

# Duke University - Trinity and Pratt Undergraduate Programs

## Undergraduate Course Evaluations - Spring 2023

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**TA:**  
**Response Rate:** 50/85 (58.82 %)

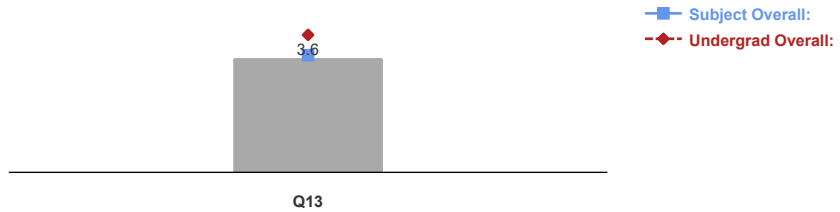
### At A Glance:Course Difficulty

|                            |
|----------------------------|
| Strongly agree             |
| Agree                      |
| Neither agree nor disagree |
| Disagree                   |
| Strongly disagree          |



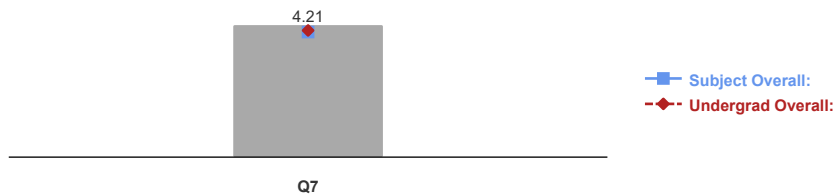
### At A Glance:Effort

|     |
|-----|
| 10+ |
| 9   |
| 8   |
| 7   |
| 6   |
| 5   |
| 4   |
| 3   |
| 2   |
| 1   |



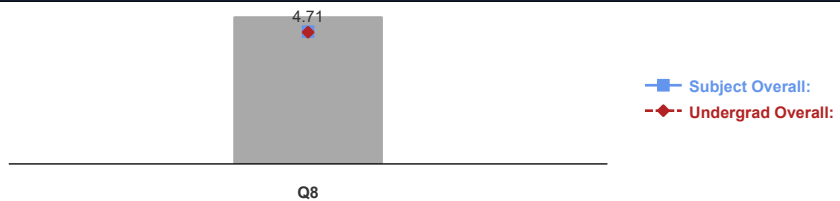
### At A Glance:Overall course

|           |
|-----------|
| 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)              | 22        | 45.83%  |                   |       |        |                    |          |                  |                    |  |  |
| High   |      |      |        | (4)              | 18        | 37.50%  |                   |       |        |                    |          |                  |                    |  |  |
| Very high  |      |      |        | (5)              | 8         | 16.67%  |                   |       |        |                    |          |                  |                    |  |  |
|  |      |      |        |                  |           |         | 0                 | 25    | 50     | 100                | Question | Subject Overall: | Undergrad Overall: |  |  |
| Response Rate  | Mean | STD  | Median | Subject Overall: |           |         | Mean              | STD   | Median | Undergrad Overall: | Mean     | STD              | Median             |  |  |
| 48/85 (56.47%)   | 3.71 | 0.74 | 4.00   | 487              |           |         | 3.74              | 0.97  | 4.00   | 14811              | 3.91     | 0.93             | 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.

|                      |                |
|----------------------|----------------|
| <b>Response Rate</b> | 41/85 (48.24%) |
|----------------------|----------------|

- Writing a research paper and completing a research study and designing a psychology survey. Also completing various statistical tests on JASP and interpreting them.
- We learned about ANOVA, ANCOVA, and how to conduct our own study and write a research paper on it.
- This course taught me analytic skills and develop my experimental research insights and methods.
- I better understand statistics, I learned how to write a research paper, and I better understand how to present research.
- 1. ANOVA 2. Designing Qualtrics surveys 3. Determining statistical significance
- I learned how to determine what statistical tests to run to analyze various data sets, I learned how to run those tests, and I learned what information to present in research articles. I learned how to interpret whether a statistical result is significant. I learned how to design a research study using a qualtrics data.
- Running statistical tests on data using JASP, designing experiments, creating our own study and running the appropriate tests to interpret the data
- I learned how to categorize variables and decide what methods of data analysis to apply based on those variables, as well as how to construct a research project ethically and efficiently.
- Data analysis/wrangling, understanding data, research methods, and overall understanding of the research process.
- Ability to weigh cost-benefit analysis of different research methods and design a study to answer a question, ability to accurately select and execute a specific statistical test, and the ability to present and explain results in a way that makes sense to everyone.
- 1) how to interpret data and to inform decisions 2) designing a whole research study and modifying it 3) working with a team
- Learned how to understand, run, interpret, and communicate data.
- I learned how to academically and nonacademically communicate statistics. I learned about specific details of statistics that I struggled with all throughout 204. I was able to become more critical of research designs.
- I learned more about confidence intervals, what type of statistical tests to run based on the independent and dependent variables, and more about scientific papers and presentations
- More knowledge on research methods and statistics such as different statistical tests and study designs were learned. Learned how to write a scientific manuscript that incorporates the research study we designed in class. Learned how to make a simple, yet effective study design and how to effectively communicate this study result to the class.
- I learned how to do ANOVA. I learned how to do ANCOVA. I learned how to design a Qualtrics survey.
- I actually learned a whole bunch about stats and methods as they relate to psychology. My brain is overpowered with knowledge so I cannot answer the questions with specifics but just know I am going to grad school because I understand stats and methods now.
- how to know what statistical tests to use for what kinds of variables, how to write-up statistical results and full research papers/projects, and how to think critically about existing science and whether it's "good" science
- Learning about ANOVA, scientific communication, and running interaction tests
- I learned how to design and execute a study, run relevant statistical tests, and communicate findings in an accessible way.
- I learned to discern between p values and confidence intervals to determine the significance of a result. Basically, it made me a better consumer of statistics.
- I learned what an ANOVA test is, I learned how to collect data using Qualtrics, and I learned how to conduct and write up a research project with collected data.
- I learned how to think like a scientist and better use JASP. I also learned technical and non-technical skills when doing data analysis.
- I learned about the different study designs and factors that can affect research reliability and validity. I also learned about different statistical tests (t-tests, correlations and regressions, ANOVA, etc.) to use for different study designs. Being able to apply this information to real data sets has also been really interesting!
- 1. Understanding how to design a psychology study depending on what it is you want to find out about, and what resources you have available 2. Learning more statistics (ANOVA in particular) 3. Learning about how the type of variable influences what statistical tests you need to run
- Effective ways to study a research question, study design, including surveys, operationalizing variables, and sampling methods, the appropriate statistical tests to run based on the data, and how to interpret a statistical result outside of just looking at the p-value.
- - how to make an infographic - how to make a useable CSV file of data - advs/disadv of different study designs
- confidence intervals, data-testing, experiment design
- I became more skilled at understanding how to run and interpret statistical tests. I was able to work with a group and identify difficulties in trying to make a research project. I learned about how I can use statistical knowledge in life after college.
- I relearned a lot from 204 in a much better manner and then I built on that with ANOVA and ANCOVA in 205.
- study design, graph interpretation, how to present research findings
- I continued learning the specifics of psychological statistics work. In this class I learned how to run an ANCOVA, the significance of Bonferroni's math, and the scientists' perspective of what statistical data provides us.
- Research methods and writing up a research paper and running statistical tests
- I learned statistical methods that are applicable outside of class in almost any profession that one may go into I learned how to design a research study I learned how to better work with and coordinate in a team
- Statistical thinking and critical understanding of stat concepts.
- -when to use different types of statistical tests -how to run my own research study -what makes statistics important
- how to design an experiment, when to use different statistical tests, how to write a research report
- 1. Statistical analysis 2. Infographic creation 3. Science communication
- When to run what stats tests: correlation, regression, ANOVA, ANCOVAs. what follow-up tests to run under what situations and how to phrase the write-ups.
- I learned how to analyze data and communicate it, to run a psychology experiment, and how to create infographics.
- Furthered my knowledge of 204 concepts and learned where to apply them. Gained knowledge on research skills. Better understood how to analyze statistical data.

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**Response Rate:** 50/85 (58.82 %)

### 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 | 41/85 (48.24%) |
|---------------|----------------|
|---------------|----------------|

- Lab
- Prof SL is a good lecturer and kept the topics interesting even when stats can be boring. I also liked that we didn't have lecture every Tues Thurs, that there were online classes throughout so I could watch them at my own pace.
- The instructor facilitate my learning by being available to meet at many given times throughout the week, having organized lectures, and by being very clear with expectations and instructions.
- I liked that we had time to meet with our groups during class time for a lot of the weeks. This made sure we were able to work together as a group at a time when we were all available.
- The slides were very easy to comprehend in class which was nice. I appreciated how the work on JASP was recorded so I could go back at my own pace and watch it.
- I think the course structure was great! Prof SL is AMAZING!!! He is the definition of caring about your students and their education!!! Definitely one of the best professors I've had here. And certainly the professor who shows he cares about us the most. I like how there is a midterm and then optional final. I like how you do the project a little throughout the semester but then have a cool long paper to be proud of. And that we are actually able to do research!! Even if its just observational and not experimental it's still a cool class. I would not change anything really about lecture. Prof SL if fun, relatable, honest, encourages participation, believes in us all but knows that challenges arise. I would say that the section periods could be more engaging. Our TA was good and engaging, but I heard from other people that they didn't really enjoy section. Perhaps having more interactive things in lecture would be useful. But really that is a small concern, this class is great. Even though attendance wasn't graded, Prof SL made me want to come to every class - so I did! And attendance was generally high.
- Dr. Samanez Larkin creates an extremely warm and welcoming learning environment where it is clear that he genuinely cares about his students. His primary goal is for everyone to truly understand the material and is willing to work with you to get to that point. I like the structure and timing of the course.
- Professor SL was great and made learning the material really simple. However, if you're not interested in statistics, the class can be a bit uninteresting at times.
- I think the slides were always very helpful and contained just enough information to inform readers.
- Group work, lab section time, and breaking the lecture into 3 parts with an outline and specific times to small group discuss, interact, and ask questions all aided in my learning. I would keep everything.
- I really liked the exam because I felt that I was applying stats and methods knowledge and interpreting it for real impact. I liked working on the research project even though it was tough to work in a team. I liked that the class phased out over the semester so there was less work.
- Lectures were helpful and discussion sections helped with assignments. I would definitely keep the project we work on throughout the semester because it is cool to be able to say I completed my own study.
- The learning environment of this course was great. The instructor was readily available and made much effort to make himself open to students all the time. The TAs were helpful, and resources were always made available on sakai.
- I really enjoyed the blend of lecture, assignments on statistical content, and assignments on writing a research proposal. I think it gave me a well-rounded educational experience and facilitated my learning in the best way.
- Always available for office hours to meet and discuss any questions that we had. Very approachable and lectures were very interactive and easy to remember. Had recorded lecture videos that we can watch back on and take notes on so we have extra study resources.
- I think the instructor was very approachable which I liked.
- I really liked the group aspect and flow of the class especially because every assignment built off each other.
- the weekly assignments kept me on track during the statistical units and they were helpful in prepping for the exam. I also appreciate the exam format with releasing all questions 24 hours in advance, as this helped me spend more time on each question and actually learn how to do it. I also appreciated how we did not have a discussion section every week, as I felt that it was sometimes unnecessary in 204.
- Prof SL is extremely personable which makes asking questions and for extra help a lot more likely. I also like group learning. Finally, the fact that we have to run our own study actually forces us to put the statistical and methods concepts we have been learning to work! I like seeing the real applications.
- The overall setup of this student-designed course was very effective and enjoyable. I especially appreciate the applied midterm, the tapered shape of course difficulty, Prof SL's understanding and kindness, and the opportunity to conduct our own research on a topic we're invested in.
- The professor was incredibly chill and approachable. I really like that he shared his story with his struggles when he was in undergrad. He seems like a very authentic person and is therefore very safe. The structure was okay, but the midterm came on too fast.
- The instructor was very open to questions and gave us lots of time to visit office hours or meet with him. The TA was also very open to answering questions and responded to emails frequently.
- Prof SL was always very kind and approachable. They often encouraged us to reach out, go to office hours, or FLUNCH which made me feel more supported, even though I didn't actually do it. I would keep the think-pair-share aspects of lecture because it allowed us to break from listening and note-taking and further engage with the material.
- Dr. Greg Samanez-Larkin is one of the best professors I've ever had at Duke. He is very intentional about how he teaches the material, he takes the time to learn every single student's name (among literally 100 students in this class), and you can tell he's genuinely invested in making sure every student achieves success in this course. The major assignment in this class is a group research project and he took the time to meet a few times with each group and even reach out about concerns with our group dynamic based on his own observations. I think the pace of the lectures was really good and the assignments were reasonable in testing course content. Grading was also very reasonable.
- - very positive, encouraging, inclusive environment - good explanation of material - great course structure
- I like the weekly assignments. I think they are good practice and helped me understand the information. I also enjoyed the group project. Creating a research report was the ultimate application of research methods and stats.
- I would keep the presentations and the infographic gallery. I would also keep the assignment progression; it did (mostly) keep me from procrastinating!
- it was pretty hard to follow and felt like could have done online version
- Prof SL was awesome and having engaging and non intimidating lectures, so it was easy and sometimes even fun to follow and try to keep up.
- I really like the empathic approach prof SL took to teaching. It was evident he was really supportive and kind about how stats can be intimidating and difficult which made for a good learning environment.
- Prof SL is amazing, he really connects with the students and levels with them
- Professor SL was a very extraordinary personality that one of the not so interesting courses very fun and palatable for psych and non psych majors alike. I would keep the syllabus structuring of the class. I feel that it was very on pace throughout the semester and nothing felt particularly rushed.
- The professor was very engaged and cared a lot about our development on the course. The TA was not particularly helpful and marked very harshly
- The teacher was very accessible for questions. Also the discussion was helpful for further explanations and practice with the class material.
- I liked the maintenance of in person lectures but recording of each of them so I could go over tough concepts again on my own. I would not necessarily prefer an entirely asynchronous class (I had a lot of difficulty engaging in this one in the weeks lectures were online) but the hybrid was wonderful.

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- Loved the structure of the class and that it was a grind until the midterm but that things became easier after that point. Also love that we work on the paper in bite sizes throughout the semester.
- Prof SL was a great professor and made the class very engaging!
- I really enjoyed the fact that the various group assignments were basically just writing our final proposal so it didn't require much work at the end of the semester.
- Prof S-L was always available for questions. The JASP demos in class were really helpful, I thought 205 was a lot more engaging than 204.
- The lab sections for the course because they allowed us to practice what we learned in class that day, so I would keep these for the future.
- Prof SL was very chill which made me feel comfortable asking him questions and it was easy to catch up on or learn the material outside of class

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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 | 32/85 (37.65%) |
|---------------|----------------|
|---------------|----------------|

- I'm not sure the discussion section was entirely needed or if we could have used that time to collectively work on that week's assignment it would have been more helpful
- This course could be improved by adding more small group work to test the analyses we learned during class with others. More group work would have helped me practice and understand some of the more challenging concepts better.
- I wish group assignments pertaining to the paper were more clearly divided into the future sections of the paper. I also wish we had until Sunday midnight to have homework due rather than Sunday at 10.
- Maybe talking about R because I feel like that is important for stats from what I've heard.
- I don't love the post-lecture quizzes
- I did not like the quizzes, if only because they were impossible for me to remember
- I think the timing of the exam being right after spring break was a bit of bummer, because I felt I became less comfortable with the statistics over the week away. I don't feel like I have any other complaints about anything that hindered my ability to learn.
- I thought the class was too slow. I like to be challenged and majority of time I wasn't. I wish that we learned more and got to do more cool applications
- The course was truly great.
- There isn't anything that I would change about the course!
- More TA involvement and TA office hours. I felt like the TA/Lab section didn't really help and wasn't as interactive as the lecture/group work that was involved for this class.
- This course could improve if the section sessions were more useful.
- I don't know.
- I would have liked more reminders during class about the weekly lecture quizzes/assignments, especially since we didn't have them every week, so sometimes it was unclear whether we had one or not
- Fit more or all of the stats into 204 and make the part where you conduct your own research a bigger deal and ask more of students in this task. I also would like to learn more about getting IRB approval and what that process is really like. Nothing impeded a positive learning environment!
- I think that incorporating activities and demonstrations (such as in section) could further improve the course.
- The midterm actually had too much material and not enough time to study for it if you have a heavy course load otherwise. It might be helpful for some but also I was taking 5 other classes and that few weeks period was unbearable and I didn't have enough base to get the assignments done with confidence. I wish there was a tutoring center for these statistics like the math department has for their introductory courses. They should have hours saturday and sunday nights to get help.
- I think some of the elements on the exam (like the huge dataset and many variables) were a little surprising, so maybe more review or going over what to do in different situations might be helpful for minimizing that surprise.
- I know that working with others cannot be avoided when trying to do a group research project, but maybe it would be good to have some option to opt out of a group if the group dynamic is really unsuccessful.
- - meetings were generally very short (10-15 mins) which makes hard to ask difficult/complex stats questions or questions related to your psych study, which require explaining a lot about your study before you can even get to the questions. If the professor understandably does not have more time for individual meetings, maybe a class could be devoted entirely to asking questions (where some of those questions are not super quick and simple but may take some time).
- I really preferred my project group from PSY 204L, and it would have helped me to be able to work with them this semester too, despite not being in the same discussion section as my 204L groupmates. We did some project group work in the discussion section, but I don't think it was enough to prohibit students from being in project groups with students from other discussion sections.
- more engaging slides and easy to follow step by step
- He did this more than I got in psy204, but this course relied heavily on JASP and I think doing less lecture slides and more active work/demonstrations during class would be beneficial.
- This is specific, but having a comprehensive guide to writing up statistical analyses would be helpful.
- I have no suggestions of how the course could be better.
- The group work was difficult to coordinate and was not monitored that much.
- I think the course worked well as is and nothing impeded a positive learning environment.
- Prof SL was great. The TAs were great. I felt free to learn and not know and ask questions and make mistakes.
- -less virtual lectures. That wasn't engaging for me. I'd prefer to meet for class and then have the option to watch a virtual lecture as supplemental help.
- N/A
- N/A
- No<3

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

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |                  |                    |                    |      |      |        |
|----------------------------|--------|-----------|---------|-------------------|----------|------------------|--------------------|--------------------|------|------|--------|
| Strongly disagree          | (1)    | 0         | 0.00%   |                   | 4.22     | 4.12             | 4.22               |                    |      |      |        |
| Disagree                   | (2)    | 1         | 2.04%   |                   |          |                  |                    |                    |      |      |        |
| Neither agree nor disagree | (3)    | 4         | 8.16%   |                   |          |                  |                    |                    |      |      |        |
| Agree                      | (4)    | 27        | 55.10%  |                   |          |                  |                    |                    |      |      |        |
| Strongly agree             | (5)    | 17        | 34.69%  |                   |          |                  |                    |                    |      |      |        |
| 0 25 50 100                |        |           |         |                   | Question | Subject Overall: | Undergrad Overall: |                    |      |      |        |
| Response Rate              | Mean   | STD       | Median  | Subject Overall:  | Mean     | STD              | Median             | Undergrad Overall: | Mean | STD  | Median |
| 49/85 (57.65%)             | 4.22   | 0.69      | 4.00    | 484               | 4.12     | 0.91             | 4.00               | 14701              | 4.22 | 0.85 | 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 | 35/85 (41.18%) |
|---------------|----------------|
|---------------|----------------|

- I love Prof SL! Very interesting teacher who really seems like he genuinely cares about his students' learning and wellbeing.
- It was cool to conduct our own study on a topic that we got to choose
- The professor used interesting and relevant examples when teaching the class about the statistical analyses which made the course more intellectually stimulating.
- There were many opportunities to discuss what we were learning with peers during class lectures.
- The professor was very engaging in the way he spoke. The course covered complicated material, but I loved how we essentially just focused on 2-3 types of methods all semester.
- I think it was stimulating because we talked about a lot of things and the data sets we analyzed were cool.
- N/A
- This class gave me a new perspective on statistics and data analysis.
- I liked that we were able to carry out our own project and present our findings. I also loved that everything built up to the one exam and then the final was optional and we were able to head downhill to finish the semester.
- Applying the stats was cool and useful, however I'd already taken a stats class at duke at ap stats in high school.
- We learned in a way that was really applicable to how we would use what we learned in real life.
- The use of groups throughout every assignment made this class so much more manageable and interesting to learn. The grading was not too harsh and thus I was less worried about my grades and more concerned with the content that I was learning.
- The real-world applications presented in lecture made this class intellectually stimulating.
- Weekly group assignments that made us work together on a research project that was semester long.
- It was stimulating because the data selected was interesting.
- different real-world examples in class and assignments allowed us to think creatively yet practically
- Maybe evaluating other groups in person and in lab, not just online in group assignments.
- I loved how Prof SL always connected the course content to a broader purpose. I left the course feeling like I learned something important, not just fulfilled a requirement.
- The professor made it stimulating. It was a little hard in the middle which was distracting.
- This class was stimulating because of the use of multimedia materials like music, pictures, and also personal anecdotes. I really appreciated getting to learn about Prof SL's origin story with stats and other actual students' success after taking 205. It made me want to be more interested in stats because I could more easily see how it was applicable in real life or how it could be an asset for me post-graduation.
- I thought it was interesting that we learned about all these study designs and statistical methods and then also got to apply it to real world data sets and interpret what those results mean in accessible language.
- Very clear why the material in the class mattered, lots of focus on the big picture, super interesting learning about how to do good psychological science.
- Real world examples were engaging! I like that we work with actual data sets.
- Designing my own study and actually carrying it out was intellectually stimulating.
- the homework assignments were stimulating
- Prof SL was a super engaging lecturer
- It made me use a lot more math and analytical thinking than I'm used to.
- The topic of statistics regardless of relating to psychology work was not the most interesting of material for me.
- The ability to design your own study on any topic helped make this class stimulating by allowing us to learn about a topic we were interested in.
- Prof SL's mode of instruction. He said things in terms we could all understand and was honest with us about knowing when we seemed tired, recognizing if something really confused us, opening his office hour door to any and all of us, etc. Though I do not necessarily find the material that engaging, Prof SL made me want to learn it.
- I loved that we weren't bogged down in the technicalities of stat but more concerned with how to make it applicable to real world problems.
- N/A
- The content itself got a little bit boring after a little while because it felt like a lot of copy-pasting the write-ups that had a rigid structure that we had to follow, but I understand that it was the purpose of this course to learn about those tests/methods.
- The class was stimulating because it's something that I can apply to real life.
- The content is kinda difficult for me to grasp so inherently it's stimulating



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**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%   |                   |       | 4.21 | 3.99   | 4.04               |          |                  |                    |
| Marginal        | (2)    | 0         | 0.00%   |                   |       |      |        |                    |          |                  |                    |
| Average         | (3)    | 4         | 8.33%   | █                 |       |      |        |                    |          |                  |                    |
| Very Good       | (4)    | 30        | 62.50%  | ██████████        |       |      |        |                    |          |                  |                    |
| Excellent       | (5)    | 14        | 29.17%  | ██████            |       |      |        |                    |          |                  |                    |
|                 |        |           |         |                   | 0     | 25   | 50     | 100                | Question | Subject Overall: | Undergrad Overall: |
| Response Rate   | Mean   | STD       | Median  | Subject Overall:  | Mean  | STD  | Median | Undergrad Overall: | Mean     | STD              | Median             |
| 48/85 (56.47%)  | 4.21   | 0.58      | 4.00    | 482               | 3.99  | 0.95 | 4.00   | 14762              | 4.04     | 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%   |                   |       | 4.71 | 4.22   | 4.20               |            |                  |                    |
| Marginal        | (2)    | 0         | 0.00%   |                   |       |      |        |                    |            |                  |                    |
| Average         | (3)    | 2         | 4.08%   | █                 |       |      |        |                    |            |                  |                    |
| Very Good       | (4)    | 10        | 20.41%  | ████              |       |      |        |                    |            |                  |                    |
| Excellent       | (5)    | 37        | 75.51%  | ██████████        |       |      |        |                    |            |                  |                    |
|                 |        |           |         |                   | 0     | 25   | 50     | 100                | Instructor | Subject Overall: | Undergrad Overall: |
| Response Rate   | Mean   | STD       | Median  | Subject Overall:  | Mean  | STD  | Median | Undergrad Overall: | Mean       | STD              | Median             |
| 49/85 (57.65%)  | 4.71   | 0.54      | 5.00    | 570               | 4.22  | 0.99 | 5.00   | 16882              | 4.20       | 0.99             | 4.00               |

# Duke University - Trinity and Pratt Undergraduate Programs

## Undergraduate Course Evaluations - Spring 2023

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**TA:**  
**Response Rate:** 50/85 (58.82%)

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

**Response Rate** 31/85 (36.47%)

- You have to take it if you're a psych major.
- I would recommend taking the class with Prof SL over another professor. He didn't try to explain every statistical formula or concept which really helped me be able to focus in class. I also really like the class structure where the end of the semester the work load is light
- I would recommend this class to anyone who wants to learn more about and improve upon their statistical analysis and research skills within the field of psychology.
- This course makes statistics less difficult and scary, and it provides an opportunity to conduct your own study and learn about something you might be interested in.
- Don't psych yourself out by thinking you can't do stats. This course is more manageable than Psych 204.
- Well likely you are only taking this because you have to for the psych major requirement. Otherwise I wouldn't take it because you'd probably need a stats course for other things and you learn more in a typical stats course. However, if you are scared by stats take this course because prof SL makes stats so manageable and not scary. Course is not too demanding so reasonable to overload with.
- You get out of this course what you put in. Go to lecture so you can truly understand the material. It is very important and applicable, especially if you want to go into psychology research in the future.
- It's literally a requirement for the psych degree, and it's a really good class. Don't take it at the same time as stat, as you might get confused
- You have to take it if you're a psych major, but really truly what you put into it is what you get out of it. So go into it with a positive attitude and go to class. You will learn so many skills that you may not even realize will help you massively down the road, regardless of what you do with your life.
- This course is an excellent addition to your skill set. I utilized everything I learned in this class in my research labs and it just made academic reading so much easier. Dr. Larkin is also an amazing professor for this course.
- The course definitely helps you better understand research methods and statistics in a simple and clear way.
- Take it!
- This is not a difficult course, but you will learn a lot.
- IT is a great interesting course and a 10/10 recommend.
- It is a cool class because you actually get to run a study at Duke!
- I never thought that I would enjoy a statistics course this much. Prof SL is one of the best professors I've ever had and I'm leaving this course feeling more knowledgeable and confident.
- Prepare to work a bit more in the middle. And know it will be easy towards the end. Also be prepared for lots of group work.
- It's a great class! If you put in the work you will get a lot out of it and do well.
- Don't stress yourself out about it and try to have fun (particularly if Prof SL is teaching it)
- I HIGHLY recommend taking this class (and PSY 204 if possible) with Dr. Gregory Samanez-Larkin. I really enjoyed the class with him specifically.
- Prof SL is super chill! I think you learn a lot in this course that you can apply to other classes, to get an internship, or get involved in research.
- Yes you have to take it (if you're a psych major), but keep an open mind!
- Put time into the individual assignments each week and it makes preparing for the midterm a lot less scary.
- Review 204 or go to office hours/TA hours to get a solid foundation with the previous stats
- I would tell them to try and take it the following semester after they take PSY 204 just so the material is fresh in their minds and makes this course a bit easier. Also, take advantage of the beauty of Professor SL and his continuous generosity.
- Don't be freaked out by the word stats! The course is very well run and easy to understand!
- It's fun to be able to set up and carry out your own research study as well as hear what other topics other students decided to research as well
- Even if they are bored by the material to expect Prof SL to make it fun
- Don't be nervous to take it. U will be well prepared for the midterm, and there will be no surprises. Prof SL makes stat interesting and easy to digest.
- The course is pretty easy as long as you stay on top of the group assignment
- Prof S-L is super nice and willing to answer any question/concern any time. The course isn't a ton of work, but your mental stability is probably highly dependent on how your group works together since you do a lot of group assignments/a final project together. The final can also replace the midterm, which eliminates a lot of stress.

### 12 - The course was difficult.

| Response Option            | Weight      | Frequency  | Percent       | Percent Responses       | Means       |            |               |                           |             |                  |                    |  |  |
|----------------------------|-------------|------------|---------------|-------------------------|-------------|------------|---------------|---------------------------|-------------|------------------|--------------------|--|--|
| Strongly disagree          | (1)         | 1          | 2.22%         |                         |             |            |               |                           |             |                  |                    |  |  |
| Disagree                   | (2)         | 11         | 24.44%        | █                       |             |            |               |                           |             |                  |                    |  |  |
| Neither agree nor disagree | (3)         | 17         | 37.78%        | █                       |             |            |               |                           |             |                  |                    |  |  |
| Agree                      | (4)         | 16         | 35.56%        | █                       |             |            |               |                           |             |                  |                    |  |  |
| Strongly agree             | (5)         | 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>      |  |  |
| 45/85 (52.94%)             | 3.07        | 0.84       | 3.00          | 479                     | 3.02        | 0.96       | 3.00          | 14758                     | 3.22        | 1.09             | 3.00               |  |  |

# Duke University - Trinity and Pratt Undergraduate Programs

## Undergraduate Course Evaluations - Spring 2023

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**TA:**  
**Response Rate:** 50/85 (58.82 %)

### 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          | 2.08%         |                         |             |            |               |                           |             |                  |                    |  |  |  |
| 2                    | (2)         | 13         | 27.08%        | ■                       |             |            | 3.60          | 3.69                      | 4.33        |                  |                    |  |  |  |
| 3                    | (3)         | 15         | 31.25%        | ■                       |             |            |               |                           |             |                  |                    |  |  |  |
| 4                    | (4)         | 7          | 14.58%        | ■                       |             |            |               |                           |             |                  |                    |  |  |  |
| 5                    | (5)         | 5          | 10.42%        | ■                       |             |            |               |                           |             |                  |                    |  |  |  |
| 6                    | (6)         | 3          | 6.25%         | ■                       |             |            |               |                           |             |                  |                    |  |  |  |
| 7                    | (7)         | 3          | 6.25%         | ■                       |             |            |               |                           |             |                  |                    |  |  |  |
| 8                    | (8)         | 0          | 0.00%         |                         |             |            |               |                           |             |                  |                    |  |  |  |
| 9                    | (9)         | 1          | 2.08%         |                         |             |            |               |                           |             |                  |                    |  |  |  |
| 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>      |  |  |  |
| 48/85 (56.47%)       | 3.60        | 1.71       | 3.00          | 478                     | 3.69        | 1.92       | 3.00          | 14774                     | 4.33        | 2.33             | 4.00               |  |  |  |

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

| Response Option            | Weight      | Frequency  | Percent       | Percent Responses       | Means       |            |               |                           |             |            |               |                  |                    |  |
|----------------------------|-------------|------------|---------------|-------------------------|-------------|------------|---------------|---------------------------|-------------|------------|---------------|------------------|--------------------|--|
| Strongly disagree          | (1)         | 0          | 0.00%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Disagree                   | (2)         | 0          | 0.00%         |                         |             |            | 4.58          | 4.23                      | 4.23        |            |               |                  |                    |  |
| Neither agree nor disagree | (3)         | 1          | 2.08%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Agree                      | (4)         | 18         | 37.50%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
| Strongly agree             | (5)         | 29         | 60.42%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
|                            |             |            |               |                         |             |            | 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> |                  |                    |  |
| 48/85 (56.47%)             | 4.58        | 0.54       | 5.00          | 484                     | 4.23        | 0.96       | 4.00          | 484                       | 4.23        | 0.96       | 4.00          |                  |                    |  |

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

| Response Option            | Weight      | Frequency  | Percent       | Percent Responses       | Means       |            |               |                           |             |            |               |                  |                    |  |
|----------------------------|-------------|------------|---------------|-------------------------|-------------|------------|---------------|---------------------------|-------------|------------|---------------|------------------|--------------------|--|
| Strongly disagree          | (1)         | 0          | 0.00%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Disagree                   | (2)         | 0          | 0.00%         |                         |             |            | 4.50          | 4.20                      | 4.20        |            |               |                  |                    |  |
| Neither agree nor disagree | (3)         | 2          | 4.17%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Agree                      | (4)         | 20         | 41.67%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
| Strongly agree             | (5)         | 26         | 54.17%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
|                            |             |            |               |                         |             |            | 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> |                  |                    |  |
| 48/85 (56.47%)             | 4.50        | 0.58       | 5.00          | 482                     | 4.20        | 1.04       | 4.00          | 482                       | 4.20        | 1.04       | 4.00          |                  |                    |  |

### 16 - The course had a welcoming and inclusive classroom environment

| Response Option            | Weight      | Frequency  | Percent       | Percent Responses       | Means       |            |               |                           |             |            |               |                  |                    |  |
|----------------------------|-------------|------------|---------------|-------------------------|-------------|------------|---------------|---------------------------|-------------|------------|---------------|------------------|--------------------|--|
| Strongly disagree          | (1)         | 0          | 0.00%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Disagree                   | (2)         | 0          | 0.00%         |                         |             |            | 4.69          | 4.46                      | 4.44        |            |               |                  |                    |  |
| Neither agree nor disagree | (3)         | 0          | 0.00%         |                         |             |            |               |                           |             |            |               |                  |                    |  |
| Agree                      | (4)         | 15         | 30.61%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
| Strongly agree             | (5)         | 34         | 69.39%        | ■                       |             |            |               |                           |             |            |               |                  |                    |  |
|                            |             |            |               |                         |             |            | 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> |                  |                    |  |
| 49/85 (57.65%)             | 4.69        | 0.47       | 5.00          | 486                     | 4.46        | 0.82       | 5.00          | 508                       | 4.44        | 0.83       | 5.00          |                  |                    |  |

# Duke University - Trinity and Pratt Undergraduate Programs

## Undergraduate Course Evaluations - Spring 2023

**Course:** PSY-205L-001: PSYCH METHODS & STATISTICS 2.PSY-205L-001.  
**Instructor:** Gregory Samanez-Larkin \*  
**TA:**  
**Response Rate:** 50/85 (58.82%)

### 17 - What made this class welcoming and inclusive or not welcoming and inclusive?

| Response Rate | 31/85 (36.47%) |
|---------------|----------------|
|---------------|----------------|

- Prof SL is super sweet and very inclusive of everyone, he encourages participation and responds well to questions
- The professor was candid, kind, and funny. He encouraged students to meet with him. In addition, at the start of each lecture he played music and made sure to personally converse and engage with students in the classroom.
- The professor always made it feel normal to think something might be difficult and provided positive encouragement
- The professor knew everyone by name and encouraged people to answer questions even if class, even if they weren't sure of the answer.
- Prof SL!!
- Dr. Samanez Larkin could not have done a better job of fostering a welcoming and inclusive environment in my opinion.
- Prof SL
- PROF SL is the goat. He fosters a welcoming environment and from day 1 works to learn everyone's names and makes a point to use their names in class. This makes people feel more comfortable with sharing, because it makes a big class feel small. Also he includes people into his lectures so we can answer and ask questions.
- Prof SL was very respectful and caring towards students.
- The professor was very accessible and understanding when I struggled to grasp concepts. The TAs were able to help me when I can and the entire learning environment made me feel confident in my learning.
- Professor SL made this class incredibly welcoming!
- Group work made it inclusive and in-class discussion always helped with talking to peers.
- The prof knew a lot of our names.
- Extremely.
- There is a lot of class participation in lectures and sharing in the lab. This allows you to get feedback when you have questions, but also to get to know your classmates, TA, or professor. This is rare for a big lecture!
- Prof SL made everyone feel welcome, comfortable, seen, and appreciated.
- Not welcoming - the lack of leeway on the grading for the assignments, and the lack of certainty with what is being asked for.
- Both the TA and teacher were very open to suggestions and were encouraging in general.
- Prof SL made the class welcoming and inclusive by always fostering a space of kindness and curiosity.
- The professor took the time to learn every student's name, provide feedback, and was always open to questions.
- Prof SL is a cool guy. He was very humble. He didn't mind answering questions and always tried to explain concepts in different ways.
- The class was at times interactive and that helped make it welcoming, especially Prof SL and the TAs being so approachable and helpful. And the group project helped it be inclusive/you could meet new people.
- Prof SL was never judgmental or rude with anyone in class.
- Prof SL is an amazing person and teacher and was exceptionally caring towards his students.
- The presentations each day, Professor SL's energy, etc.
- The teacher was very approachable. You also have your group mates if you have questions or need clarification. The TA's were also very approachable when the professor may not be available to ask questions.
- Prof SL was super nice and fostered many opportunities for discussion
- Prof SL
- Prof SL would play music before every class, which cultivated a positive environment.
- I liked the sort of lighthearted classroom environment that prof S-L helped create. It felt really welcoming and inclusive.
- Prof SL tbh