

# Duke University - Trinity and Pratt Undergraduate Programs

## Undergraduate Course Evaluations - Spring 2022

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**Response Rate:** 33/63 (52.38 %)

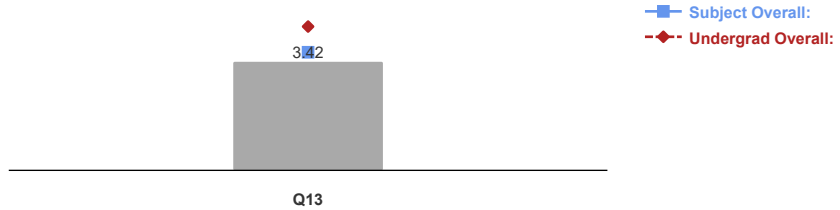
### At A Glance:Course Difficulty

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree



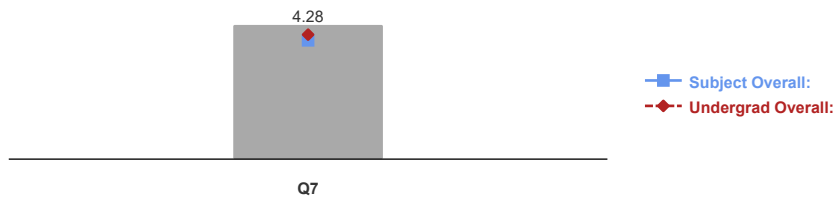
### At A Glance:Effort

10+
9
8
7
6
5
4
3
2
1



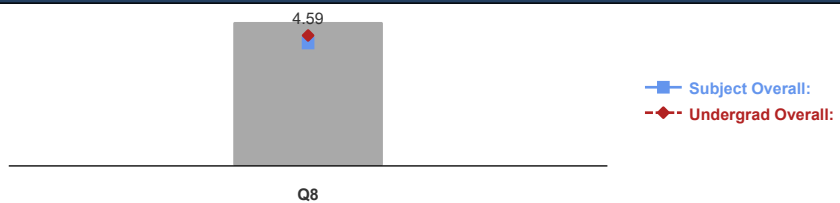
### At A Glance:Overall course

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)	0	0.00%								
Low		(2)	0	0.00%								
Medium		(3)	11	33.33%								
High		(4)	16	48.48%								
Very high		(5)	6	18.18%								
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median	
33/63 (52.38%)	3.85	0.71	4.00	662	3.66	1.04	4.00	15403	3.83	0.94	4.00	

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	32/63 (50.79%)

- write up research report and do analysis
- I learned about study designs, interactions and ANOVA/ANCOVA, and communicating scientific findings.
- Learned how to conduct ethical research as well as the statistical analyses that go along with it.
- I learned how to communicate scientific ideas effectively, many statistical concepts, and how to write a scientific paper!
- I learned how to design and execute a study while learning how to use tools to analyze and draw conclusions from the results of the study.
- I developed better knowledge of what statistical tests are appropriate to run and when. I also acquired the ability to create, run, and write about an experiment.
- I learned which statistical tests to run for certain kinds and numbers of variables, as well as how to run these statistical tests on JASP and how to effectively analyze them in writing. I also learned how to give a professional talk on a research topic and assess the reliability and validity of various study designs.
- ANOVA - being able to follow results/analysis portions of a paper. interpretation of results and significance is a sticky and gray zone. research ethics & the field of research as a whole
- I learned how to run different stats, how to interpret interactions, and how to read/understand scientific journal articles
- I developed skills in analyzing statistics and ensuring that they are written up in the correct way. I also learned a lot about study design and applied this to the project my group and I had to complete during the semester. I learned how to conduct new types of statistical tests and also learned how to apply these skills to real-world scenarios.
- Teamwork with others Synthesis of content Critical Analysis of concepts
- Research methods and new statistics, experimental design
- research methods and statistics writing research proposal, research report and present study results research ethics
- Formatting a study statistics analyzing data and studies
- Learned how to run ANOVAs how to critically examine other peoples research, and how to share my own results with the scientific and general community
- Specific statistical tests and when to appropriate use them; how to write a manuscript from a psychology study
- New ways of critically evaluating scientific and non-scientific writing. Concrete statistical skills that can be applied to a variety of knowledge areas. How to better communicate science accessibly.
- I learned research methods and skills, how to analyze data, write up results, consider why I got certain results I did, and effectively communicate these results to others both in writing and orally.
- 1. ANOVA tests and interpretation. 2. How to use and interpret confidence interval. 3. Actual way of writing a study report in APA
- Data analysis, research communication, and technical writing
- How to run an ANOVA, t-test, paired samples t-test, how to conduct a research study, important ethical considerations in research, importance of transparency
- In this course we developed skills about how to analyze data not only in a way that would produce outcomes but in a way that was ethical and creative. We learned about the practice of data science almost in a humanities class style fashion instead of a typical stats class where you just churn out problem sets. It was more focused on developing skills.
- I learned how to examine data in such a way that will allow me to make sense of information and express it to different audiences in meaningful ways.
- We learned further research methods and statistics skills, how to use statistical software to analyze data, and how to create an effective research proposal and presentation.
- I learned concrete statistical knowledge and skills, how to go from having an idea to planning and executing an experiment and then analyzing data, and how to present results in scientific and public settings.
- I expanded upon my knowledge from the previous course, 204L, in methods and statistics. I learned more about presenting and sharing findings, the concept of ANOVA, and how to work in a complex group situation.
- - how to analyze data using different statistical tests - how to design studies - how to communicate to a non scientific audience
- I learned a lot of interesting things throughout this course. Specifically, I learned about interactions, ANOVAs and infographics.
- I learned about ANOVAs, ANCOVAs, and more ways to solve the different static information.
- I learned about ANOVA and designing research studies to answer hypothesis. I also learned about what to include in a research paper and how to do the analytic portion of it.
- I learned about t-tests, ANOVA, and Repeated Measures ANOVA.
- ANOVA, ANCOVA, improved JASP skills

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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	32/63 (50.79%)
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- The professor accommodated easily and understood students
- I liked Prof SL's laid back style. I wasn't ever super bored during lecture because he tried to keep things interesting. I also really liked how Friday's were recorded lectures.
- Made effective slideshows, and tried to engage the class.
- I loved all of it! Every aspect of the class was set up for our success and to learn the concepts. I like practicing stats problems in discussion section.
- The course is designed well to mitigate student stress and is front loaded so that the end of the semester is a lot easier when other classes are getting more difficult.
- Prof SL is very engaging during lecture. He encourages us to speak up and never criticizes or judges you. He truly wants you to succeed, which greatly helped facilitate my learning, for it helped reduce some of my stress.
- We were asked to complete short quizzes after each lecture, but you had unlimited attempts to get 100%. Other relaxed policies created an environment that was focused on learning, rather than just grades. In addition, we wrote our final project report in chunks throughout the semester, so it was very easy to put the whole thing together at the end. I appreciate that Prof SL did not let us procrastinate.
- I really appreciated Prof SL's teaching style - both in his demeanor during class along with his policies on exams. A more relaxed but still structured classroom and class setup promoted positive learning for me in a way I don't think I have experienced in another class at Duke.
- I really liked how supportive the learning environment was, which was really due to how Prof SL ran the course. I felt very comfortable asking for help whenever I was confused.
- The instructor facilitated my learning by being very engaging and ensuring that the lectures were not repetitive or boring. The section portion of this course also made sure that we went over concepts that may have been unclear in lecture, so this was very helpful.
- Active participation with students
- very compassionate professor who genuinely cared and tried to make the class fun
- I liked how professor SL interacted with the class during every lecture.
- breaking the paper into chunks was GENIUS. never change
- The assignments were very helpful to learn the materials and the teaching staffs availability to help with them allowed many learning opportunities
- I appreciated the flexibility of hybrid - it was good to have a mix of in-person and remote-available classes
- Some of the lab sections really had you engage with the material in a hands on way that wasn't just a graded assignment, which I really loved. Prof SL is also an amazing lecturer and really makes everything easy to grasp and understand, even if it takes a few tries.
- The final paper/project report is something we worked on throughout this semester so there was no way to procrastinate, this was something I liked a lot and should be kept for the future. Also the assignments were manageable and had fairly flexible deadlines. Also the late midterm and optional final is a great aspect of this course that made it extremely non-stressful.
- I just feel like prof SL is so good at using examples to make super complicated stats jargon easy to comprehend. I love the hw questions as well. Enjoy reading about the studies every weekend (especially love the Disney princess and women's representation one)
- Well-structured labs, mindful spacing of assignments to prevent last-minute cramming, consistent structuring of lecture content, applicable examples and real-life research in class
- I think the assignments helped my learning, and I enjoyed the applied nature of the study design.
- The instructor was very human in the best sense of the word. They really cared about students, offering asynchronous online lectures for one class a week, which I definitely felt helped lighten my load. The weekly assignments allowed for us to test our skills and make progress on our final report without inundating us with work. They are also just a very cool person.
- Prof. S-L was incredibly engaging, willing to help whenever we needed it, and brought a welcome sense of positivity to the course. Keep him as the instructor!
- Being able to discuss with the people next to us about our ideas and opinions, or to work through problems really made the class feel more open to discussion with the professor and our peers.
- I really appreciated the fact that the project report was divided up into smaller assignments throughout the semester so that we were held accountable and wouldn't be able to procrastinate writing it until the end. Lectures were also always super engaging and helpful, and Prof SL always made sure everyone understood the material and felt comfortable asking questions. I also think the formats of the midterm and final are effective (giving us a general version of the test in advance, then making it open-note during the exam) because they reflect real-life scenarios where we would use what we learned.
- I found that Prof SL always tried to make a very welcoming environment. I thought that the infographic assignment and project presentations were very useful and unique in giving us real experience in sharing scientific findings.
- - discussion was helpful to reinforce learning - guided recorded walkthroughs of how exactly you solve the problem using jasp and writing up the answer was very helpful - online choice was immensely helpful with athletic conflicts - project being broken up overtime is super helpful
- Between interesting lectures and sections, Professor SL made it a great environment for learning. Kids felt safe to engage and participate. Also, I loved having in person on Wednesday and a recording on Friday. It was amazing schedule-wise and would love to keep going forward.
- I liked everything he did throughout the semester. It was just the same as PSY204L and I loved it.
- I LOVE LOVE LOVE prof SL. He really treats his students with respect. He knows we are going through tough times and is there to connect and be closer with his students. I really appreciate him understanding my priorities as I have invested a lot of my time doing a larger project on campus, and he has been beyond supportive with me on this venture. I would like to keep the fact that this course is hybrid mode allowing students to view the recording online for necessary resources.
- I thought that the interactive portions of the class was really helpful. I also like how the slides were really simple and clear.
- I would keep the semester-long project groups.

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**Response Rate:** 33/63 (52.38 %)

### 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** 30/63 (47.62%)

- NA
- Nope.
- Unnecessarily hard. Work built up as far as difficulty went and felt unprepared for exams.
- No! It was an amazing class and I would not change this.
- I think more targeted practice in lab along with dedicated, in-class time to work as a group would help for future years.
- There isn't anything I'd change about this course.
- I do not think this course could be improved. After taking 204, I suggested that all the assignments not be due on Sunday night. Prof SL answered my wishes, and all the assignments were due on Monday nights this semester.
- I think it would be really helpful to have a collection of sample responses for different types of questions that we could access before exams for studying purposes.
- I wouldn't change any specific course components for future years - I'm glad that we reviewed 204 concepts continually because it aided in our assignments, exam, and also just ensuring that we had a complete understanding of the statistics covered in the course.
- N/A
- maybe doing practice problems during sessions so there is time where we can practice while we can ask questions on specific mistakes we're making
- no
- more exam like stats practice at the beginning of each class
- I really dislike section time, I think that a lot of the activities could just be incorporated in the homework and there is little extra content added from lecture
- Lecture was always consistently hybrid (great!), while lab sections weren't - clearer communication on what the attendance options/expectations are for lab would be great. I also would have benefited from more opportunities to practice using new tests on data - basically, more homework assignments that weren't related to the final project.
- I felt like having assignments due on Monday but not having class until Wednesday was a bit of a large gap - I would have preferred having them due the night before, like Tues. I also wish certain labs contained more concrete examples and problem solving, rather than just lecture.
- I can't think of anything I would change about this course. I remember thinking there weren't enough in class examples of the stats we were learning in 204, but we did more examples in 205 which I found to be extremely helpful.
- I think I was not that concentrated during the Friday asynchronous lectures. Maybe in the future, it would be helpful to make sure we have classes on Monday/Wednesday instead?
- More application practice throughout the semester on homework assignments/in lab and opportunities to check in throughout the semester for group project work
- I think that having some more statistics assignments in advance of the ANOVA would help refresh my memory on stuff from 204.
- I think this course could only be improved by more midterm sample questions in order to know what to expect.
- Rather than have the final project be group-based, I'd prefer for it to be individually completed so that each of us is able to grasp every component of putting together a research paper that is able to express findings for original research. Additionally, I felt at times that we didn't focus too much on the most important components of the course and instead emphasized parts that weren't as important on exams. I'd spend more time walking through methods and going at a slower pace so that each of us is able to absorb the information. Providing more practice would be helpful, as well as guiding us through problems so that we can understand how to approach them.
- N/A
- I'm not sure that the discussion sections were necessary, or at least that making them mandatory was necessary. I don't think I learned that much from maybe more than two or three discussions this semester.
- I personally found the group project to be very draining and more complex than it needed to be. I know from last semester that this project can be a great opportunity for growth but unfortunately due to personality differences, this year's project was more of a chore than a benefit.
- I think if the professor was a tad bit more responsive on email and if we had a couple more opportunities to engage with the tests during class and practice JASP, but otherwise it was pretty great.
- Nothing.
- Nothing in particular. I think the course is a hard and mandatory subject and Prof SL has made it fun and engaging and personal through his lectures!
- I think a few more practice problems would be helpful in mastering the concepts.
- I think the talks at the end could be removed but other than that, it was a super positive environment.

### 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%		4.38								
Disagree	(2)	0	0.00%		3.93								
Neither agree nor disagree	(3)	2	6.25%		4.16								
Agree	(4)	16	50.00%										
Strongly agree	(5)	14	43.75%										
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:		
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median		
32/63 (50.79%)	4.38	0.61	4.00	654	3.93	1.10	4.00	15264	4.16	0.86	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** 27/63 (42.86%)

- Weekly quizzes to check understanding
- Prof SL is just a cool guy.
- It was very stimulating and Prof SL was super engaging in his lectures!
- This class challenged your ways of interpreting data and challenging your own biases that you introduce when analyzing data.
- The assignments built off of the material we were learning and felt as if it would be very useful (it did not feel like busy work).
- We were asked to design our own study and actually collect and interpret data. Not only was this a completely new experience for me, but we were allowed to pick the topic of our project, which is inherently intellectually stimulating.
- It was intellectually stimulating because the material was hard, but also it felt very rewarding once it became clear with the help of TA's
- What really made this class stimulating was the project we had to complete. This allowed students to come up with their own study design, determine what statistical tests were needed, and write this all up in a project report that emphasized certain guidelines to reflect writing this type of report outside of the classroom.
- Applying concepts relevant to our own lives
- Maybe more statistics, less research methods as I feel the concepts were harder to grasp/I needed more time
- overall good. Make more office hours outside of class and be slightly more accessible. Real world applications were awesome, thank you for those
- It was challenging and by doing our own research we were inspired to be curious about how to interpret our own data
- This class really challenges you to think in different ways about things you may even already know - it encourages a lot of open discussions which I think really helps that.
- Learning stats and thinking about a study I wanted to do... and actually running it was super exciting and made me feel like a real statistician. Definitely intellectually stimulating.
- I love all the assignments. They challenged me and helped me with learning.
- Open-ended questions and project prompts really challenged me in a good way to be creative! I didn't know the research process was so creative but that has to be the aspect I enjoyed the most and got the most out of. Having the freedom to pursue questions that interest me has even prompted me to seek out research opportunities in other spaces at Duke!
- I really like the way that Prof SL teaches statistics because he teaches the "why" behind statistics rather than just "what" to do. I felt like I learned a lot about how to conduct statistics and problem solve because of this.
- This class was stimulating because the lectures offered content in a very clear and concise way but also with relevant examples.
- Working with numbers was never my strong suit - it still isn't, but this course helped me become more comfortable with dealing with data. I'd welcome a change for future students that placed more value on individual practice and projects that's also more closely guided (if necessary) so that each of us has a more firm grasp on the concepts covered in this course.
- The class was stimulating in the fact that we often applied what we were learning to real-life applications. Prof SL uses a lot of real experiences of past students to help us better conceptualize the topics being taught.
- Prof SL really cares about the material and about his students! He made sure to go over difficult concepts in detail and really emphasized the importance of mastering the material.
- I found the asynchronous classes to be a bit of a complication because they were convenient but also far less stimulating than a normal lecture. I had a hard time giving my attention to the recorded lectures yet appreciated that I could follow along at my own pace.
- - the real world applications were helpful in understanding why I need to learn this and how it could be helpful in a job or something I am actually interested
- I think the content of statistics is very difficult so that paired with studies kept it engaging and interesting.
- It was stimulating because of how you understand that he tries to slip in words of encouragement directed at specific students in his lecture. He may use one student on his lecture slides after having a conversation with that student, and I think this makes the student feel appreciated and want to strive harder in the course. I love his spirit of not being afraid to share his college and work experiences be it embarrassing or less professional because I see him as a real person and not solely a professor for a course I have to take!
- I thought that the class was stimulating because there were a lot of real-life applications and connections which was stimulating
- The examples and lectures were interesting and there was a lot of participation in lecture and section.

### 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%		4.28	3.79	3.97	Question	Subject Overall:	Undergrad Overall:	
Marginal	(2)	0	0.00%								
Average	(3)	5	15.63%								
Very Good	(4)	13	40.63%								
Excellent	(5)	14	43.75%								
				0	25	50	100				
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
32/63 (50.79%)	4.28	0.73	4.00	661	3.79	1.15	4.00	15328	3.97	0.95	4.00

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### 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)	1	3.13%										
Very Good	(4)	11	34.38%										
Excellent	(5)	20	62.50%										
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:		
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median		
32/63 (50.79%)	4.59	0.56	5.00	652	3.92	1.22	4.00	18005	4.16	0.98	4.00		

### 9 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the teaching assistant, , was

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Poor	(1)	0	0.00%										
Marginal	(2)	0	0.00%										
Average	(3)	0	0.00%										
Very good	(4)	0	0.00%										
Excellent	(5)	0	0.00%										
N/A	(0)	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		
0/63 (0.00%)	0.00	0.00	0.00	193	4.22	1.08	5.00	3497	4.23	0.94	5.00		

### 10 - In what ways did the teaching assistant(s) facilitate your learning and what might have helped even more? Include any constructive comments you'd like to share with here.

<b>Response Rate</b>	0/63 (0%)
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### 11 - What would you like to say about this course to a student who is considering taking it in the future?

**Response Rate** 30/63 (47.62%)

- take it
- It's about the same as 204.
- You have to take it because it is required for psych majors but it is hard. Get a stats tutor they'll be able to teach you.
- Take it!!!!
- Not a bad course at all but be prepared to put in the work at the beginning of the semester in exchange for a more relaxed end to the semester.
- This is a well-designed course. The teachers want you to learn and to succeed. You should especially take this class with Professor Samanez-Larkin! He is a phenomenal professor.
- Prof SL is one of the best professors. You should definitely take this class with him. You should also take this class more generally if you are interested in research in the social sciences. It really covers the foundations.
- I would say that they should always ask for help when they need it and find friends in the course who can also help with explaining things to you
- This course really helps students learn statistics (not just through numbers, but through study design, validity, reliability, and more!) in an engaging way. Although this class is required for the psych major, it is not a burden! It sets you up in a good place for future psych classes where certain concepts may help in future learning. I would definitely recommend this class and would definitely recommend taking it with Prof SL!
- Use Prof SL as a resource
- Definitely should take it with Prof SL
- The course is very helpful, and professor SL is wonderful.
- Hard to do horribly, but you have to put in works for the statistics
- Make friends with people who understand stats so you can get help when you need it and don't be afraid to ask staff for help
- If I had said to myself 5 years ago that one of my favorite classes that I've taken in my life was a statistics course, I would have been...very confused. But it's true. As someone who identified most of my life as deeply "not a math person," this class was super accessible, engaging, and even empowering.
- It's one of the best courses I've taken at Duke, even if some of the material can seem really simple or obvious. Prof SL is the best professor you could have for the course and it's just an absolutely amazing environment. It's one of those classes I'll remember after I graduate.
- To any students taking this course in the future, especially with Prof SL, expect to have to do work and stay on top of assignments, especially group work... but don't expect to feel too stressed. This class is extremely accessible, even for students who may come into it with the belief that they aren't "good" at math or statistics.
- OMG I love this class so so much! I took AP stats, got a 5; took STATS 101 for my other major, got a 97 in the end. But I never truly comprehended how things work. PSY 204 and 205 with prof SL are when I finally understand the basics of stats and feel comfortable using these in real life, internships, and other research projects. Please take them, you won't regret!
- This class will help you so much if you are at all interested in research-- it actually teaches useful skills that I have found myself relying on often! I can't say the same about many other classes, but this one will surely teach you skills that will stick with you.
- This class teaches you how to run basic statistical analyses like t-tests and ANOVAs and how to conduct a research study.
- Go for it and don't be worried. There is plenty of support along the way to learn and also not worry about your grade.
- If you don't like numbers, this course will be difficult for you, but you'll emerge from it with the knowledge that you persevered through something that you weren't comfortable with initially. That may or may not change, but you should rest assured that when everything is complete, you'll be a more capable and effective student than you were before this course began.
- I highly recommend taking this course, especially if it's your first time taking a stats course. Prof SL does a great job of explaining stats in a way that everyone can understand, and is very helpful if you have any questions or are unsure about a certain topic. The class is set up so you can focus on actually learning the material and applying it to scenarios, rather than just memorizing for exams.
- Take Psy204/Psy205 with Prof SL! He is genuinely so kind and one of the best professors I've had at Duke. He really cares about his students, and sometimes the material can be challenging but he never makes you feel like it's your fault for not understanding. The course is also structured/organized really well, a fair amount of work but nothing that doesn't help you understand the content better.
- I would recommend having some form of stats background before taking this course. Prof SL is an incredible professor but the content itself is difficult and not necessarily the most engaging.
- It is not an easy course, but if you put in a lot of effort and are persistent, you got it!
- If you are a Psych major, you kind of have to take this course to fulfill the requirement for your major.
- Amazing course and great outfits to each lecture! I wish I can keep seeing the creative styles he put together each class.
- Go to class and take notes and you will do great!
- Take this course with Prof SL if you can!

### 12 - The course was difficult.

Response Option	Weight	Frequency	Percent	Percent Responses	Means									
Strongly disagree	(1)	0	0.00%											
Disagree	(2)	7	21.88%	■										
Neither agree nor disagree	(3)	11	34.38%	■										
Agree	(4)	12	37.50%	■										
Strongly agree	(5)	2	6.25%	■										
					0	25	50	100	Question	Subject Overall:	Undergrad Overall:			
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Subject Overall:</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Undergrad Overall:</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>			
32/63 (50.79%)	3.28	0.89	3.00	654	3.10	0.98	3.00	15326	3.25	1.08	3.00			

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Undergraduate Course Evaluations - Spring 2022**

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**Response Rate:** 33/63 (52.38 %)

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)	0	0.00%									
2	(2)	8	24.24%	█								
3	(3)	9	27.27%	█								
4	(4)	13	39.39%	█								
5	(5)	1	3.03%									
6	(6)	1	3.03%									
7	(7)	1	3.03%									
8	(8)	0	0.00%									
9	(9)	0	0.00%									
10+	(10)	0	0.00%									
				0	25	50	100	Question	Subject Overall:	Undergrad Overall:		
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Subject Overall:</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Undergrad Overall:</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	
33/63 (52.38%)	3.42	1.17	3.00	653	3.72	1.95	3.00	15337	4.53	2.44	4.00	