



# Arts & Sciences Spring 2020 Instructor Report for SP2020.L32.Pol Sci.102B.01 - Introduction to Comparative Politics (Tony Yang)

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

Courses Audience: **49**

Responses Received: **13**

Response Ratio: **26.53%**

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## 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](mailto:evals@wustl.edu)

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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
connected, all-encompassing, challenging
Practical, challenging, independent
early, interesting, unexpected
Hard, interesting, early
Engaging, early, interesting
okay, mediocre, acceptable.
Quantitative, comprehensive, insightful
Challenging, interesting, engaging
Theoretical, interesting, watered down
Tough, heavy, early morning
Early, conceptual, theory
Interesting, Time consuming, lots of readings

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

Comments
the discussion sections were quite helpful for me to review the material from lecture
peers
The teachers in class explanation of the textbook readings.
Having three TAs meant that there would be office hours almost every day. This was very helpful if I had questions that needed answering.
Doing the readings.
The flexibility in learning format
Subsection was a great way to meet in a small group and clarify any confusion and further review topics covered in general lectures.
The textbook, lectures two days a week with a subsection
Section of discussion with the TA and the other classmates
Subsections
I think having group activities in subsection was very helpful

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

Comments
the exams, quizzes, and homework assignments often felt somewhat detached from the readings and lectures. It's not that they were unrelated, but they were an expansion on other aspects of the course that I did not feel were adequate to prepare me for the other assignments.
more detailed shared slides
Make lecture slides more descriptive.
The start time 8:00 ugh
Less time on "what is science" because I have already had several classes do something along those lines.
A description in the course listing that emphasizes the major impact game theory has on the course would be helpful
Ofentimes, the lectures were very fast-paced and it could be difficult to keep up with the notes. Sharing the slides with students could be helpful.
More real world examples, maybe some sort of project exploring a certain country's politics with regards to the topics covered
I would upload the slides on Canvas
More practice problems like the homework.
I think there was WAY TOO much emphasis on game theory or statistical ideas rather than actual political knowledge and information

**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
having lecture videos to use in the course was much better than having actual lectures. I was able to pause the videos, conduct further research on the topics on my own, and then return to the lecture. I actually really liked this about the second half of the course.
recorded lectures
The reading checks were helpful.
The response tickets. They helped to make sure that I was absorbing the readings.
reading an entire chapter at a time, not to random page numbers.
Pre-recorded lectures
The ability to re-watch the lectures to clarify confusing topics.
Short lecture videos posted to Canvas
I could stop the video and come back if I did not get something
Zoom TA meetings
I think the shorter lecture videos on specific topics were helpful

**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
Learning was more challenging in that office hours had to be conducted virtually, and it was sometimes hard to explain my issues via video chat. There is something uniquely beneficial about face-to-face help with a problem in the class.
Hard to keep track of everything.
Not being able to ask questions was a very annoying part of pre-recorded lectures. If I was confused about something I would have to email Professor Rosas or one of the TAs or wait until office hours.
difficulty staying focused when watching lecture videos.
Zoom meetings
The work-load was challenging at times. There was general reading, lecture videos, a response ticket, and homework due every week which was difficult. However, resources to do successfully were provided (i.e., office hours).
Response tickets to readings— we never had these before and I don't understand why they were added now in addition to weekly homework, lectures, and subsection
I had less incentive to study for the final exam
Less time to work through stuff as a group
I think having to, in a way, teach myself some of the topics (the math ones more specifically) was really challenging

**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
I liked being able to access lecture videos. I might suggest that lectures for this course be recorded and made accessible before exams, for example.
Reading checks because they help students stay on top of everything.
The response tickets. I thought they were good reading checks
reading entire chapters at a time, one chapter per week, because it seems more organized and easy to remember to do.
No
N/A
NA— course was pretty similar online and in class
I would upload the slides
no
no

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

Comments
I actually think this course was very well presented in an online format compared with my other classes. I greatly appreciated the speed an organization of postings on Canvas and I would like to compliment everyone involved in teaching the class for staying on top of things!
No.
Not necessarily
actually having more discussion of the topics, rather than strange activities, during discussion sections.
Consistent due times for homework
N/A
No
A mock exam provided before the final exam
no
Piazza, being able to submit questions anytime and get answers from instructors

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

Comments
This was a fun class to take, although I often felt frustrated because it seemed like my understanding of the material was not being reflected in my grades. The exams always felt different from the rest of the homeworks and quizzes and that made it hard to study. I did not really know what the expectations would be on exams, and so I felt a little lost at times. I would suggest that exams be more similar to the homeworks, or vice versa, so that students are not caught off guard.
Thank you Professor Rosas, I feel like I have grown in my studies because of your class.
Thank you for such a great year!
I really enjoyed having Professor Rosas as a professor and am disappointed that the semester was cut short.
No.
Thanks for a great semester, Professor Rosas!
I think the final exam was too different from what has been taught us during the second part of the semester. The exercises were far more difficult than the ones of the homeworks/ done during class section
no

## Do you have any feedback for your AI?

Comments
You did a great job and really helped me learn the material in the course!
I do not
No.
no

## 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
Yes, I never felt like the instructor did anything to exclude students or make students feel unwelcome.
Yes
Professor Rosas ensured that he was promoting an inclusive learning environment.
I think so, no religions/cultures were denigrated when discussing how culture effects democracy.
Yes
Yes— the instructor was very inclusive and encouraged all students to share/participate in class.
I am not too sure I understood the question well but yes, he did promote inclusive learning environment
Yes. He was very accepting of everyone and made everyone feel good about themselves regardless of identity/background.

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.