



Arts & Sciences Spring 2020 Instructor Report for SP2020.L32.Pol Sci.5024.A - Causal Inference (Patrick Cunha Silva)

Project Title: **WashU Spring 2020 Course Evaluations**

Courses Audience: **16**

Responses Received: **4**

Response Ratio: **25.00%**

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: **Thursday, May 21, 2020**

Thinking about this course before spring break, what three words would you use to describe it to another student?

Comments
Very helpful
I am assuming this is specific to the lab– helpful, well planned, and valuable
Useful, Detailed, Thorough

Thinking about this course before spring break, describe at least one thing about this course that helped you learn.

Comments
Psets
Patrick's instruction approach was really helpful in facilitating learning
Hearing from other students about the ways in which they approached problems gave me additional ideas to apply

Thinking about this course before spring break, describe at least one thing that could be changed about this course to help you learn.

Comments
None
It might have been useful to review some of the concepts covered in the lecture very briefly though time was limited. Patrick did a great job in reviewing concepts that we struggled with based on our pset performance.
Making it more interactive– it was somewhat difficult to go over coding problems using a powerpoint format only

Thinking about the differences in the course before and after spring break, describe at least one change that helped you learn better in the remote version.

Comments
None
After spring break, Patrick used a more interactive coding approach to review code and answers from the pset. That was really helpful!
Being able to see the code as it was run and having more opportunity for interaction.

Thinking about the differences in the course before and after spring break, describe at least one change that made learning more challenging in the remote version.

Comments
NA
Having to learn a methods course at home and remotely is challenging.
It was harder to ask questions and converse with other students to formulate common questions or misunderstandings in this format

Are there any features of the remote course you would encourage your instructor to retain when the course returns to in person format, and why?

Comments
NA
I really liked the hands on coding lab version. The screen sharing and sending code through chat was really useful
Some sort of virtual format for code so we could run it in real time during lab

Are there any features of other remote courses that you have experienced that you think would have worked particularly well for this course?

Comments
NA
No

Do you have any other feedback for your instructor(s)?

Comments
NA
Patrick was really excellent! He will be a great professor!

Do you have any feedback for your AI?

Comments
Great instruction
Patrick did a fantastic job of covering the psets and reviewing concepts! He was really patient and knowledgeable. He explained things clearly and provided various examples and resources to enhance my understanding. Attending his office hours were especially helpful!
Patrick was exceptionally helpful and always provided clear instructions or tips for advancing material further.

Did the instructor(s) promote an inclusive learning environment with regard to the diversity of student personal backgrounds and identities? Please explain your answer to the above, giving specific examples.

Comments
Yes
Patrick was very approachable and provided a safe, inclusive learning environment in which students could feel comfortable asking questions.
Yes. There was never any sense if you got something incorrect or didn't fully understand that it was "on you"— I felt free to ask questions and that furthered my own learning

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

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