

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1
Instructor: Gregory Samanez-Larkin *
TA:
Response Rate: 70/74 (94.59 %)

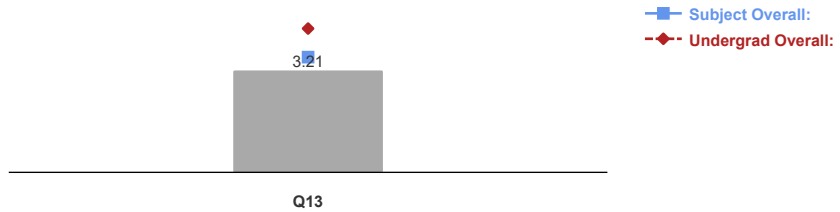
At A Glance:Course Difficulty

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree



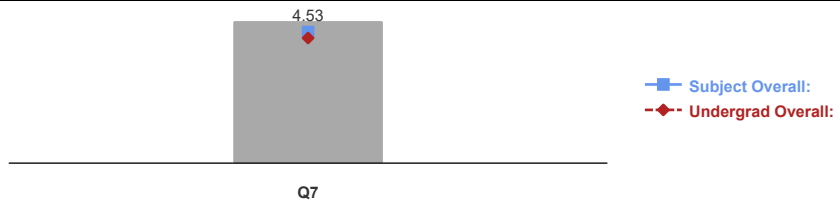
At A Glance:Effort

10+
9
8
7
6
5
4
3
2
1



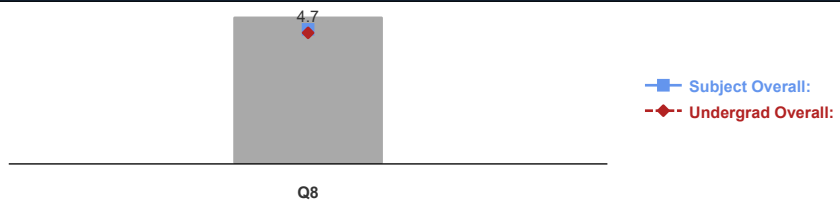
At A Glance:Overall course

Excellent
Very Good
Average
Marginal
Poor



At A Glance:Overall Instructor

Excellent
Very Good
Average
Marginal
Poor



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1 - Your personal level of engagement with the course was:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	1	1.43%		3.74		3.88		3.88		
Low		(2)	3	4.29%								
Medium		(3)	17	24.29%								
High		(4)	41	58.57%								
Very high		(5)	8	11.43%								
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median	
70/74 (94.59%)	3.74	0.77	4.00	977	3.88	0.89	4.00	18380	3.88	0.95	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	64/74 (86.49%)
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- - creating ethical, valid, and comprehensive studies, analyzing data/ trends and using critical thinking to determine how those insights are applicable
- I learned how to do linear regressions, statistical analysis, and how to use JASP
- how to do new statistics how to propose a study how to design a good study
- I developed new ways of looking at how psych studies are created, conducted, analyzed, and published. I learned a lot about the methods process of studies, regarding types of validity and biases that you have to look out for. I also learned about which type of statistical test you should run based on your data.
- Developed the ability to manipulate data, understand data, and visualize data.
- researc design, detecting biases in science, comparing two sets of data to each other
- Multiple regression, how to better understand reliability, and why statistics affect psych research
- Learned specific research method skills, key statistics and their function, as well as how to write a research proposal.
- basic statistical analysis, learning how to assess and write my own research proposals, questioning statistical analysis in psychological studies
- I came into this class already knowing all of the information, however I did learn how to use JASP.
- evaluating data, determining validity and reliability, analyzing the strength of data
- I think I better understand how to run studies and examine how cause and effect occur.
- I learned the specific ways of statistics such as z-scores, t-scores, linear regression and how to answer questions based on statistics and JASP.
- I learned how to look at stats in a more qualitative way, embrace the ambiguity of science, and approach research as a creative process.
- I learned how to construct a reliable and valid research study and how to analyze statistics to understand data. I learned how to conduct a t-test in JASP, operationalize variables, and analyze data.
- I learned the vitality of ethical science, the importance of collaboration, and what it means to be an attentive student. There are so many ways that scientists can go around the rules in order to create "significant" data and a "reputable" reputation, but it is important to stay true to one's self and the values that science upholds. Through collaborating with my section group, I now understand the advantage of meeting up ASAP and getting our duties done together in an efficient manner. By attending every lecture and skirting distractions, I was able to take in the knowledge necessary for my academic success.
- Social science research design; using statistical models; group project (writing proposal)
- - statistical analysis methods - scientific ethics - how to design a good scientific study
- I learned how to build confidence intervals, execute correlation and linear regression analyses, and basic study design methods in psychology research
- statistical knowledge and study design
- We learned about research methods and statistics. We looked at how to design a study to get real data that attempts to be representative. We also learned different methods to study this data and make sense of it. Lastly, we looked at the problems in the stats field
- how to run statistical tests and analyses, how to work well with others/groups, how to analyze the ethicality of science and research, + more
- 1) knowledge on analyzing and interpreting statistics 2) knowledge on analyzing research methods within psychology 3) knowledge on creating research project proposals
- I learned how to work efficiently with a group, I acquired extensive knowledge of methods and statistics, and I learned how to think analytically about science and question it--making sure to verify its validity and reliability.
- I learned sampling strategies, how to eliminate biases and create a valid experiment design, and analyze data.
- statistical concepts, how to write a write a research proposal, integrating knowledge to solve real-world problems
- I learnt a lot about statistics and research in general. Three things I learnt were how to write a statistical report, how to conduct statistical tests, and how to work with statistical software.
- I learned research methods that have to do with study designs and best practices. I've also learned basic statistic practices in what is called "new stats" that emphasis honesty and estimations in statistics. I also learned better problem solving techniques as well as ways to prevent procrastination.
- 1. How to apply statistics in real world psychology research 2. How to make informed judgements/decisions on what statistical method to use for different research purposes 3. How to create a team work environment that's effective & efficient
- Understanding the basic building blocks of a study, how to work with and understand the data collected in said study, and how to critique a study as an informed individual.
- We learned a variety of research methods and statistics including sampling strategies, the Belmont principles relating to ethics in research, and confidence intervals for reporting results.
- In this course I learned about statistics and research methods. Overall I learned the value of research and how this data can be interpreted to get a result.
- I developed a multi-perspective way of thinking through things, especially in terms of methods and statistics. I have learned several different ways in which statistics works in the real world - ethics and how this applies to certain aspects of statistics, reliability, validity, different sampling methods, several different statistical tests, and how we have moved on to "new statistics".
- How to do confidence intervals, how to do t-tests, and the importance of sampling strategies
- One of the major skills emphasized in this class is to split up larger assignments into smaller segments to avoid procrastination. Another skill is collaborating with my peers and crediting them when credit is due. Finally, a major way of thinking developed in this course is that there is not one right answer to everything. There may be multiple different ways to answer a question.
- 1. Research methods: I was introduced to scientific research methods and learned a lot about them in-depth. I can now create my own research proposal. 2. Writing skills: This course teaches fundamental scientific writing skills including literary and data analysis. 3. Collaboration: The majority of this class encourages collaboration, not limited to during lecture but also encouraged on assignment and required for group projects. It has allowed me to learn the art of evenly distributed work and power of working together.
- This class helped me better understand the publication process as it works in modern science This class introduced me to concept of ambiguity in study design and the ways to evaluate strengths and weakness of different methods This class taught the basics of data analysis and different methods it can be done
- I learned about basic statistical analysis skills and basic research method concepts. I learned about how to conduct ethical science.
- Basic statistical method and knowledge in psychology. Reconstruction of research design and general scientific method.
- This class allowed me to work with other members of my discussion section that had similar interests as me to create a research study proposal. This required good use of teamwork and critical thinking skills in order to create a study design and add on to it as the semester progressed. Another part of the class was working on Gradescope assignments individually that used information taught in class that week. These were more statistic-based and use JASP software which was something that was new to me.
- The most valuable skill was the ability to break large amounts of work into small chunks over time. Professor SL really set me up for success by forcing us to do this, and I might finally be able to do it in my other classes. It was useful to learn about what makes a study "legit". I am more analytical of my information now. It was fascinating to see how data could be manipulated, and how to hold science accountable and to a standard of honesty.

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- - importance of strong research methods and how to design psychological research - insight on problematic practices in science and statistical analysis, ways to improve - basic statistics for interpreting psychological research results, with less emphasis on p values more comfort with ambiguity
- I learned about the two main aspects of research: methods and statistics. More specifically, we learned about the ethical and unethical research tactics and how complex research actually is. We learned the statistics like z-scores, Confidence Intervals, t-tests, variance, regression, correlation, etc. to understand how to best interpret data.
- I learned ways to analyze and look at data including different statistical tests such as z and t-tests. We also dove into linear regression and correlations to measure how much one variable affected another. Finally, there were also topics covered on research methods and aspects to consider when designing a potential study such as the validity and reliability of measures, the ethics of the proposal, etc.
- 1. What z-scores, t-scores, confidence intervals, and correlation and regression mean and how to calculate them in the JASP software 2. Threats to studies, especially regarding validity 3. Why science matters and the importance of properly communicating finding
- I learned about research methods and statistics that help to conduct scientific investigations meaningfully and accurately, ethical concerns in science, to accept ambiguity, and how to create and write a study proposal.
- I developed skills with specific methods of statistical analyses (e.g., linear regression, multiple regression, etc.), how to critically analyze experimental designs for potential flaws, and how to effectively communicate statistical results in a way that is meaningful.
- In this class, I gained a better understanding of statistics and how to use statistical models to interpret data. A few of the things I learned in this course were confidence intervals, the proper experimental method, and how to calculate the standard error.
- Using JASP, statistics as a way to describe data, making meaning out of data points
- I developed new skills in statistics that I had not learned before, I was able to learn from constructive forms of criticism that I had not encountered before, and I worked in collaborative group settings that furthered my education.
- I definitely gained a more in-depth knowledge of how to conduct Psychology studies, most notably in terms of the research methods to be used and the overall ethics of said research. I also learned various statistical analysis methods (z-tests, t-tests, computing confidence intervals, etc.) when it comes to evaluating the data collected from Psychology studies. I also learned the different components that go into creating an entire research proposal, which was our semester long project.
- I developed knowledge in the field of psychology statistics covering topics such as the different types of reliabilities, the different types of validities, and how to use the JASP program.
- Working in a team critical thinking using a statistical analysis software
- Deeper understanding of what makes science and research so difficult (lots of considerations to be made), how to revise (and write better!) a research proposal, statistics (I have had no prior experience)
- I learned foundations for conducting psychological studies, such as how to design a study and the different things that must be considered in the process. I also learned a lot about research as a professional field and some of the practices that should be avoided when conducting research. Finally, I learned how to conduct different statistical tests, both by hand and using the computer, and how to interpret the results.
- - Linear regression - A greater tendency to think about the ethics of my decisions - Confidence Intervals
- I learned how to use JASP to perform data analysis, the concepts behind standard deviation and standard error (and how to calculate each by hand and with JASP), and the ins and outs of correlation.
- Learned how to both design studies and interpret their results. Learned how to use JASP, as well as about ethical practices in studies and in the scientific community in general.
- Bias understandment, Validity understandment, and research proposal ideas
- I understood how to write a psychology research paper, conduct psychology experiments, and design proposals. I also learned how to use JASP.
- -how to do basic statistical analysis -be able to communicate scientific research -understand ethics in scientific research
- I learned about the general field of statistics, how to use visuals to represent data, and how to analyze data using Jasp software
- I learned how to a) be a critical consumer of science, b) analyze by data using more advanced statistical methods (e.g. linear regression), and c) design a study with reliability and validity in mind.
- I learned how to think critically, I learned a bunch of useful ways to analyze data and how to interpret results based on the analysis. I also learned how to work together in a gorup to create a psychological study

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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	65/74 (87.84%)
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- We need to be taught the stats sooner in the class, we talked about research methods, which are pretty straightforward and everyone mostly has already learned, for like 6 weeks and then had to learn all the stats in like 3 weeks. It felt like a really steep learning curve, I was super lost and lectures were incredibly boring that it was nearly impossible for me to pay attention.
- The hybrid lecture availability and recordings, clear weekly to-do lists, lecture style, and midterm structure were all great.
- - openness/push to go to office hours - emphasis on not leaving anyone behind
- The weekly homework assignments, both group assignments and individual assignments, helped facilitate my learning. The group assignments helped us stay on top of our semester project, and the individual assignments helped you further understand what was learned in lecture that week. Additionally, Professor SL is very engaging and makes lecture very interesting, which also helped facilitate my learning in this course.
- There is a lot of structure to ensure there is never too much work at any moment in time.
- loved the group project, how it was spread out. individual assignments were all good practice for the final and we got good feedback on those.
- Spreading out assignments really helped
- Lots of class engagement and small discussion sections.
- engaging lecture, effective group and individual assignments, good overview and application in section
- The instructor made this class collaborative and also he was very approachable. I love the way we did things piece by piece.
- Splitting up large assignments into parts, Ensuring well-being and optimal learning for students in the course
- I really like the engaging, pop-culture references in lecture. The instructor was very welcoming and created a positive environment that welcomed mistakes and growth.
- I like how the final paper was divided up into sections to not increase procrastination.
- The instructor was very helpful in the way hat lectures often included multiple explanations of the topic. Homework assignments were also structured to prepare for the final project, which made actually assembling it way easier.
- Using the lab sections to review content from lecture is extremely helpful because it enables us to slow down and understand concepts more clearly. I also really liked how the individual assignments applied a lot of the learning we did in class.
- The powerpoints and personality of the professor were both so engaging! I would keep the discussion section/group proposal process consistent in the coming years.
- Doing a bit of the final project every week.
- - well-paced content and assignments - supportive and collaborative environment - section was a strong compliment to the content learned in lecture - assignments built up to more difficult content really well and were easy to understand
- The instructor successfully modeled growth, learning, and uncertainty. The instructor and TAs consistently made themselves available to provide additional help, and emphasized their desire to do so.
- lectures; weekly individual/group assignments; quizzes (I liked that you could retake it as many times as you needed) I liked that we worked on the proposal throughout the course
- I really liked the weeeekly assignments, I think it makes it much easier for us to learn. I also really liked the way the group project is structured.
- the course/lectures were interactive and organized, the instructor and TA's were extremely accessible outside of class for additional help/questions, i liked that we had both individual and group projects rather than just one or the other, and that you could replace your midterm grade with the final, i also like that we wrote the proposal over the course of the semester rather than at the end
- Provided weekly assignments that went towards our project proposal in order to break up the work. Was extremely effective and allowed us to better complete our coursework.
- I really like the instruction of this course. I like that the final project was spread out across the semester. Lectures were engaging because we spoke to peers a lot and there was a lot of participation. I felt well-prepared for the exams from the lectures, practice material, and study days in class. Lastly, I could tell Prof SL really enjoys teaching and wanted to be here, which makes a big difference.
- I like how this class allows students to discuss with small groups during lectures.
- the instructor was very insistent on students understanding and mastering every step of the course so that no one would fall behind
- I really liked having Prof SL as my professor, he was great at making everyone feel involved and I honestly think he made me care about statistics. I also liked how the assignments were all broken down into weekly components.
- -The final paper was broken up into smaller assignments completed weekly. -The final is optional and can replace your midterm grade. -Lecture is interactive and well organized.
- Spacing out the final paper across the semester is a really good technique that prevented procrastination. The format of exams is also very nice in that we have an opportunity to try again to get a better score, and that it's highly application based (no rote-memorization), which is a more effective way of testing student's learning in my opinion (and reduces cheating to a large extent).
- I think the course was very nice for the student experience with workflow. One thing that the professor actually described at some point that I really appreciated was pacing the larger, project-length assignments into smaller components that put us in a position not to procrastinate. The course did a good job indirectly improving student habits.
- The ability to resubmit assignments was helpful in that it kept off some of the pressure in doing the assignment and gave us the opportunity to go back and make corrections within that time period.
- In this class I enjoyed that the final project was spaced out throughout the semester. With this structure I was unable to procrastinate and overall had a better work ethic.
- The instructor facilitated my learning through engaging slides that provided just enough information to not be overwhelming as they were presented. I would keep this structure of teaching with the slides and interactive components weaved in throughout.
- Prof SL did an awesome job of making stats accessible to everyone and encouraging all the students. I really liked how he emphasized that anyone can do stats and was always willing to break things down, if needed.
- I believe the prep for exams was extremely helpful. Not only did we go over example questions in class before the exam, but we are also able to see the questions of the exam 24 hours before our test date. Although we do not have the data to make interpretations, having the questions allows us to form ideas on how we would answer a question like this. I also extremely appreciated the project being split up into sections over the semester. It made the end of the semester a lot easier because we did not have to worry about writing a lengthy research proposal before all of our finals.
- I hope Prof SL keeps his music segments that are embedded in the presentations. They are so fun and overall very engaging. I also love the structure of the presentations and how they are easy to follow especially when reviewing for exams.
- The professor was always very welcoming and understanding, and never let you feel bad when things were not clicked. I hope they can keep this warm environment in later terms as it is very helpful when learning new material.
- The instructors of the course were very helpful during office hours. This includes the class professor and the TAs. They were all very helpful. I will carry a lot about what I learned in this course in the future. My goal is to obtain a Ph.D one day so obviously this makes sense. But, most importantly, this class showed how exciting statistics can be (a sentence I never thought I would say in my lifetime).

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- I LOVE the design of the research proposal--you do some paragraphs each weekend instead of condensing everything in the final week. The midterm design is fantastic--close to real-life and know exactly what to expect.
- I loved the structure of the class because the discussion section actually related to the content taught in class. That way, it was a time where people could ask questions if they were confused, do practice examples with a small group, or go through examples together as a class. The TA guided the discussion and facilitated small discussion group questions, which I think should be kept for future years.
- Forcing us to do small chunks, giving multiple chances to succeed, BEING KIND, and explaining things multiple times were all so useful.
- I really liked the team based research proposal because ability to collaborate is really important, and my peers often have ideas or ways of thinking that are different from my own. I also really appreciate how such a daunting project was spread out over the semester in manageable pieces, which made it a much less stressful experience compared to research design I have done for other courses.
- I also enjoyed your transparency throughout the year with what was expected of us and where we should be at throughout the course.
- The class was very well structured. Never has it felt like there was too much to do for a single week. The lectures were broken down into digestible bits making everything easy to follow. Even the harder lectures, Professor SL, always acknowledged that it would take a little longer to understand so he would constantly teach and reteach it until it was clear. It was easy for us to ask him questions and express our concerns. In addition, the discussion section was extremely helpful in clarifying points and facilitating group work. All these components should be kept in future years.
- From the get-go, Professor SL made it clear that anyone can be good at statistics, facilitating a growth mindset. This was super impactful for me. Moreover, he encouraged students to reach out for help or just go to office hours to say hello, showing that he truly cared about our success and making it feel less intimidating. Also, he spread assignments out and gave a fair amount of work weekly, making the course feel rigorous and enjoyable but not overwhelming.
- The lectures were very engaging because there wasn't a lot of text on the screen to keep up with and there were fun pop culture references. Prof SL was also very approachable, so I felt encouraged to go to extra help and found sessions with him very helpful.
- I really loved the breaking off into discussion with nearby members during larger lectures since it allowed me to engage with the material in a different way and ensure that I truly understood it. I also loved the design of this course with the calendar, since it aided in keeping up with the regular schedule of assignments and prevented procrastinating everything.
- The online zoom option for lectures was super helpful because it was more accommodating and the lectures could be viewed later.
- The instructor made learning easy by doing a good job of keeping us engaged. They were always very energetic and enthusiastic to teach us and would do activities that made us share our ideas with our peers and the whole class. I think that the weekly assignments are good because it ensures that we stay on top of the material.
- Prof S-L is an excellent instructor and one who is aware of the many difficulties that students may have in understanding concepts. Keep him as an instructor, as he's the perfect person for the position!
- There were weekly assignments that we got feedback on that helped me to learn from my mistakes and the discussion sections really helped to clarify any confusion on the content.
- I definitely think that a combination of lecture quizzes and weekly assignments helped me engage more with the material and better familiarized me with the concepts learned. Whats more, I think it was a really good idea to structure our final project into parts to be turned in throughout the semester rather than having a singular deadline in which all parts needed to be finished. This allowed for Professor Samanez-Larkin and the other TAs to provide helpful feedback at each stage, thus improving the overall quality of the final product.
- I liked how all of the lectures were recorded and the lecture slides were sent out before class started. This helped me in my note taking so that way I was not rushing my notes and could look at the slides I either missed or did not fully understand. I think all professors should send out the lecture slides.
- The teacher had a well thought out class that promoted active learning. Group work, quizzes, homework
- I found the lectures to be really engaging - due to Prof S.L.'s teaching style. The discussion sections always did a great job of reinforcing the material, as we did specific and directly related problems or discussions.
- I thought the structure of the course was really good. I thought the lectures were informative and engaging, and I liked that we got a chance to participate and practice the concepts in class. I also liked a lot that the first part of section was always going over what we had learned in lecture, as this really helped enforce the concepts. Finally, I thought the homework was directly applicable to the course and never felt like unnecessary busy work. I also liked a lot that we started the final group project so far in advance, as it made completing it a lot less intimidating and a lot easier.
- All expectations of students were incredibly clear - which leads to a less stressful course. The weeks segment on Sakai and the simple syllabus were very helpful in guiding students through the course.
- I liked the 2 lecture and 1 lab per week structure, the labs were very helpful and added to my understanding of the course a lot. They were also enjoyable and fun. I would definitely keep the lab.
- Lots of opportunities for feedback on work; did demonstrations and examples of the concepts we needed to know, and gave assignments so that we could practice before exams.
- They were Able to keep students interested throughout the course by having weekly proposal assignments.
- The instructor would have meetings with groups of students to discuss progress and ways he can help us learn.
- lecture was super interesting and engaging!
- I liked having weekly individual assignments and how the course was structured so that we gradually worked on the final project throughout the year. it was a really nice class that didn't let you get behind
- I really enjoyed the focus on learning rather than grades. For instance, you could resubmit the quizzes until you got all of the answers right. Additionally, I was grateful that we were essentially not allowed to procrastinate because we had to turn in pieces of our final proposal each week.
- He broke down the parts of the psychology study that we had to create really nicely, making sure it was not overwhelming. The professor was really friendly, charismatic, and supportive, and he was always willing to help outside the classroom as well as try to get to know you as a person.

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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	60/74 (81.08%)
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- we need more practice with the stats stuff prior to having big individual assignments. Give us smaller practice problems where we just do like one CI or t-test to make sure we know what we are doing before you make it all complicated in the weekly assignment.
- The course moves way too slowly. We all learn at least some of the basics of methods if we have taken any psychology course which a prereq for the class. We do not need to spend nearly as long on the scientific method or other very basic topics. Could have covered the entire class in half a semester and still held a reasonable pace. I would go through more practical examples in class.
- I think sometimes because you want to make the information easily understandable in a lot of different ways it's sometimes hard to digest. maybe starting each explanation with a short and sweet definition for us to refer back to
- There is nothing I would change to this course.
- I would love to see this class give more guidance when interpreting results.
- Less section time, different section material. Was boring and not helpful for clarifying concepts
- Either making the class fully in-person or finding more ways for people to engage over zoom would help.
- Less use of the slides, heavy teaching reliance, and reading off of the slides during class.
- more practice problems with keys available, clear guides on using JASP
- People should be able to test out of this class so they don't have to spend two semesters doing something they already know how to do.
- N/A, this was an amazing class in content and structure
- Some of the individual assignments were really hard so going over them in section more could be helpful.
- Potentially adding more examples on how to know when to use which formulas when answering statistical questions.
- I can't think of anything that would make the course better than it already is.
- No, this is the first statistics course I've taken where I felt as if I actually understood why I was conducting certain tests and concluding certain things. In other classes I was merely following steps.
- I believe that there should be more time in discussion describing the statistics that we learned and tricks within JASP. Sometimes, we moved very fast in lecture, and I was left feeling lost.
- More sample practices, eg the write-up of interpretations for statis
- The correlation/linear regression portion of the course was very rushed, especially when compared to the amount of time spent on z-scores/standard deviation vs. standard error. Other students I spoke with also expressed confusion around correlation/regression, and a desire that more class time had been spent on these topics. I'd recommend at minimum one more lecture period and assignment, but ideally 2 lectures and 2 discussion sections on these topics
- n/a
- I think one of the week assignments should be updating all of ur past group assignments after getting your feedback
- n/a
- I wouldn't change anything.
- n/a
- I think working on shaping lab to be more usual with the course would have been an improvement. The TAs were great, but sometimes lab just seemed kind of pointless. It would be cool to maybe have some part of the weekly assignment that we needed to be in lab to do that would make it more engaging.
- Sometimes homework assignments felt like a big jump from what we had been learning in class. I think it would be helpful to have more practice problems in class where we walk through an entire problem rather than just learning separate components of how to solve the problem.
- I think the current structure is great.
- There's not much to critique in terms of direct improvement. I believe that given the current state with the COVID-19 pandemic, discussion sections felt sometimes awkward for students who had to log on through Zoom as it was hard to really see what the classroom was doing (contrary to lectures, where the entire class really is just looking at the instructor).
- The in-class discussions with a partner could be a little bit uncomfortable at times despite the encouragement to speak to new people.
- I hope that in the future this class will move slightly slower when teaching the statistics portion especially towards the end of the semester. I found it a bit difficult to understand concepts that we only spoke in depth about quickly.
- While the slides were engaging, there were times when some parts of the course were introduced and then we quickly moved on to the next topic. We were prompted to attend office hours if we wanted to solidify what had been introduced and learn more; however, not everyone can make it to office hours and may be more behind than those students that can go. Instead of leaving some topics less explained in the class, there could be more of a focus on making sure these concepts are fully explained.
- The only recommendation I have is to focus more on the content taught in the last few weeks of the course. We went over a lot of the other topics (Confidence Intervals, JASP, etc...) in great depth and I felt like I had a strong grasp on the concepts, but the topics at the end of the course, which also seemed to be the hardest topics of the class, were only taught during the last few weeks of class.
- No.
- The class was very well paced and never felt too overbearing workload wise. The lab sections could maybe use further refinement with extra focus on working out problems so we could get used to the midterm format, but other than that I was very pleased with the design of the course.
- I think that some of the discussion sections did not add a lot to the course. They were useful during the statistics portion of the course but during the research methods portion, the discussion sections seemed repetitive.
- TA office hours are sometimes not that helpful if they refuse to explain anything assignment question in detail. I guess they can't tell me the answer, but they could definitely explain in more detail.
- Another thing that could be added to the discussion section could be to go over the Gradescope homeworks during the individual weeks. Those tended to be more JASP-related and were a good portion of the second half of the midterm, so going over those assignments could be beneficial in clearing up confusion of the class.
- I would make the homework very slightly shorter, and I would teach stats a little earlier- in small chunks.
- I think it would help to go over the statistics homeworks in class, especially towards the beginning when things can be a little more confusing
- The fact that there wasn't HW similar to the assignments made working on the assignments way more difficult. Lots of classes have HW so students can practice applying new concepts before being graded on them through tests (basically the equivalent of individual assignments in this class). I would have also liked for all the statistics to have been learned around the same time (ex. explain CI and p-value together) so concepts would make more sense. I wish the statistics part of class were more spread out throughout the class...it felt very rushed at the end and I've felt it hard to retain the information. I really enjoyed how you would say things like, "if you don't understand this, you'll be okay" because I then felt more proud of myself BUT then when we were tested on that exact piece of information/concept you told us we didn't need to fully understand, I felt even worse about myself for not knowing what was going on.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

- I can't think of anything that impeded a positive learning environment. I think everything worked pretty well in this course.
- I would suggest being more clear/consistently repeating the difference between the two types of z-scores and t-scores (what information you need to calculate each of them). Also, it would be helpful to give us a heads up that our by-hand calculations would largely not be assessed in exams. Indeed, explicitly share that they are a way for us to understand where the formulas and numbers come from but most of our later assessments would simply use JASP. I feel like this was not told to the class early on, and we only learned right before the text.
- I thought the way that z-scores vs t-scores, standard error vs deviation, and CI tests were initially taught was confusing. I think prof SL should've started by saying & clarifying in what situations we use certain things, instead of providing examples first.
- Nothing in particular impeded a positive learning environment and I really enjoyed this class and its design. I would suggest maybe having more activities in the lab section which are similar to questions on the assignments, since lab often seemed slightly disconnected from both lecture and the homework assignments.
- I think that 1 way to improve the course would be to go a little more in-depth on some of the statistics stuff. Sometimes I feel like we brushed over certain topics that were confusing.
- It'd be wonderful if Prof S-L were to record videos of himself performing different tasks in JASP so that we could go back to refer to them. Taking notes on how to do them in class doesn't always capture every step, which makes it somewhat difficult to replicate his exact actions. Additionally, it'd be great if he were to go a bit slower when doing these in class so that our notes can accurately capture the process.
- I think that more assignments that are less questions and have immediate feedback on the answers would be beneficial, like being able to get extra practice with some of the concepts that we learn outside of class.
- I don't think there is much to be said in terms of what can improve the course. One thing I found useful in other courses was the use of Piazza to create a sort of online, student-wide question board, that way if one student had a particularly salient question about an assignment or quiz, Professor responses would be available to all students, which is useful in the event that someone else had a similar question. I would maybe recommend using this as a way to streamline questions between the students and the Professor/TAs.
- I think implementing more time in JASP during discussion could greatly help relieve a lot of confusion that was felt throughout this semester. It should include more examples that are relevant to the class and how the individual assignments will look like instead of making the examples in class much easier than the questions asked in the individual assignments.
- Everything was great
- Potentially, maybe the practice or in class practice could be a bit closer to what the assignments asked for.
- At times, I felt like the order in which we learned concepts was a little confusing or seemed out of place. Sometimes I felt like we jumped from methods to statistics back to methods in weird ways.
- N/A
- I think the structure of this course is great as-is.
- A full lab section rather than a discussion section felt a tad excessive, however, it was not a hindrance to the class.
- None
- Overall very good and interesting course
- nothing, course is perfect as it is!
- giving students an anonymous way of reporting their group mate's contributions or lack of effort in the project.
- n/a
- The beginning of the course felt a little slow and focussed on fundamental things that I think most of us learned in high school, so maybe in the future they can skip that.

Duke University - Trinity and Pratt Undergraduate Programs
Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1
Instructor: Gregory Samanez-Larkin *
TA:
Response Rate: 70/74 (94.59 %)

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						
Strongly disagree	(1)	0	0.00%		4.39	4.26	4.19				
Disagree	(2)	1	1.45%								
Neither agree nor disagree	(3)	3	4.35%								
Agree	(4)	33	47.83%	█							
Strongly agree	(5)	32	46.38%	█							
				0 25 50 100	Question	Subject Overall:	Undergrad Overall:				
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
69/74 (93.24%)	4.39	0.65	4.00	966	4.26	0.86	4.00	18254	4.19	0.86	4.00

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate	59/74 (79.73%)
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- It could have been so much more rigorous. Teach me something more powerful than JASP. Teach it to me faster. I left class thinking about how much of this I had either learned in high school or we went over in a week in any of the intro psychology classes.
- I think for statistics the class was really interesting. I was just thinking about how I actually enjoyed the class even though i thought it was going to suck and think that the teaching/class structure had a lot to do with this
- This class was stimulating because it had you apply what you learned in lecture to real world situations. We would analyze data that stimulated real world data (and sometimes was real data) in individual assignments. Furthermore, we were encouraged to participate and engage in lecture.
- It was stimulating because he used real world examples.
- Interesting content with real applications
- The real-world examples were interesting and engaging.
- great professor who was always prepared with interesting lecture
- The prof made examples relevant and interesting.
- Participation and encouragement of discussion
- I think it was stimulating, especially when the data topics were related to things like dogs, school GPA, disney movies, etc. and things that are interesting and comprehensible to teenagers like us.
- The class was stimulating because the emphasis was put on learning material rather than assignments and assessments.
- This class was intellectually stimulating because it required us to think through concepts we learned in class beyond memorizing them and apply them to real world problems.
- I felt like I learned something new every lecture, but sometimes the explanations of certain statistical topics were not clear and did not seem to connect to other topics.
- a lot of real-life scenarios.
- I liked the many different components (lecture, quizzes, grades cope assignments - individual and group)
- How interactive it was
- class discussions and interactive activities made it stimulating; we also talked about a lot of real-world problems and examples which made it easier to think about how statistics can be applied outside of the classroom
- The use of examples in lecture that were applicable to real life situations
- What made this class stimulating was its ability to test our knowledge through quizzes after lecture and assignments every week, that weren't too hard, but challenging enough to make sure we understand the material.
- lots of real-world examples, enthusiasm of instructor and TAs, encouragement of collaboration with classmates
- This class was stimulating because it kept you consistently engaged. I honestly really enjoyed the weekly assignments because it gave me a way to see that what I was learning was translating into my ability to complete assignments and understand problems.
- We had to get creative with the solutions to problems. There was no single correct way to answer a question, so thinking through how I would personally answer a question made this class intellectually stimulating and also more accessible.
- NA
- We had the chance to see how statistics actually informed the society we live in. One of my concerns going into the class was that it would be a cut and dry look into how we calculate statistical significance and write up a paper, but seeing the importance of getting a study design right to not cause harm to real people set the importance of the class in stone.
- I feel like Professor Samanez-Larkin is a very engaging lecturer and made the content interesting even when it was not particularly so on its own.
- This class was stimulating as its content was difficult and had many engaging activities.
- This class was made stimulating through the weekly assignments that were given to us to complete; each week we had to apply what we learned to questions that weren't just a copy and paste of what we did in class; instead, we had to actually learn and think about the different situations in which certain concepts we learned could be applied.
- I learned so many new things in this class (CIs, t-tests, z-tests, etc) and they were taught in a way that was accessible and encouraged student engagement. That, along with the awesome prof and TAs, definitely helped make the class stimulating. The discussion sections were also great to further break down the material.
- I think having discussions with our peers during lectures, and also participating in section made the class stimulating. We had to apply what we learned in lecture to real-life scenarios which helped me truly understand the concepts.
- While lectures covered the material, a lot of the assignments were application-based. This challenged me to use the basic ideas covered in class and actually turn them into tangible results on the software. It was intellectually stimulating and encouraged actual learning over memorization.
- The class made me consider aspects of the scientific publication process that I had always taken for granted or viewed as set in stone. It also gave me ideas for future study design that I would love to implement in the future
- This class was very stimulating. The class lectures were very interactive since the instructor always asked for comments from the class and had small group discussion exercises. The lectures also included fun real life examples of data which made learnings stats more relatable and interesting.
- The prof is such a dedicated and engaging instructor. Stats made sense to me for the first time.
- I have never used JASP to analyze data or looked at data sets in that manner.
- He linked stats (which can be boring) to things like happiness, or the integrity of science, or hip hop, or Disney movies. He slipped in the boring stuff with fun cool stuff.
- Research findings are a big part of a lot of what I have learned in other psychology classes, so it was really interesting to get a deeper view of what makes research stronger, as well as some of the problems in research as a whole that I was not aware of.
- The slides where very well made! Short bullet points and interesting pictures and colors were used.
- Some parts of the statistics were not as interesting, but I think that is just statistics. In addition, JASP is still a little confusing to use and it would often crash my laptop.
- It was intellectually stimulating because the weekly assignments connected to real world questions that I was curious to know the answers to. Also, Professor SL taught with enthusiasm and excitement.
- The class was stimulating because we were challenged to think about and apply the concepts we were learning in real-world scenarios. This deepened my understanding of the topics/concepts covered.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

- I think that the way that the class was taught, the fact that topics were presented several different ways, and questions being asked in several different wordings made this class stimulating and made you really have to engage with the material. As someone who has previously taken Stat 101, the class was less intellectually stimulating since I was highly familiar with quite a bit of the material.
- There was not too much pressure about grades because of homework assignments balancing out assessments, so I could learn without lots of stress.
- The discussion sessions made this class more stimulating because we were able to review the material in a more intimate setting.
- I was never a mathematically-inclined person. This was an opportunity to become somewhat more comfortable with numbers and using them as a resource for my personal development.
- The interactive nature of the course was very stimulating, we would go through examples of problems in the stats software during class and had discussions with other students about the lecture content.
- The thing that made this class the most intellectually stimulating was the weekly assignments, which tested our knowledge of the concepts that we had learned that week from the course. There was also an emphasis placed on participation in lecture, which gave us the chance to express our ideas openly with the rest of the class.
- What made this class intellectually stimulating was figuring out how to use JASP. I think this program can greatly benefit anyone who is interested in going down the research field - especially in psychology - so getting an insight into how to use the basics of this program was especially beneficial.
- Group work was great
- Various types of examples used to contextualize our content make it intellectually stimulating.
- Prof SL and TAs made the class very stimulating. Prof SL always tried to make the examples in class about things that were interesting to us, and he was always really energetic and engaging.
- The semester-long project did well in maintaining stimulation, as we were very clearly applying what we were learning in class.
- It was stimulating in that it tied the concepts to real-life, especially with the individual assignments. The group assignments and project proposal also allowed us to see how these stats could be used to analyze data from a study.
- As someone who is invested in the ethics and validity of science, the content surrounding that was highly interesting to me.
- Proposal weekly submissions
- The professor and the way he dresses and his optimism
- Professor Samanez-Larkin made the class incredibly stimulating.
- professor talked about topics in science, outside of statistics, that were really interesting and engaging
- In discussion sections, we focused on applying the concepts we learned to real-life. Additionally, I enjoyed being able to write a proposal on a topic of my group's choice.
- I very much enjoyed how he made us really question results we would see and not take anything at face value since it really built my critical thinking skills.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1
Instructor: Gregory Samanez-Larkin *
TA:
Response Rate: 70/74 (94.59%)

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%			4.53	4.18	3.99			
Marginal	(2)	0	0.00%								
Average	(3)	1	1.43%								
Very Good	(4)	31	44.29%	█							
Excellent	(5)	38	54.29%	█							
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
70/74 (94.59%)	4.53	0.53	5.00	971	4.18	0.93	4.00	18325	3.99	0.95	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%			4.70	4.29	4.18			
Marginal	(2)	0	0.00%								
Average	(3)	2	2.86%								
Very Good	(4)	17	24.29%	█							
Excellent	(5)	51	72.86%	█							
					0	25	50	100	Instructor	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
70/74 (94.59%)	4.70	0.52	5.00	977	4.29	0.97	5.00	21397	4.18	0.97	4.00

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

11 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate 60/74 (81.08%)

- The class moves so slowly but you will learn how to use JASP.
- try to take it with prof sl
- I really enjoyed taking this course with Professor SL. The class was very applicable to the real world and I learned a lot about how to create and conduct psych studies, and how to analyze data collected. While the material was somewhat challenging, if you keep up with the homework assignments and pay attention in lecture, it is very manageable and not overwhelming at all! Also, Professor SL is an incredible professor. He makes lecture very fun, engaging, and interesting, and he explains the material very well. He also encourages students to ask any questions if you have them and answers them very well.
- You should totally take this class even if you aren't a psych major. This is a great intro to stats and science in general.
- Definitely take this course; it provides a great intro to statistical analysis and research in general.
- If you're a psych major you will have to take this class. It isn't particularly difficult if you attend lectures and do the work in a timely manner. Creating social groups in the class will also help with studying.
- great course, applicable to anyone who wants to be introduced to statistical analysis
- Take it with prof SL!
- This class is wonderful, if you want an easy-going and understanding yet practical and incredibly useful course this is the design meant for you
- It's good! Very interesting and helpful, especially as a psych major who has minimal math knowledge. It may seem scary to take a stats class, but I'd definitely recommend it. It isn't too difficult at all.
- I would recommend if you are thinking of becoming a Psychology major.
- Don't be scared that it's a required psych major course, the teaching staff wants you to succeed and so long as you put in the required effort, you will do so.
- This is a great course to learn the basics of statistics and methodology. Unlike other statistics courses, you'll learn why you are conducting certain tests and analyses, instead of just following steps to achieve a certain outcome. I highly recommend it especially if statistics is new to you.
- Be on top of your work, don't be afraid of collaboration, and talk through concepts with TAs/fellow classmates to ensure your understanding!
- Take it.
- Don't be scared of math/statistics! Prof SL makes the content both very accessible and very useful for later courses-- this is not a course you will regret taking.
- I would say that you should stay on top of the work and attend section to better understand the stats information also, go to office hours if you are ever confused
- It's a very useful course, however, I wish the statistics were a little bit more advanced
- take it! it's great! I came into this class with a lot of fears and hesitation because I'm not a math/science/stem/stats person, but the way the course is taught and structured makes it super easy to understand and apply to topics outside of class.
- It is definitely a course that is useful regardless of the major you are taking
- You should absolutely take this course, it provides a good general knowledge of statistics, coming from someone who had no background of it in the future and was a little scared to take this class. You are challenged, but not excessively, and you are taught good study skills.
- The course overall is not difficult.
- Take it! You have to anyway for a psych major, and Prof SL is amazing. He really cares about his students and works hard to make sure we understand each concept and feel confident about them. Plus the course is structured in a way where it's a little more work at the beginning, but by the end it feels like the workload gets easier — which is really nice since most other classes are the opposite. Exams are formatted very fairly as well — you get an entire 24 hours before the test to see a sort of preliminary version of it and prepare.
- It's a good course and you are definitely set up for success. Find friends who you can work with in the class, it'll make your life much easier.
- This course is amazing, probably my favorite class this semester. It is very low-stress, extremely interesting, and I always look forward to coming to lecture.
- This is a great course that teaches you how to apply statistical methods to psychology (or any) research, something that you might not be able to get from actual statistics courses. Statistics application is very different from statistics theory/concepts, and this course really helped me tie the string between these two things and showed me how to apply and use statistics in real world settings.
- As this class begins entering a more specialized topic within psychology, it can be tough to really sell the point of this class to a student who isn't already seriously considering a degree in psychology. However, if there is any remote interest in that field, or just interest in the broad areas of 'research' and 'statistics,' this isn't just a boring, dry class that teaches you a few computer inputs and calls it a day. It's a very engaging look into why it's important for us to understand how research works in the world we live in.
- I would fully recommend this course even for students not looking to major in psychology. I think it has been a great introduction to statistics without being too unfamiliar or heavy.
- This is an enjoyable course with a great staff however there is a lot of content covered in a short amount of time so it is important to spend time studying outside of class.
- This class is super engaging and a great start to statistics at Duke. If you're taking this for your psych requirement, don't fear: it's not just a boring required class where the professor drones on about different types of statistical tests. Instead, Prof. SL makes sure that the students are engaged and learning (the number one priority in the class is to learn, and not just to learn by a specific date but just to learn in general). You will be challenged in this class, but it will truly make a difference in your mindset.
- Seriously, an awesome course. Prof SL is the GOAT. Great for anyone wanting to learn about statistics or the importance of research methods.
- Professor Gregory Samanez-Larkin is one of the best professors I have had at Duke so far. You can tell that he really cares about all of his students, from the small actions he does in lecture, like making an effort to learn every person's name. He really wants us to succeed in this class and wants us to really learn the content rather than just memorize enough to pass. I highly recommend taking this course.
- Take this class even if you aren't a psychology major. It covers the basics of statistics and research methods that are vital to any STEM field. It has helped me grasp a better understanding of what it means to be a scientist and it's such a fun course!
- Prepare for a chill class and good vibes
- Do not be intimidated by the statistics. The instructors are here for you.
- Please take it! One of the best classes I have ever taken at Duke (a junior now).
- Take this class! You learn a lot and think about data in a more holistic way.
- This course is very doable. Your grade will be good if you take the second chances he gives to learn the material. The teaching team are really here to help you- they will put in the work to make it hard for you to not learn. My advice is to stay on top of your assignments (especially the stats), find a dope study group, use the teaching staff, and you will do just fine and get a great grade. P.S. The teaching staff are the friendliest and kindest people you'll ever meet.
- This class helps you learn a lot without a lot of the stress that comes with assignments and exams, which is amazing.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

- As soon as you don't understand something, ask for help. If you wait, things will accumulate and get WAY more difficult.
- I would highly recommend taking this course over the other statistics course. Professor SL and the teaching staff are incredibly caring and do want to see students succeed.
- There are weekly assignments, but the workload is definitely reasonable and connects to the topics learned in class exactly. Professor SL is AMAZING at teaching and you will feel empowered to learn statistics even if you are not a "math" person.
- It is very manageable
- This is a course that is absolutely worth taking with Prof SL. He's a fantastic professor and makes the material easily understandable and something that you can really master. The content may seem a little elementary at times but there's always something deeper there for you to get out of it.
- I think that this is a great course for anyone that is studying psychology or anyone that wants to get an introduction to statistics and the experimental method.
- If you have the option, take the 204/205 sequence with Prof S-L. He's an excellent teacher, and I'm not sure that the concepts would've been as clear if it weren't for his instruction.
- Take it!! There is a decent amount of work but no one wants you to fail, everything is simplified to make math a lot less intimidating than it can be, it is a great course and you will learn a lot.
- I would definitely consider taking it, especially if you are a Psychology major (in which you are required to take it). I would try and look for Professor Samanez-Larkin, as he did an excellent job of teaching the course!
- Go to office hours if you do not know how to use JASP!
- Work hard and you will do well
- Do the work! Stay on top of the assignments due, and make sure to always be contributing to your group. Your group is also a great touchpoint for any questions about the class.
- Even if you are not a psych major, I would definitely recommend this course as an introduction to research design and statistical methods. It is very application-based and although it is focused on psychology, the concepts can really be applied to a lot of other sciences. It is not too challenging, and is interesting and fun.
- PSY204L does incredibly well in being fun and applicable/useful going forwards, while being less stressful than most other Duke courses.
- It's a good class, I'd recommend it.
- Do not get intimidated by the math, but also pay attention and take advantage of the many limbs of learning that this class takes advantage of.
- Great course and very insightful
- Love this class! very well taught!
- the class is amazing and doesn't let you get behind. it was so low stress but still made you learn so much. I actually like statistics now because of this class. professor SL is such a great professor and will do everything possible to make sure you learn the material. the exams are directly aligned with what you learn in class and extremely fair.
- Take this course if you are a psychology (or neuro, global health, other SS) major! It provides a baseline college-level understanding of how to conduct research and write about it.
- This course is great because it teaches you how to think critically and interpret data, is taught by an extremely warm and intelligent professor, and is not such a challenging class (in terms of material and also workload)

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59%)

12 - The course was difficult.														
Response Option					Weight	Frequency	Percent	Percent Responses	Means					
Strongly disagree					(1)	5	7.14%							
Disagree					(2)	19	27.14%							
Neither agree nor disagree					(3)	32	45.71%							
Agree					(4)	13	18.57%							
Strongly agree					(5)	1	1.43%							
								0	25	50	100	Question	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median			
70/74 (94.59%)	2.80	0.88	3.00	978	3.03	0.97	3.00	18358	3.29	1.07	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	Percent Responses	Means					
1					(1)	1	1.43%							
2					(2)	24	34.29%							
3					(3)	22	31.43%							
4					(4)	14	20.00%							
5					(5)	4	5.71%							
6					(6)	2	2.86%							
7					(7)	2	2.86%							
8					(8)	1	1.43%							
9					(9)	0	0.00%							
10+					(10)	0	0.00%							
								0	25	50	100	Question	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median			
70/74 (94.59%)	3.21	1.37	3.00	979	3.63	1.98	3.00	18320	4.53	2.40	4.00			

14 - The course had a welcoming and inclusive classroom environment														
Response Option					Weight	Frequency	Percent	Percent Responses	Means					
Strongly disagree					(1)	2	2.86%							
Disagree					(2)	0	0.00%							
Neither agree nor disagree					(3)	1	1.43%							
Agree					(4)	12	17.14%							
Strongly agree					(5)	55	78.57%							
								0	25	50	100	Question	Subject Overall:	Undergrad Overall:
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median			
70/74 (94.59%)	4.69	0.77	5.00	89	4.69	0.72	5.00	875	4.40	0.86	5.00			

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

15 - What made this class welcoming and inclusive or not welcoming and inclusive?

Response Rate	59/74 (79.73%)
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- Prof SL is super welcoming, nice, and a great teacher invested in people's learning.
- first day presentation
- Professor SL made this class extremely welcoming and inclusive. He encouraged participation and questions throughout lecture and he would also have us talk to the people around us as well.
- SL is very inclusive on his perspectives in all of the topics we looked at.
- Professor made an effort to take answers from all students and learn student names
- people open to ideas and conversation, no judgment about a lack of understanding, bonding with group members
- The prof made everyone feel comfortable and acknowledged what we were all thinking and feeling.
- Dr. SL was very kind and welcoming, making the class feel inclusive because he was approachable and asked for frequent voluntary class participation so it was an interactive lecture.
- Professor SL created an environment where everyone can share what they want to share relating to the content and if you are incorrect, he would be nice about it and implement where your thinking skills were correct and not correct on the topic of discussion.
- The instructor encouraged questions and help-seeking as well as giving credit to students when they gave an idea.
- Prof SL and the TA's were always extremely accommodating and welcoming. They ensured the classroom environment was conducive for all students and encouraged as many students as possible to be involved in discussion. The topics of our individual assignments also frequently covered issues which marginalized groups face, which also made the class more inclusive.
- Everyone encouraged each other to ask questions and share their thoughts. There were never any feelings of judgement.
- a lot of interactive activities and discussions
- - crediting others for ideas and acknowledging good ideas in class - Prof SL took the time to learn student names and interests - group assignments and labs helped grow community within the class
- Dr. SL made sure to ask for students' names, to credit them by name when sharing out their responses, and encouraging others to share their discussion partners' names
- it was welcoming -- I liked that we had to credit other's ideas
- The professor. For example, he learned our names which is something very hard to do with such a big class and with masks
- Prof SL made an effort to get to know students; interact with us; allow us to get to know him, etc.
- Strong student community was created. The professor encouraged us to engage with each other and provided a comfortable environment to share ideas.
- People in the class were engaged and ready to participate.
- Professor SL really cares about his students.
- encouraged class participation
- Prof SL does a great job at trying to get to know his students and make us feel welcomed. He's very approachable and kind and that was helpful especially when chatting about our final projects.
- Professor SL valued everyone's opinions and gave everyone credit for their ideas and he made sure that all students had the resources they need to succeed.
- Students are allowed to be on Zoom or in-person, and the instructors are very helpful & approachable.
- The professor made it a clear point to cooperate and be welcoming to one another, and the numerous group assignments also set this in stone. That being said, I only know the experiences of my group, so I'm not sure how someone else may have felt.
- Professor Samanez-Larkin was always very welcoming and encouraged a positive environment.
- Profesor SL was very kind and made sure to treat everyone as an equal.
- This class from day 1 was welcoming and inclusive through Prof. SL's energy and the warm environment of the classroom.
- Generally speaking, people were nice to each other and willing to help out if needed.
- Professor Gregory Samanez-Larkin would take time to talk to some of us before and after class, he made his powerpoints fun and interactive by adding music and even using examples from people in class in his future lectures.
- Prof SL made it clear from the very beginning that this class was going to be welcoming and inclusive. He acknowledges every single person and tries to learn each students' name. He also includes a wellness tip or self-care component on the course's to-do list each week. It's clear that he cares about his students and their well-being.
- The professors warm attitude and low stress attitude
- The professor would always ask questions in class and would welcome all types of diverse ideas and points. This made lecture very interactive and exciting.
- The prof once even reminded male students to not let the burden of group note-taking solely fall on their female counterparts. He also uses inclusive pronouns when referring to students
- Collaboration and small group discussions
- Hard to explain, but they just did. It almost is better that I can't say why- it never felt like they were trying "too hard" to be friendly/inclusive, they just were. More than any class I've taken.
- Prof SL included mini activities/discussions that encouraged us to talk to the people around us. He was really focused on learning the students' names, even though it's a fairly large class, and he also made sure to give credit to people for their ideas and contributions. I think most of the students picked up this habit too, so participating in lecture felt very inclusive.
- Professor SL constantly encouraged us to participate and would tie whatever comment someone made into the material.
- Professor SL and everything he did-- from the morning music to always asking us if we are doing well. It was very reassuring and shows that he really cared.
- Professor SL did not judge anyone when they shared a response for being "right" or "wrong" and instead was mostly filled with excitement that people felt comfortable sharing in the first place
- The teacher is very kind and reaffirms often that he is available for help. Also, I appreciated how he made an effort to know everyone's name.
- Everything about the environment of this class and its staff made this class welcoming and inclusive.
- The professor always had a very positive and friendly disposition.
- Professor SL always welcomed questions and acknowledged that some of the content was hard, but he always tried his best to make it engaging and simplify it for the students.
- I think the openness of both the professors and teaching assistants helped make this class welcoming and inclusive. They always emphasized coming to them with any possible questions we may have had about assignments, and were always willing to help in any aspect of the course. The professor also encouraged us to come by and talk with him about any problems we may have been having outside of class, which made created a sort of safe space in his class.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

- Professor Samanez-Larkin showed some of his vulnerabilities in class and was very open about having no hate whatsoever in his class and encouraged everyone to ask any question they may have or make any comment they have so long as it was not disrespectful.
- Everyone worked together and discussed their ideas on topics.
- Prof S.L.'s attitudes and guidance always made the class environment feel welcoming.
- Prof SL made the class really welcoming and inclusive, as he always emphasized that we could be ourselves in the class and could always come to him with anything that was bothering us. I definitely felt supported in his class.
- Prof SL and his approachability and humor.
- Discussion and collaboration were encouraged, with the group assignment and frequent group work in lab and lecture.
- The class took time to point out outdated practices and studies that we worked with, which I feel is appropriate. Science takes a while to catch up with current opinions, so this acknowledgment is important.
- The professor is very welcoming and inclusive
- Professor Samanez-Larkin made it very welcoming. He wants every student to succeed.
- Prof SL
- professor SL was always very nice towards students. when someone participated in class, he would always ask for their name and who they were working with to give credit for the idea. this was really thoughtful and made me feel good about participating
- I often felt uncomfortable sharing in lecture because the same few people would talk a lot (many of them in Greek life). But, that's also a problem with me. There could be more encouragement to talk to people you don't know.
- This class was always welcoming and inclusive because the professor was very warm

Duke University - Trinity and Pratt Undergraduate Programs
Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1
Instructor: Gregory Samanez-Larkin *
TA:
Response Rate: 70/74 (94.59%)

16 - The labs were clear and well organized.																
Response Option				Weight	Frequency	Percent	Percent Responses	Means								
Strongly disagree				(1)	0	0.00%		4.46	4.46	4.46						
Disagree				(2)	0	0.00%										
Neither agree nor disagree				(3)	3	4.29%										
Agree				(4)	32	45.71%										
Strongly agree				(5)	35	50.00%										
							0	25	50	100	Question	Subject Overall:	Undergrad Overall:			
Response Rate	Mean	STD	Median	Subject Overall:			Mean	STD	Median	Undergrad Overall:	Mean	STD	Median			
70/74 (94.59%)	4.46	0.58	4.50	70			4.46	0.58	4.50	70	4.46	0.58	4.50			

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

17 - What do you think you will remember from this class after you graduate from Duke?

Response Rate 59/74 (79.73%)

- fundamentals of research & statistics prof sl
- I will remember how to create a study. I will remember the different types of validity, reactivity, and biases that you should look out for when creating a study. I will also remember the different types of statistical methods you can use to analyze data.
- Helped time management/planning. Group project that was done over the course of the semester was very helpful for stress. Will try to keep doing that individually in my other classes.
- Broadly, that statistics are highly relevant.
- The importance of confidence intervals and their meaning as well as how little research is replicated.
- The engaging lectures, basic statistical concepts
- Prof SL's excellent attitude
- How wonderfully the course was structured and meant to help students rather than hurt them
- How important research oversight is and how to effectively create a study, as I hope to get a PhD in psychology
- I will remember the friends I have made from this class and how to apply statistics into the world of psychology.
- That science is constantly improving even though there are discrepancies, and by learning good statistics, I can help be apart of that improvement.
- I will remember what statistical tests and terms actually mean and how, when, and where to use them appropriately. I will also remember the importance of conducting ethical, honest research.
- I will remember what it is like to struggle at first but then feel the satisfaction of understanding difficult concepts in the end.
- How a teacher (teaching team) can really help a student learn, not just make or let them learn.
- Good science is difficult, worth doing, and essential for every young scientist.
- I will remember that when hearing/reporting results of studies, including or not including a CI can have a big effect on how the results are interpreted
- How important it is to structure well a research study. And that data can be very easily altered by the type of stats you run even if you are not trying to.
- ethical considerations when both analyzing and performing research, and how to run tests in JASP
- To always question and interpret data that I am being presented with
- I will remember Prof SL and his love for teaching, and the methods and statistics I learned from the class
- Statistical analysis methods
- methods and statistical analyses but also how to structure a course well :)
- I think I will remember a lot about research methods and also good teaching.
- I think I will remember the skills I learned as well as the great learning experiences I've had this semester.
- How to apply statistics in real world settings.
- How to critique a research study I come across/understanding the importance of conducting my own research well.
- I think I will remember that it was an overall positive experience and enjoyable class.
- I will remember the value of statistics and research.
- I will remember all of the music played in class when slides were presented, as well as the commitment to engaging students without so much pressure. I'll also remember the various ways in which to apply certain statistical tests and methods, which could help me not only in my professional life, but my personal one as well.
- The first stats class I've ever taken (in my life), and honestly an amazing experience.
- I have never had a class structured this way, in which it focuses on students' understand above anything else. By the end of the semester, I feel like I had a very strong grasp of the concepts.
- I will definitely remember Prof SL, the first cool professor I had at Duke.
- The dope professor
- I will remember the importance if thinking critically and empirically. I will remember the components that make an ethical scientific study. I will remember basic statistics concepts that I can use in any type of work I go into in the future. I will remember how to analyze data and how to evaluate data through using confidence intervals, regression and z scores.
- The scientific community part-peer review journals, review processes, fraud, etc. The nice prof. How to use JASP.
- I think I'll remember the structure of the class and how all the instructors actually care about the students and their learning throughout the semester. A lot fo Duke classes are not like that, but this one is particularly student-oriented.
- -break work into chunks -people are ind and want you to succeed -I'm an imperfect yet high achieving rockstars -make sure the science I consume is honest, valid and reliable
- Prof SL's enthusiasm about science and how he made it feel a lot more accessible and understandable!
- Merit only takes you so far...it's the connections that make a difference in what you're future looks like
- I'll remember that it's okay to take multiple tries to get something. He was the first professor to admit that Duke is a hard place to be and not everyone is perfect and that is okay. I think I'll always remember that even a faculty member acknowledges that it is okay not the be perfect. Aside from the statistics and research methods that we learned, I'll remember his personality and character for being one of the most engaging and better professors here at Duke, one that actually cares about their students both in and out of the classroom.
- Movement toward open science and properly communicating one's findings
- I think I always will remember how to critically assess scientific research.
- I think that I will remember how wonderful my experience taking Prof SL's class was; they've been an absolutely amazing professor and I've loved getting to know him and look forward to taking 205L next spring.
- How to properly design a scientific research study.
- Prof S-L's empathy and understanding of his students. It is distinct, remarkable, and truly exceptional for a college professor!
- I will remember all of the great discussions I had with my classmates and the relevance of good science in the real world.
- The different research methods applied in Psychology research, as well as the statistics used to analyze collected data.

Duke University - Trinity and Pratt Undergraduate Programs

Undergraduate Course Evaluations - Fall 2021

Course: PSY-204L-001: PSYCH METHODS & STATISTICS 1

Instructor: Gregory Samanez-Larkin *

TA:

Response Rate: 70/74 (94.59 %)

- The enthusiasm and inclusivity Professor Samanez-Larkin brought to the table when it came to a subject that many can view as boring or not intellectually stimulating.
- Always be a critical thinker of what you consume
- Learning is a lot more than just regurgitation of specific information. I really, really appreciated the structure of the midterm, where our score wasn't based on our performance of that 1 and a half window. Also, that fraud in science and research is a lot more common than I previously thought.
- I think I will remember a good amount of the material learned, but I will also remember the class as having a great structure and environment for learning.
- My study proposal.
- I met some really cool people in this class and I think the collaborative atmosphere of the class (e.g. frequent in-lecture discussions with neighbors) helped with that.
- All of the terrible ways science has failed the general public (especially underprivileged and underrepresented groups) and also the ways we can work to create a scientific field not built of exploitation but rather integrity and respect.
- The way the professor dresses is very fashionable. I will remember the skills I developed from JASP
- how to conduct psychological research ethically and correctly.
- This class made me actually like statistics and I learned so much useful knowledge that I will actually remember. by the way the course was structured with lectures, assignments, and exams, I learned so much and have knowledge that I think will stick with me beyond this semester
- The awesome professor who actually cared about my mental health.
- I think I will certainly remember the elaborate study that me and my group worked to create throughout the entire semester.