Duke University - Course Evaluations
Undergraduate Course Evaluations - Spring 2024

Course:	PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.
Instructor:	Gregory Samanez-Larkin *
TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

1 - Your personal level of engagement with the course was:

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Very low	(1)	0	0.00%				
Low	(2)	4	5.71%		3.74	3.77	3.92
Medium	(3)	25	35.71%				
High	(4)	26	37.14%				
Very high	(5)	15	21.43%				
				0 25 50 100	Question	Dept/Program (UGRD)	Undergrad Overall

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
70/104 (67.31%)	3.74	0.86	4.00	371	3.77	0.92	4.00	15461	3.92	0.92	4.00

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2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.	
Response Rate	61/104 (58.65%)

- How to engage in proper science communication How to conduct more complex statistical tests related to psychological research How to write up statistical findings in a way that is accurate and accessible

- How to interpret statistical findings and understand their significance and implications for society How to identify correlations and statistics across multiple variables How statistics is relevant to everyone!

- 1. ANOVA/ANCOVA 2. how to approach vague problems and determine the appropriate statistical analysis methods 3. how to write a scientific manuscript (and conduct my own research study)

- New statistical tests were learned, along with the usage of JASP, and how to do a cronbach's alpha test to support internal reliability.

- Proficiency in Jasp Collaboration skills Research methods Research write up

- I learned how to run ANOVAs, think critically, and design and conduct a Qualtrics study.

- I learned how to a analyze data and how to write a scientific paper.

- I think I developed a lot of problem solving, collaboration, and critical thinking skills from this class.

- How to look at research and understand how to analyze it statistically.

- I learned how to collaborate with a team of psychologists to collect data, analyse data, and present the information in a palatable way. I also learned how to better navigate JASP and the specific scenarios that demand each test. Thirdly, I learned about Prof SL's story and how he got to where he is now. This last part was extremely inspirational and motivating, and helped me feel better about where I am now.

- - It doesn't matter when you learn, it matters that you learn it - How to be okay with not understanding something - How to ask for help

- I developed team work skills, communication skills, problem solving skills. This was through group projects and solving problems on the homeworks.

- - Methods and statistical analyses for psychological research - What constitutes "good" and "bad" statistics - How to work in a team project group

- I developed critical analytical thinking skills. I grew a more comprehensive understanding of statistics in a general context that applies to the real world.

- Statistical thinking and how to run different analyses, including regressions, t-tests, correlations and ANOVAs. Experimental designs, how to create a study and understand strengths and weaknesses, ethical research, and how to communicate results.

- I learned more JASP functions (specifically how to run ANOVA's), how to create Qualtrics forms and gather data from them, and how to report statistics and expand upon them in reports.

- I learned about different statistical analyses that can be used with data gathered in psychological studies, I learned how to use Jasp more and how to interpret results and graphs that I am given from Jasp. I learned more about psychological research in general and the different strengths and weaknesses of different methods and approaches I enhanced my ability to work in a group - in this case a bigger group than I had been used to from 204 (4 vs 6 ppl), and how to delegate and divide work to make sure everyone contributes.

- How to run statistical analyses and then interpret them.

- taught me about statistical literacy and the basics of statistics and methodology in relation to research and psychology.

- Learned research methods, how to interpret statistics for research, and how to implement a research study.

- How to be a scientist and all the steps to complete a research project

- Statistical analysis, Participant ethics, research study design

- I believe that this course really helped in my ability to understand the stats/results sections of research papers.

- I learned a lot about collaboration through research and ethics.

- I actually learned so much about the application of stats in psychology, I feel so much more competent in the lab I work in now :)

- Ability to critically analyze data, design proper research protocol, and ethics of research

- I learned about specific methods, how to navigate JASP and intepret data and graphs.

- More Statistical Skills with Anova's, refreshing my knowledge on t-tests and again learning about research methods.

- Learned how to run various statistical tests in order to analyze experimental data.

- I learned how to analyze studies and how to create studies

- Group work, project building

- Specific statistical analysis methods for psych

- I learned how to perform a study and execute it, write it up and use JASP.

- - Statistical test - how to design a survey - scientific writing.

- - Homed in statistical analysis skills in a psych application - Working in a semester-long research project collaboratively - Which statistical tests are relevant for different studies

- I learned a lot more about stats and how to work through problems when I didn't know exactly how to do the problems.

- What test to run, diff methods, diff definitions

- -Methodological thinking skills -Statistical competency -Communication

- ANOVA, t-tests, regression

- I learned how to run a psychological study, run analyses, communicate my results, and present on the process.

- how to write a research report how to conduct and ANOVA test and how to interpret results

- I learned how to design a study, perform the correct statistical tests, and analyze them correctly.

- -ANOVAs -Linear Regression -Better understanding of general statistics and how to interpret them -How to organize and run a real research study

- -How to design a study -How to read research -How to work with a group on a long-term project

- How to design a research study. How to analyze study data. What makes a study good or bad.

- I learned many ways to think about statistical data, design experiments, and analyze data sets.

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• I learned new ways how to run statistical tests, what tests to run and when, how to construct a "good" study, and also what NOT to do based off of other studies conducted. I also learned new ways to think critically through the lens of psychology.

• 1. I learned how to use JASP to run statistical tests and how to interpret their results. 2. I learned how to be able to communicate scientific research results effectively and accurately through giving a talk and writing a research report. 3. I learned about current best practices for research study design and statistical analysis and how to apply these in our own research projects.

• I learned how to become a practical thinker outside of the classroom. We were taught how to solve statistical problems in a real-world context instead of a vacuum of the classroom scenario. We learned to perform more statistical analyses and tests for more complex data sets (ANOVA, ANCOVAs, etc). Additionally, we learned different experimental designs and ways to ensure that we create valid and reliable measures.

• I learned how to run ANOVA analyses, linear regressions, and how to draft a complete research report.

• how to use JASP and select/execute statistical tests

• I learned how to plan for a study and how to approach one. I also learned various hypothesis testing methods like t-tests, ANOVA, and chi-square tests can sharpen critical thinking skills. Understanding when to use each test based on data characteristics and research questions is crucial. For instance, using a t-test to compare means of two groups or employing ANOVA for comparing means across multiple groups can greatly impact research conclusions. Then, interpreting those results.

• I learned how to use statistics to do a research projects and find results and present them.

• Learned how to design and execute a research study; build a survey on Qualtrics; clean data in Excel; analyze data in JASP using t-tests, regression, ANOVA, and ANCOVA; calculate Cronbach's alpha in JASP to assess reliability of a novel measure. Also built skills of science communication in both presentational and research paper formats.

• I learned how to communicate science with lay people as well as other scientists, I learned how to go through all steps of the research process, and I learned how to conduct statistical tests to assess a hypothesis.

• I developed research and design skills, as well as skills in understanding study design. I also learned how to evaluate certain claims and predictions using on quantitative data that I could actually understand/analyze in a way that explained the findings.

• Designing survey, collecting data, running data analysis using JASP

• I developed a strong sense of how to statistically evaluate data. I also gained experience designing and executing a study design. Overall, this course left me much more confident about my statistical analysis abilities and felt like a satisfying wrap-up to PSY 204.

• 1. I learned more about how to analyze data using JASP. 2. I learned about (and conducted) an experiment with the help of a group, and wrote a scientific manuscript on the experiment. 3. I learned about how to communicate both with people outside of the scientific community and within the scientific community!

• 1) The common mistakes people make in their research and ways to avoid them 2) How to ensure that any potential research we do is conducted in replicable and ethical ways 3) How to go about doing research from hypothesis to presenting our findings

• How to execute a research project, how to critically evaluate scientific literature, and how to conduct various statistical analyses (especially ANOVA)

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3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?	
Response Rate	60/104 (57.69%)

• I liked that we had a weekly to-do list on Canvas, and Prof SL's communication skills helped me feel secure and like I knew what I was supposed to be doing.

• Professor makes statistics fun for everyone. Lectures were always engaging and light-hearted, even when the content was the hardest. He truly wants you to succeed in this course and makes office hours and asking for help seem super approachable. Understands that people may be taking the course for a variety of reasons and truly tries to make it the best for everyone. Interactiveness of lecture was great and so were the weekly assignments--the data sets were super interesting and the layout of them was never overwhelming.

• Lots of support

• The instructor made himself available for meetings during class time, which was very helpful for the report, he also was active on the announcement and made everyone comfortable in reaching out to him. I don't know about having to take attendance for every class, but having it for some classes is good.

• Prof SL was available whenever students needed help. Prof SL understands his students very well which makes the course more engaging.

• The lectures were always helpful and the assignments were helpful in grasping the material.

• I liked how there were recorded lectures and I felt that the assignments really helped solidify the material.

• He made the class very interactive and collaborative which helped me stay engaged. I would keep the elements of verbal student participation in groups for future classes.

• Prof SL is really supportive, which helped to lower my stress levels and thus perform better.

• The instructor made himself very available and he encouraged me to be inquisitive and engaged in the material. He respected all of us and our abilities to conduct research by giving us a lot of autonomy with our projects. I liked how he had group project meetings instead of class some days because it gave us time outside of class to think and work on our project, as well as get to know Prof SL better.

• Prof SL is the best ever - he is so welcoming and encouraged us to learn!

• He was so positive, amazing, and fun. This made learning much more encouraging and engaging. He structured the class to be very balanced and kept everyone engaged.

• - Prof SL is genuinely interested in his students' well-being and mental health. He does everything he can to make sure you feel confident and at ease in the class, and this really translated into the overall learning environment of the class.

• Instructor incorporated recorded lectures and in person lectures. I thought the recorded lectures would not be helpful, but they were actually really helpful for difficult concepts.

• Very sweet and supportive Prof (Prof SL). Super clear lectures and lenient grading.

• I liked the recorded lectures because I felt that I could better absorb the content at my own pace--I feel like I understood the material the best through these lectures.

• I thought the instructor himself was super engaging, kind, understanding, and enthusiastic about the material. The general lecture method is the only way to really teach this class, so I thought that was inherently effective. I like how he posted the slides online and sometimes did video recordings for lectures so we could go back and reference them. And I like how the midterm is open note

• The instructor was very engaging in the way they lectured and kept lectures interesting.

• the learning environment of this class was extremely welcoming and Professor SL fostered a safe and collaborative community in the classroom and outside. He was dedicated to learning and using all of our names to show that he cared about our presence and what he had to contribute to the class.

• Professor SL was engaging, approachable, and relatable in his teaching.

• prof SL is awesome his energy just makes the classroom a place you really want to be

• Group work and lab helped to re-enforce topics and learn from others in small group settings

• I would keep the structure of the homework assignments, very helpful for learning.

• The instructor was the best! You can certainly tell that he cares about his students and their success beyond his classroom.

• Prof SL is what made this course great- his deadpan humor is right up my alley and he's engaging and cares so much about us learning

• The instructor was very amiable and caring, understanding the struggles of students and making the class as accessible as possible to everyone. Keep the class structure.

• The instructor was very supportive and energetic in teaching this course-- I enjoyed his presence and teaching style

• The instructor is so awesome. His support alone can get you through the class.

• Prof SL's attitude and energy in each class captured my attention and kept me thoroughly engaged with the material across the whole semester.

• The instructor was very accepting and cool and he really cares about his students. I could have used TA more i didn't really interact with her

• weekly assignments

• Very engaging, obviously cared, fun slideshows

• Very engaging and positive.

• Super kind professor and clearly so engaged with the subject and students; he incorporated interactive components throughout his lectures so students could participate

• I loved the learning environment of this class- I actually enjoyed coming to this class which I did not think was going to happen since I am not a fan of stats

• The instructor was amazing and engaging and very easy to reach or talk too

• Prof SL is fantastic--an amazing professor, mentor, and supporter of his students. The assignments were well structured, lab activities supported lecture content, and support for the exam was impeccable. I felt safe to learn and make mistakes.

• Very open to students, should keep doing that

• Prof SL was an incredible lecturer. He was engaging and inclusive towards everyone. Though statistics can be confusing, he made himself available and made the presentations easy to follow.

• Prof SL was super engaging with the course content and focussed on relevant information that could potentially help us with writing future research reports. The interactive lectures and going over JASP together in class made this course easy to digest

• He was very kind and provided many opportunities to continue learning material and be engaged in the class.

• Very supportive professor, very understanding and wants to help students learn.

• I think the mix of in-person and then breaks was incredibly beneficial for me, someone who struggles with feeling burnt out. I think Prof SL was incredibly engaging and had a very positive energy which made it easy to learn and feel excited about statistics?

• Very engaging and cares about his students and making sure they learn the material. Making sure students learn at their own pace is also helpful.

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Response Rate:	70/104 (67.31 %)

• He made it very clear from the beginning that there was no judgement if you were struggling or if you hadn't put in the effort you needed to. He made it very clear that he wanted to help you learn and love statistics.

• The environment is actually amazing for a class that could easily be described as boring. Professor SL brings an energy that is hard to not pay attention to, and that's what makes this course fun and engaging. I honestly think that's why I learned so much... because he made it fun. He also respects his students time so much which helps as well.

• I really enjoyed the smaller discussion section, in which my TA went over more complex topics we learned in lecture. I also liked that we began our research projects early on in the semester and built our report as we went, making the seemingly huge goal of writing a research paper that much more manageable and attainable.

• Yes! I loved that we all had to create a research project and go through the steps of experimentation and data analysis. I also loved that the midterm was open notes because it allowed me to focus less on memorization and more on applying topics learned in class. It also helped me see my skills' value in a greater context. I also loved the JASP walkthroughs and the animations that Prof SL had on the slides.

• I thought our prof was absolutely amazing. He was so compassionate, friendly, and made a genuine effort to learn everyone's names, send us kind messages to keep us going, and encourage questions at all times. LOVED him.

• the lectures were awesome. I learned a ton from SL and my TA

• Creating an engaging learning environment in psych stats involves an enthusiastic instructor (PROF SL), clear course structures with interactive components, accessible resources, and timely feedback to support student understanding and retention. Incorporating flexible learning options and encouraging student collaboration can further enhance the learning experience and foster a dynamic learning community for future iterations of the course.

• I enjoyed the online lectures and the in person lectures the two had balance. I enjoyed the slides and the mini quizzes.

• Prof SL brought a refreshingly chill and positive energy to the course and made an effort to get to know the students in the class, which facilitated a welcoming and engaging environment for learning.

• The course did a good job of having a mix of statistics and science and not all at once, so that it didn't feel like we were getting too bogged down with the same topic.

• The instructor did a fantastic job at facilitating learning by providing a great classroom environment.

• I really like the class format and Professor SL is always so supportive and helps facilitate a growth mindset.

• The professor was super insistent on the fact that he is there to facilitate our learning. He really proved his willingness to offer help, and he was very helpful in helping me find research opportunities.

• Prof SL made the class enjoyable and easy to understand. There were always extra resources provided for people who were struggling, including 1:1 meetings with the professor outside of class time. I would honestly keep the class almost exactly as is.

• Prof S-L is just a super engaging teacher, and his passion for the course and the field of psych comes through in his lectures!

• Prof SL was always approachable and available for questions and went above and beyond to serve as a resource. I felt able to ask questions. Lectures were engaging and included time to speak with peers as well as time to hear more traditional lecture components.

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4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate	54/104 (51.92%)

• I felt like there could be a greater emphasis on statistics but I know that's quite a personal preference - we never discussed logistic regression which I think would have been helpful.

• I'd keep everything the same!!

• N/A

• The course seemed to be really thought out and was really supportive to students so that was appreciated.

• N/A

• I did not find the labs helpful in grasping course content.

• Less group work

• I think the course might be improved by having some additional review sessions before the midterm. This could be through discussion and class.

• Legit nothing - Prof SL is the goat

• It might be better to go through practice problems more together, but we also did quite a bit which was super helpful. I really liked his teaching.

• n/a

• I think potentially there could be more practice problems available for practice because it seems like the only practice is from the individual assignments and those assignments are with some stakes.

• I feel like the current way the course is run is the best that it can be? I can't exactly think of anything that would improve upon the course without lowering the quality of the instruction.

• I think that maybe reserving discussion as a time for groups to meet and do that week's assignment might be a way to make sure everyone is contributing (this is really just an idea if you are noticing that students are reporting not everyone is contributing)

• Recorded lectures to review at one's own pace.

• I found the coursework itself to not be extremely interesting simply because of the nature of the work, but that isn't really something the course can change.

• More group work

• Less methods, more stats - the methods were really boring, and could be accomplished through textbook reading rather than lecture material.

• Honestly nothing this class is great

• Make the problem sets slightly easier with more guidance in the slides

• I wouldn't change anything

• I think maybe have smaller teams could help

• A group review halfway through the semester so teammates may see if they need to start picking up some slack.

• Honestly doing more individual studies so we can all do something I'm interested in

• more hands on activities in lecture

• Requiring both 204 and 205 is truly not necessary. There is a lot of empty time in both classes. 204 spends way too much time on methods. I strongly believe these courses should be merged.

• More opportunities to do JASP in class together.

• I think the lectures sometimes are slow, the pace could be faster.

• Making pen and paper mandatory over computer usage

• I wouldn't change anything!

• Exam before spring break

• 204 might need some improvement, but I loved 205! Maybe more engagement during lecture with class discussions

• Not sure

• I wish we had gotten to ANCOVAs, but I know the course already includes a lot of content.

• None! Great class

• I think more anonymous check-ins about the group project would be helpful.

• I like the way it was taught! The few recorded classes were not my favorite, though.

• Kind of weird request but I don't think that the colors on the powerpoints meet accessibility standards. Basically they are kind of hard to see sometimes (blue on blue) and if someone was colorblind they wouldnt be able to see it at all.

• Maybe a tad bit more stats practice during lecture using JASP.

• I wish the due dates on the quizzes were longer. There are so many tiny components of this class (like lab reflection ingraxesciope or lecture quizzes) that are really just graded on completion, but their inconsistency makes it hard to remember to complete them.

• nothing! I think that this environment is the epitome of a positive learning environment and prof SL and my TA Ricky did a great job cultivating that environment.

• I think having access to lecture recordings to go back to when reviewing topics for exams or assignments would be very helpful.

• I think that having the same style of slide decks from 204 brought a little bit of fatigue into 205 because it felt like the previous course was dragging on. I understand the thought for continuity but making the course feel a little fresh would be nice especially because it was also in the same room. I think that more practice with statistical analysis in class would also be nice for assignments and projects.

• I think this is just not my favorite topic, so I'm not sure that it could be improved to something I would like more but I really did enjoy our professor the most.

• nothing. it was perfect

• While there were no specific impediments to a positive learning environment, providing timely feedback for challenging topics in time to prepare for the midterm, and fostering a collaborative classroom atmosphere (especially with group assingments) could further enrich the learning experience.

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• I would like more focus on working on our project during lab/discussion.

• Nothing in particular that I can think of. I didn't love the asynchronous video lectures (especially the ones with quiz questions embedded, which were confusing), but I understand that this is sometimes necessary.

• I would add more checkpoints for the final project such as data collection and make the meetings with the professor mandatory.

• I wish that before submitting the assignment claiming our preferred group members, we could have the discussion member networking opportunity as we did in the discussion for PSY204.

• n/a

• I would add the option for people to submit one assignment particularly late and still receive credit. I missed one assignment this semester and it happened to be the one worth the most points, and this has affected my grade throughout the rest of the semester and made me stressed about my grade. I think an opportunity to submit an assignment particularly late if something comes up or you just can't do it that week would help allow for more flexibility within the class, since it is a bit demanding in the amount of work required.

• Honestly I think it's a pretty good form as it is

• N/A

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5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	2	2.86%		
Average	(3)	11	15.71%		
Very Good	(4)	36	51.43%		
Excellent	(5)	21	30.00%		

Means: Question 4.09 | Dept/Program (UGRD) 3.97 | Undergrad Overall 4.11

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
70/104 (67.31%)	4.09	0.76	4.00	368	3.97	0.98	4.00	15386	4.11	0.91	4.00

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6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?	
Response Rate	56/104 (53.85%)

• I liked the breadth of what we learned and the experience of conducting the study and writing up the report was very intellectually stimulating.

• Professor is encouraging and truly expresses his desire for everyone to succeed and get the most out of the class in the least pressuring way. Course was broken up into different segments so that one week didn't feel super overwhelming or out of the blue. Content was all cumulative and none of it felt irrelevant.

• The flexible nature of this course was great.

• The content and the way it was taught made me able to actually learn the new information being shared.

• I learned new things that I did not learn in 204. I feel accomplished having finished both 204 and 205.

• Applying learning to actually studies we designed was fun.

• I'm personally not very innterested in statsitics, so it wasnt that stimulating for me, i think the group project was the best part because you could choose something u r interested in

• This course was intellectually stimulating through the project component. We had a lot of autonomy which allowed us to really think about what we were doing. We had to take matters into our own hands which was challenging but also empowering when figuring out what to do with data analyses and conducting our experiment.

• Nothing

• It was stimulating because i was always learning new things and working with new people.

• Statistics isn't the most exciting thing, but I think Prof SL makes it as interesting and engaging as possible.

• I think it was stimulating because it touches on difficult statistical concepts, constantly utilized in the real world. It is usually the area where many fake science uses to sway the public with misinformation.

• Statistical analyses are quite difficult; need to find out what approach is appropriate.

• The JASP demonstrations and partner conversations allowed me to actively engage with the class material. I also really enjoyed Professor SL's lecturing style.

• The way the instructor taught was interesting - he did a good job of explaining why this stuff matters and how it can be applicable even if we don't do psychological research or statistics going forward

• the lectures were engaging and made the information (which could sometimes be overwhelming) easier to understand and stay and engaged.

• The professor was willing to meet outside of class which made the class great

• This class was stimulating because it introduced me to new methods of psychological research and how to use them firsthand.

• Lectures were stimulating and engaging which I appreciated

• Less methods!

• I think the lecturing can get disengaging at times but not much to do about that.

• I liked the slides and thought they were engaging- the GIFs are great

• The professor! Awesome energy and absolutely great lecturer.

• There was a lot of new information on stats that I didn't know before

• It was stimulating

• Prof SL's attitude and energy made the class! Without it, the class would've been very boring and difficult to engage with. He made the class very fun.

• Interesting to apply psychology through the lens of stats and work on new applications

• practical examples in lecture

• The project made me engage in with the course materials in an interesting way

• The professors attitude.

• We use the weekly assignments to basically writing a draft of our project report, which I think is pretty nice.

• Quizzes that carried more pressure or something that really required me to learn and retain the material better

• The content as well as ProfSL

• The teacher taught the content rly well

• The creative thinking in the semester long project that synthesized all of the course content!

• Interesting research topic we got to develop and explore

• I enjoyed the interactive lectures

• The professor made this class very intellectually stimulating.

• This is the only class I take that deals with numbers so that made it automatically intellectually stimulating.

• I think it was the professor, going through things in-person like JASP and also talking about how these skills are applicable to real life

• I think the class did a good job of helping make sure you think about all the aspects of a research study but nothing over the moon significant or completely foreign to me.

• Prof SL is a god amongst men. I don't like statistics, but I sure do like anything he has to say.

• The conversations we got to have with different people made it stimulating because I always heard a new perspective. I also think that the way the course is set up with the slides and the online lectures and the meetings with prof SL, and even the section sessions were stimulating because it always felt like you had the opportunity to apply your newfound knowledge.

• Having the freedom to choose research topics that spoke to us made this class intellectually stimulating. Working on a research project is daunting, but being able to work on something that my group and I were passionate about or just genuinely interested in made it that much more fun and less stressful.

• I think that the teacher helped to make these "mundane" topics come alive. He helped me to see their value beyond the classroom. I feel like the fact that data is applied to our lives right now helped want to conduct analyses. Seeing different studies in class also helped increase stimulation.

• the lectures were interactive

• I wasn't as engaged with this course because the topics did not interest me as much, but I appreciate that I will be able to use the skills outside of the course.

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Instructor:	Gregory Samanez-Larkin *
TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

• I liked how we could focus our research on anything we wanted to. I liked how our Professor made the lectures fun and engaging.

• As the second semester of a 2-semester psych stats course, it was always going to be a little bit less stimulating than its predecessor because there's a good deal of review and we are largely doing the same types of stats and methods questions for an entire academic year. However, getting to actually execute a research project from start to finish was very exciting and I learned a lot from this, which more than makes up for the repetitive material

• It linked together statistics with communication and science so we could see examples of how our skills could be applied.

• Working on our own project and presenting it at the end of the class made this class very interesting to me.

• I thought our group assignments were stimulating, and even the individual assignments as well.

• I thought that the use of examples to apply the concepts was really helpful. The use of practice data to run through some of the concepts was really helpful.

• I liked that we got to do practice problems in class, that we got to work in groups, and that we could present our findings to the class at the end to learn from our peers!

• Again, Prof S-L, but also the giving of examples of things we're talking about as opposed to just saying something and sending us off to figure out how it works in the real world

• I really think class was stimulating overall. I found lectures generally engaging and not too slow-paced.

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Response Rate:	70/104 (67.31 %)

7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	1	1.45%		
Average	(3)	5	7.25%		4.29 (Question)
Very Good	(4)	36	52.17%		3.96 (Dept/Program (UGRD))
Excellent	(5)	27	39.13%		4.05 (Undergrad Overall)

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
69/104 (66.35%)	4.29	0.67	4.00	360	3.96	0.92	4.00	15382	4.05	0.94	4.00

8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Gregory Samanez-Larkin, was -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	0	0.00%		
Average	(3)	3	4.29%		4.80 (Instructor)
Very Good	(4)	8	11.43%		4.23 (Dept/Program (UGRD))
Excellent	(5)	59	84.29%		4.21 (Undergrad Overall)

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
70/104 (67.31%)	4.80	0.50	5.00	413	4.23	0.92	4.00	17326	4.21	1.00	5.00

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Response Rate:	70/104 (67.31 %)

11 - What would you like to say about this course to a student who is considering taking it in the future?	
Response Rate	49/104 (47.12%)

• If you don't like group work you may have a difficult time with the structure of this course but it all works out in the end.

• Take this course!!!

• Take it!

• It makes statistics bearable if you're not a fan.

• Go to lecture. Its helpful.

• Statistics is scary but this course makes it fun!

• Make sure you do the assignments thoroughly, it will really help u on the test

• Don't procrastinate, learn the material early on, and don't skip class.

• I would highly recommend it because it is a great way to learn about statistical analysis in psychology and how research is approached, to some extent. You can practice collaborating with other psychologists and how to present your data with them.

• Flunch prof SL - he is an amazing mentor and someone you want in your life as a student at duke

• I liked it better than 204 and the teacher is great.

• If you're a psych major, you have to take it LOL - but try and go into it with an open mind. It's not the most exciting course, but you will learn a lot if you put effort into it and make sure you'reasking for extra support when you need it (and I promise that Prof SL will be more than happy to help!!).

• I would say that there may be difficult times and there may be easy times. Just remember that the concepts you learn will be extremely useful in the future. Stick to it and try to understand it. The grade doesn't matter, you understanding does. Take advantage of all the help available, it will be worth it in the end.

• Take it! Light workload and easy to get high grades

• Don't be afraid to engage with Professor SL or the teaching team!

• I would say to take good notes so you can have them for the midterm, and to make sure you have a good relationship with your group members and make sure you have a good system for delegating work every week

• This class has a clear structure and goals and is easy to succeed in if you are willing to put in the work.

• definitely more application based than 204!

• It can be difficult but the teaching makes it really approachable and "do-able".

• You will learn so much more than you think

• This professor is awesome. You will not regret taking any class with Prof. SL

• You will do well and learn

• Stay on top of your work and don't be afraid to reach out to Prof SL or your TA"s if you're struggling!

• It's required but it is doable and you can do well and it is interesting for a stats class

• take it because you have to.

• Take this class if you want to learn about research in the best classroom environment

• It's really not that bad!

• Don't stress-no one wants you to fail and ProfSL and TAs will be very helpful

• It's doable! Have fun and learn

• Should take it, very useful skills

• Its a great class

• The professor is great and that helps a lot!

• Do it- interesting, useful, and not stressful.

• Don't worry its actually not bad at all

• Very fun

• You're probably taking this because you need it for your psych degree, but it's actually a pretty cool class that makes you think about data in a new way. Prof SL is an awesome teacher who will change the way you think.

• I would say that it's way more rewarding than 204 in my opinion. Everything starts to really gel together, and when you complete your project, it feels like you've really applied all your knowledge, which felt really rewarding to me. I also would say that this course is where I really started to understand everything and become confident in my stats abilities.

• I would tell them that they should definitely take this course with Professor SL! Even though I'm not a "stats" person, Professor SL made the course material not only digestible but also engaging. There are so many resources to help you succeed in the course even if statistics may not be your strong suit.

• TAKE THIS COURSE! It might be a little difficult at first because statistics is never easy, however, you will see its utility in the future. Prof SL is an amazing teacher who loves teaching this course and teaching in general. He has a contagious passion and that will inspire you to want to pursue statistics more. You can tell he genuinely loves his job and his students. He understands that we are going through a tough time and accommodates our needs. This course will teach you how to be a better data scientist and statistician and will provide you with skills that are transferable across the board.

• get to know professor SL because hes a great human

• Good luck! Prof SL is amazing.

• Pick a group you will get along well with and are all committed to the project.

• If you're considering taking it, it's probably because you have to. But don't be scared because it is WAY better than 204!

• It's an important course to take and teaches you skills you can use outside of the course.

• Learning how to manage and communicate in a team is crucial.

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Response Rate:	70/104 (67.31 %)

• Definitely take it! It will help solidify the content in 204.

• I know it is a required major class, but it is honestly super helpful in learning how to understand data, conduct research, and Prof SL makes it a super enjoyable experience!

• Psych majors have to take it, but it can definitely be made engaging whether or not you're a stats person

• This course is awesome! I didn't love PSY 204L, but 205L really made up for the portions of 204L that were difficult for me. Prof SL is amazing, and being able to see a research question that you design come to fruition through the group project component of the course is incredibly rewarding. There isn't really another class quite like it. I think this course gives you a lot of technical and practical skills but also provides you with overarching skills like scientific literacy. It's a fun, hands-on way to learn overall, and I would recommend the course. Some content is difficult, but the workload is overall manageable. Also, the teaching team is really eager to serve as a resource, so you're in good hands.

Duke University - Course Evaluations
Undergraduate Course Evaluations - Spring 2024

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TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

12 - The course was difficult.

Response Option	Weight	Frequency	Percent
Strongly disagree	(1)	1	1.49%
Disagree	(2)	24	35.82%
Neither agree nor disagree	(3)	21	31.34%
Agree	(4)	20	29.85%
Strongly agree	(5)	1	1.49%

Means: Question 2.94 | Dept/Program (UGRD) 3.03 | Undergrad Overall 3.19

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
67/104 (64.42%)	2.94	0.89	3.00	363	3.03	0.97	3.00	15383	3.19	1.09	3.00

13 - How many hours in a typical week did you spend on this course (outside of class meetings)?

Response Option	Weight	Frequency	Percent
1	(1)	6	8.70%
2	(2)	15	21.74%
3	(3)	23	33.33%
4	(4)	16	23.19%
5	(5)	7	10.14%
6	(6)	0	0.00%
7	(7)	1	1.45%
8	(8)	0	0.00%
9	(9)	1	1.45%
10+	(10)	0	0.00%

Means: Question 3.19 | Dept/Program (UGRD) 3.42 | Undergrad Overall 4.31

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
69/104 (66.35%)	3.19	1.40	3.00	367	3.42	1.72	3.00	15404	4.31	2.36	4.00

14 - The course had clearly defined student learning objectives and overall goals.

Response Option	Weight	Frequency	Percent
Strongly disagree	(1)	2	2.90%
Disagree	(2)	0	0.00%
Neither agree nor disagree	(3)	0	0.00%
Agree	(4)	23	33.33%
Strongly agree	(5)	44	63.77%
Response Rate	69/104 (66.35%)		

15 - The course had clear expectations for assignments and other work.

Response Option	Weight	Frequency	Percent
Strongly disagree	(1)	2	2.90%
Disagree	(2)	0	0.00%
Neither agree nor disagree	(3)	1	1.45%
Agree	(4)	25	36.23%
Strongly agree	(5)	44	63.77%
Response Rate	69/104 (66.35%)		

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Instructor:	Gregory Samanez-Larkin *
TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

16 - The course had a welcoming and inclusive classroom environment				
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**
Strongly disagree	(1)	1	1.45%	
Disagree	(2)	0	0.00%	
Neither agree nor disagree	(3)	1	1.45%	
Agree	(4)	10	14.49%	
Strongly agree	(5)	58	84.06%	
Response Rate	69/104 (66.35%)			

Course:	PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.
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TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

17 - What made this class welcoming and inclusive or not welcoming and inclusive?	
Response Rate	54/104 (51.92%)

- Prof SL clearly cares deeply about ensuring that we all feel welcome and included in the class.
- The professor made it amazing! Made the class really enjoy learning.
- It's such a large lecture that it's hard to speak up and contribute in class. I was a bit nervous to comment in front of the entire class.
- The professor made the class enjoyable and comfortable for students.
- Prof SL cultivated a very welcoming environment.
- The instructor was always open and kind.
- There woukld be discussions in class and the vibe of the professoer was very relaxed
- The people were very nice.
- Prof SL made himself readily available for questions and he was very enthusiastic about the material. He was passionate about us doing well, as well.
- Prof SL
- everyone was very inclusive and helpful while working together
- Prof SL is genuinely the most welcoming person you will ever meet!
- Welcoming in a sense that there was a lot of help available on a consistent basis.
- The prof made the class welcoming and inclusive
- It was mostly thanks to Professor SL's openness and enthusiastic attitude. Bur I think because the class was so large and full of different people, it felt a little hard to communicate with my peers.
- I thought that the professor's demeanor and the way he talked about himself and how honest he was about his academic history and his life in general just made it a non-judgmental environment from the start.
- The instructor was welcoming and inclusive.
- Although this was a big class, our professor was dedicated to learning everyone's names which speaks volumes and make each student feel seen. We also had a lot of opportunities to chat and talk things through with our peers during class.
- Literally everything. Prof SL is amazing. Everyone loves him.
- Professor
- Prof was very welcoming
- The professor
- Prof SL made this class so welcoming and inclusive
- The professor encouraged talking to each other for discussion of class topics
- The instructor was very positive and supportive
- Just very great environment
- Prof SL's energy and attitude
- The professor was welcoming and he created a culture as such
- Frequent class participation.
- Professors attitude and very willingness to always help.
- One of the kindest and chillest professors I've ever had!
- There was understanding that this topic was hard and the content was actually taught- not just presented.
- The professor supports every student~
- Professor
- Prof Sl and the TA were really accepting and the class was diverse
- The professor
- Prof SL is the most lovely person and made the class so welcoming and inclusive.
- The prof SL and Ta
- Prof SL cares about his students
- Prof SL makes it very clear that he struggled with statistics, so there's no judgement if you're having a hard time ro need extra help.
- I think prof SL is just so down-to-earth and understanding, which makes it easier to deal with "failure" if it happens. He literally gave us his phone number after the midterm if we felt we needed to talk it out or needed a pick-me-up, and I have never had a professor do that before. You just know that he's there for you. d
- Professor SL always encouraged us to share our ideas or thoughts with our peers or with the entire class, even though we may not be 100% sure or confident. Having us discuss and work in groups throughout the semester made the class feel very inclusive.
- Prof SL is very open about his life and experiences so this makes you feel more comfortable about being yourself as well. He is weird, quirky, and energetic which I loved. He makes the classroom what it is. I hope he reads all of these lovely comments and I hope that his hard work is recognized because you don't come across many teachers or people like him often.
- the people and professor SL
- Nothing
- The professor provided interesting slides and lectures.
- The professor and the people :)
- The professor talked about many different experiences and invited all students to share thoughts.

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Instructor:	Gregory Samanez-Larkin *
TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

- Our classes were very interactive, and Professor SL made a lot of effort to get to know all of us.
- n/a
- Prof sl.
- Prof SL made the classroom an open space for discussion and established a groundwork for respect and understanding of various backgrounds, cultures, and ways of thinking.
- The people!
- Making space to share perspectives and the overall attitude of a willingness to help made the class welcoming and inclusive.

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TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

18 - This course facilitated joy in learning (e.g., a sense of curiosity, wonder, engagement, inquiry).

Response Option	Weight	Frequency	Percent
Strongly disagree	(1)	0	0.00%
Disagree	(2)	1	1.47%
Neither agree nor disagree	(3)	4	5.88%
Agree	(4)	25	36.76%
Strongly Agree	(5)	38	55.88%

Means: Question 4.47, Dept/Program (UGRD) 4.47, Undergrad Overall 4.47

Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
68/104 (65.38%)	4.47	0.68	5.00	68	4.47	0.68	5.00	68	4.47	0.68	5.00

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Undergraduate Course Evaluations - Spring 2024

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TA:	Ricardo Morales Torres,Morgan Osmun,Jeslyn Brouwers,Sarah Yoon
Response Rate:	70/104 (67.31 %)

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20 - Beyond the elements of the course that the instructional team is responsible for (e.g., lecture content and delivery, assignments and exams, section design, overall class structure), are there things YOU could have done differently as a student that would have improved your learning and/or overall experience in the course?

Response Rate	43/104 (41.35%)

- I sometimes could have tried to be more engaged during the lectures that were not about stats.

- I would have been more proactive about asking for help when I was confused about certain stat techniques.

- I could have paid better attention in class to better understand concepts.

- I could have reviewed lecture notes outside of class time. It would have been helpful to refresh myself on the material besides for homework.

- I could have spent more time doing optional practice or readings.

- Planning out and brainstorming our idea for the initial project a little more would have made it easier as the semester went along cause our idea would've been clearer, do more work on the front end

- I tried to start assignments relatively early, closer to when they were first assigned. This allowed me to think about the questions over a longer period of time and really learn from the questions.

- Talked to Prof SL more!

- I could have met more with Professor outside of classtime to make sure I have my best understanding.

- I think I would have done a different research project—something different and not on depression. I think our team didn't take the risk to research something different, and I wished would have.

- I forgot about some weekly quizzes

- I think I could've made more use of office hours and been less afraid to ask questions.

- I probably should have studied more for the midterm and taken better notes in class

- I could have connected more with the teaching staff and engaged more with the material.

- Probably listened more during lecture

- I could have been more engaged in class and utilized more outside classroom resources.

- I could have more closely read the assignment instructions

- I don't think so.

- I could've been more locked in during lectures

- no

- Embrace the project more.

- Forced myself to engage more during lectures (not have access to my computer)

- NA

- Probably more engagement

- Make it so you don't need a 95 to get an A. It doesn't make any sense to me. Not sure why a 94.45 is counted the same as a 90

- none

- Be more honest about group project dynamics

- I think I could have spend a little more time outside of class preparing

- I should have been more aware of the whole project earlier, not just the parts I was responsible for.

- Honestly, no. For a course that I thought would be boring or something I'm not good I, I'm actually proud of myself for finishing strong and allowing myself to enjoy the course.

- Attending every lecture would have undoubtedly improved my learning and overall experience in the course, as there would not be as many gaps in my knowledge and as much stress when it came to assessing what I had learned when taking the midterm.

- Yes! I made sure to commit more time to assignments this semester compared to 204 because I noticed how little points can add up and push your grade in a certain semester. Nevertheless, towards the end I began experiencing slight burnout. I could have been more engaged with course material towards the last 2 weeks

- met with professor SL more frequently. hes awesome

- I did miss some lectures due to personal issues, so make sure you attend class! Otherwise you won't understand stuff. Or go to office hours.

- I could have reached out for more help before the midterm.

- I was pretty awesome but I could've been more engaged in lecture and section at times, gotten adequate amounts of sleep the night before class, and remembered to do the quiz I forgot to do.

- I could have paid more attention in lectures and I think I could have shared some of my concerns about the project earlier in the course, though it did end up being okay.

- I do get stressed because sometimes my team members are not doing their fair share of the work. I would always try to find time to arrange a team meeting every week when we have a group assignment due so we can keep everyone engaged.

- n/a

- I think that engaging more in class could have really assisted me and improved my learning.

- I could have submitted the one assignment I missed on time or communicated earlier about why I missed the assignment to see if there were make-up options or other resolutions earlier on.

- I don't really know, none that I can think of!

- I don't think I would've done much differently. I felt like the course was set up for me to succeed, and I feel that I did so.