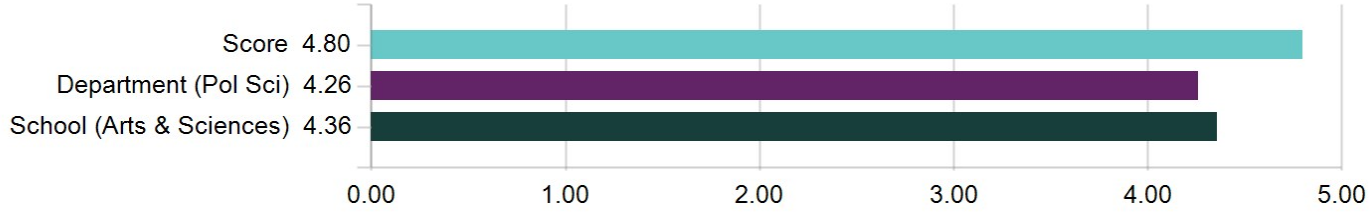
5. The instructor used time well



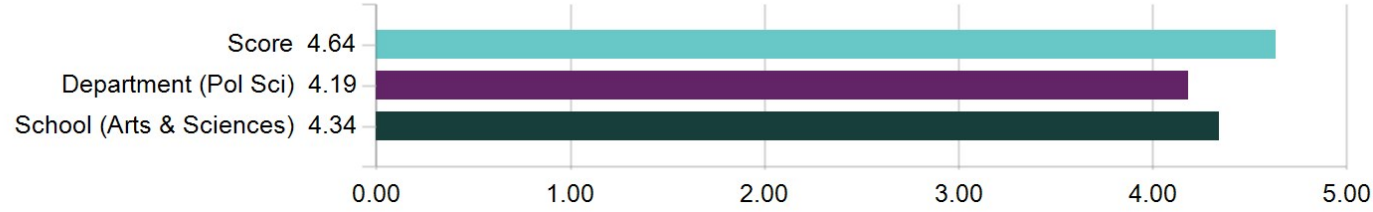
6. The instructor effectively led the section



7. Topics were effectively related to the course lectures



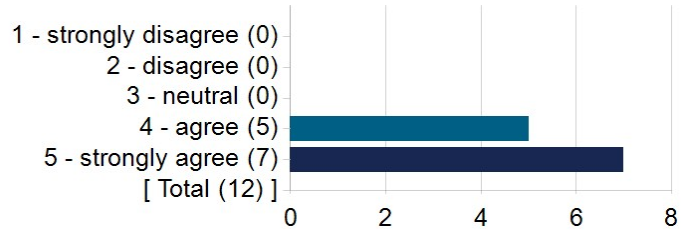
8. Communicated at a level appropriate for the class



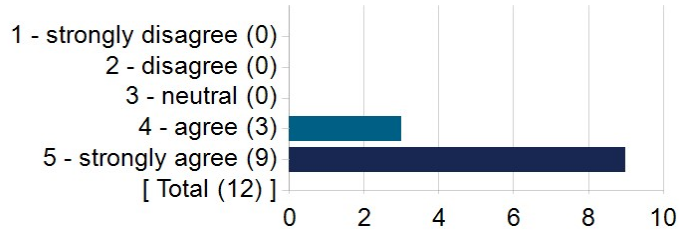
Interaction with Students

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Expectations were clearly explained	4.58	5.00	12	0.51
Grading procedures were fair	4.75	5.00	12	0.45
Instructor was concerned for students	4.75	5.00	12	0.62
Instructor was available for consultation outside of section	4.83	5.00	12	0.39
Instructor maintained positive environment in section	4.90	5.00	10	0.32

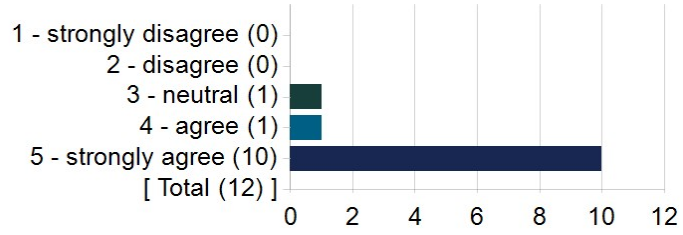
1. Expectations were clearly explained



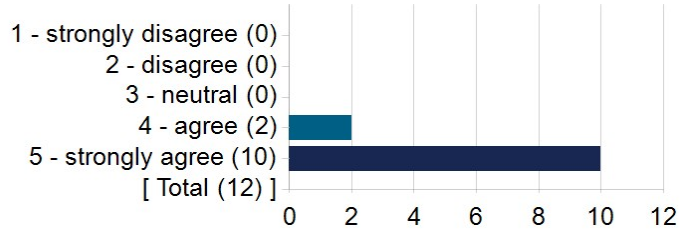
2. Grading procedures were fair



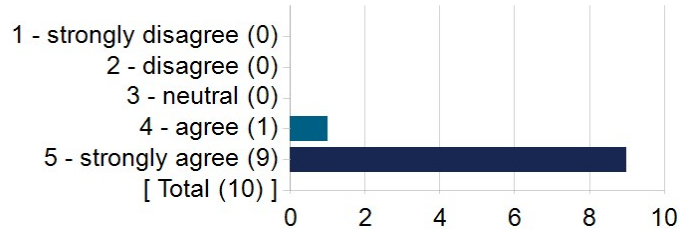
3. Instructor was concerned for students



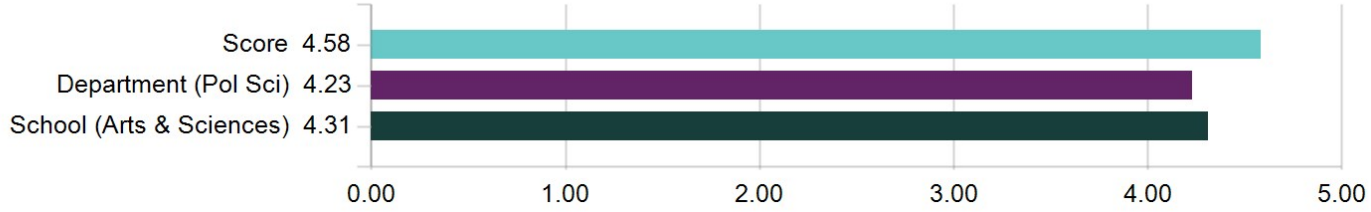
4. Instructor was available for consultation outside of section



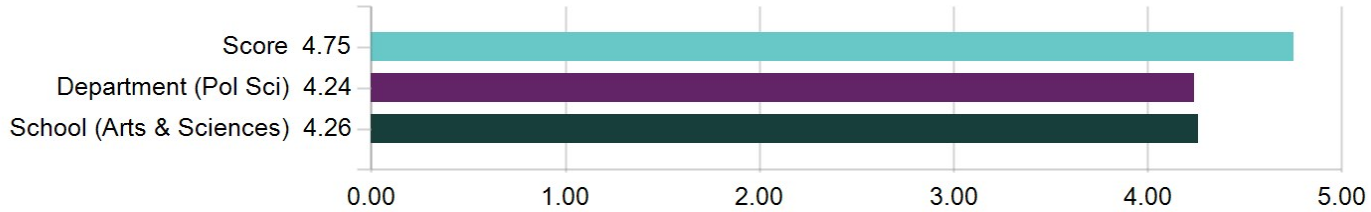
5. Instructor maintained positive environment in section



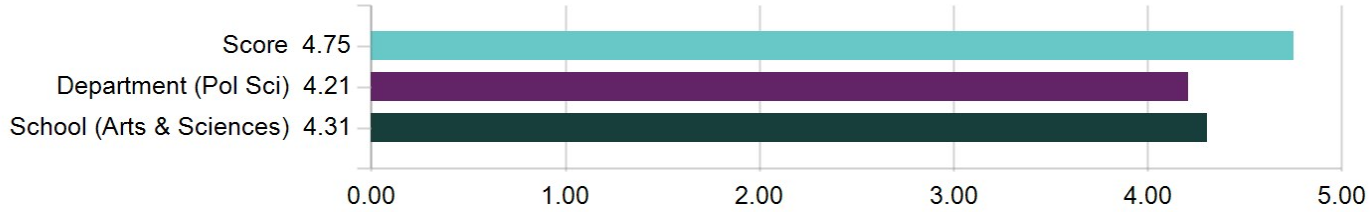
1. Expectations were clearly explained



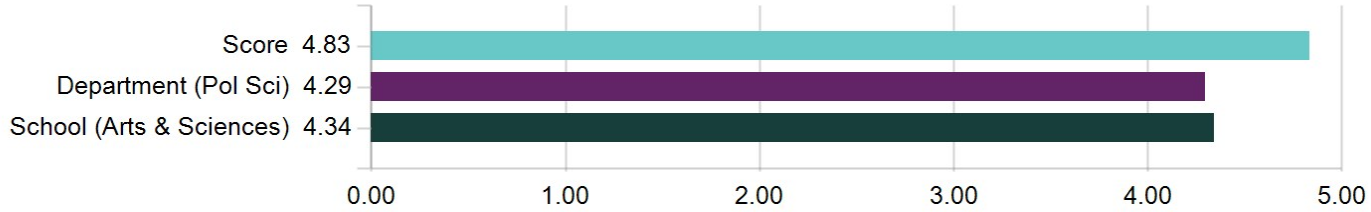
2. Grading procedures were fair



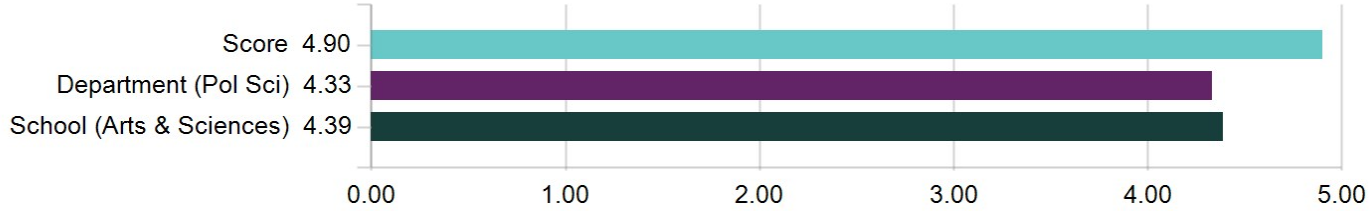
3. Instructor was concerned for students



4. Instructor was available for consultation outside of section



5. Instructor maintained positive environment in section



Please provide any additional feedback on Patrick Cunha Silva that was not covered by the previous questions.

Comments
Thanks Patrick!
Patrick Cunha Silva is the best AI I have ever had, period. He deserves more credit than he will ever receive. He was extremely helpful and I would probably be getting a C or lower in this class if not for him. His grading was very fair, which is not the experience I have had with most AIs in the past, and I really appreciated that he was accessible outside of class and took the time to respond to our questions and show us how to do things properly when it came to group assignments and the final project. He was instrumental in the success of this course, you should just give him his doctorate (or whatever he's trying to get) now.
Patrick was very helpful, especially in office hours.
Patrick made himself very available to students outside of class, throughout the duration of the course. His insights were often key in helping us complete our assignments. He also provided valuable feedback in his evaluations of our assignments.