



Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **7**
Responses Received: **6**
Response Rate: **85.71%**

Subject Details

Name	PS 2702 - ADV. METHODS: CAUSAL INFERENCE - 1050 - Seminar
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	30741
SECTION_NUMBER	1050
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Emily
Last Name	West
RANK_DESCR	Assistant Professor
TENURE	TS

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Wednesday, May 01, 2019**

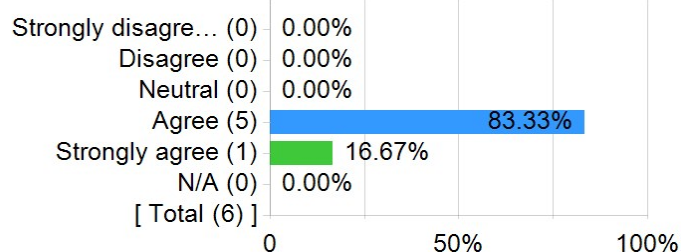
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

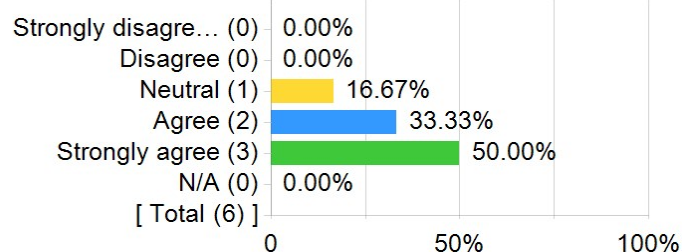
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	6	4.17	0.41
The instructor was prepared for class.	6	4.33	0.82
The instructor treated students with respect.	6	4.17	0.75
The instructor was available to me (in-person, electronically, or both).	6	4.83	0.41
The instructor evaluated my work fairly.	6	3.67	0.82
The instructor provided feedback that was helpful to me.	6	3.33	1.03
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	6	4.00	0.63

Detailed Responses

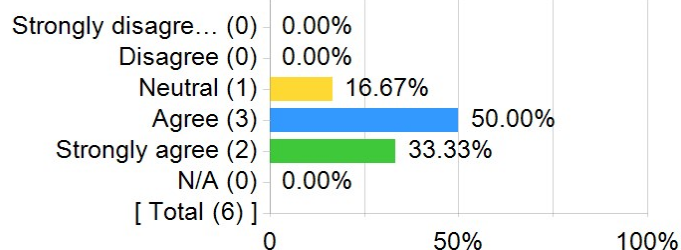
1. The instructor created an atmosphere that kept me engaged in course content.



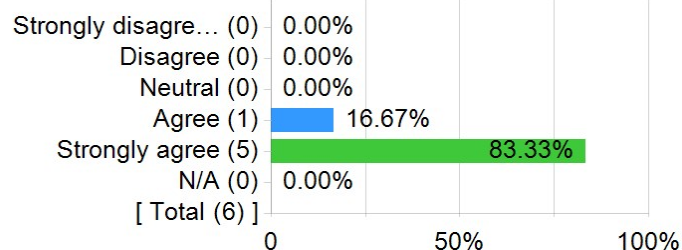
2. The instructor was prepared for class.



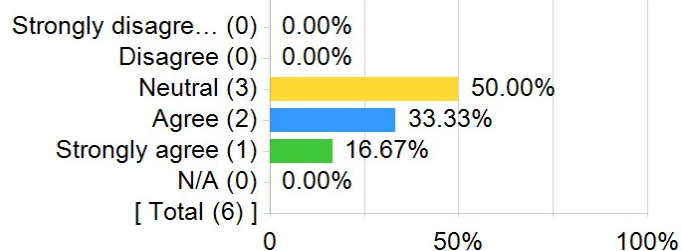
3. The instructor treated students with respect.



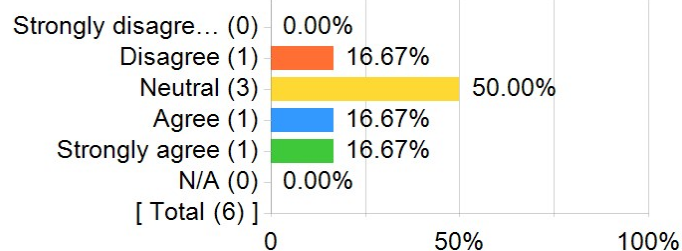
4. The instructor was available to me (in-person, electronically, or both).



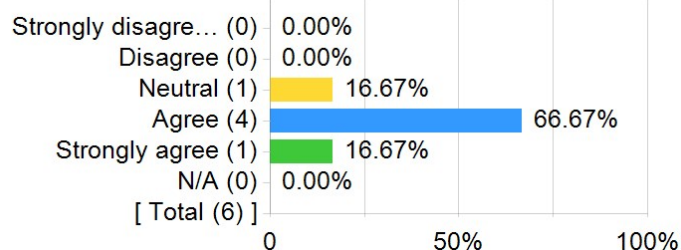
5. The instructor evaluated my work fairly.



6. The instructor provided feedback that was helpful to me.

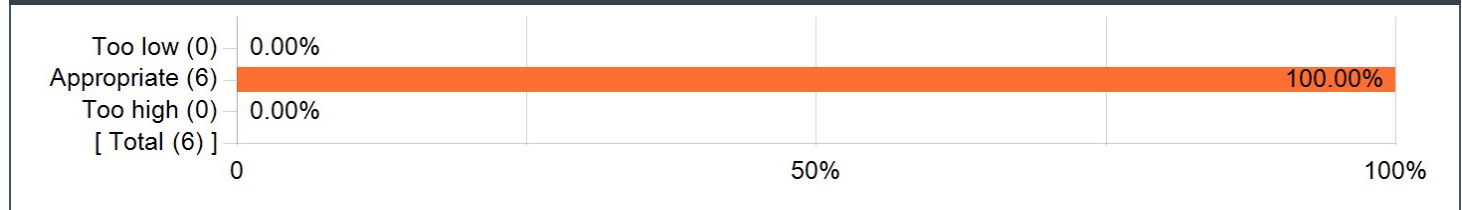


7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



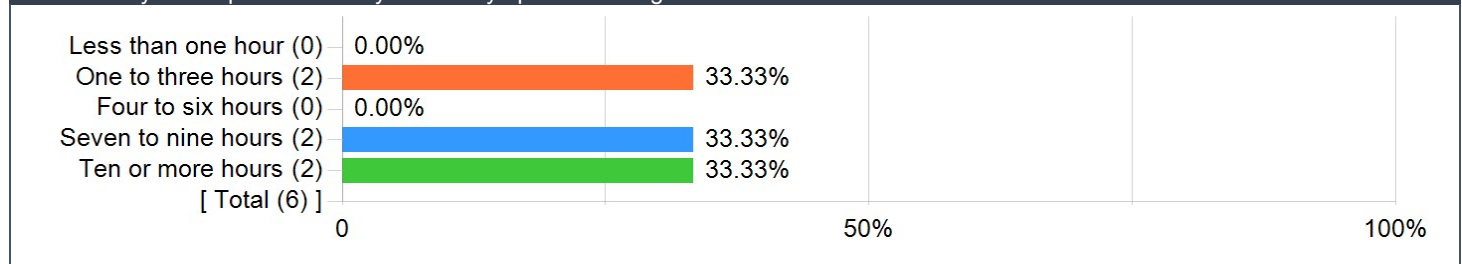
The standards the instructor set for me were:

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How many hours per week did you usually spend working on this course outside of classroom time?

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Comments

What did you like best about how the course was taught?

Comments
I like all the topics covered by this course.
The class had a lot of topics to cover, and I think they were covered pretty well given the many constraints. The lectures were effective and concise
Sequence of course was logical; topics built on each other in ways that made sense Schedule of course over the course of the semester was appreciated; could potentially add in more work from Judea Pearl and others given the extra time available
The readings were really helpful.
I liked that the class included a mix of methodologically-based lectures and the application of concepts to political science research. The lecture and presentations slides will be a helpful resource in the future. I appreciate the amount of time spent on the final research project.

If you were teaching this course, what would you do differently?

Comments
I would suggest having an additional tutorial every two weeks to teach students how to use software to implement the identification strategy we learned in class since it always cost students too much time in finding out how to write right codes in R. Also I just think the whole class goes too fast, we learned a lot of math equations in class, however I did not really understand them. I don't know if there are some better ways to help us really understand the math behind all the assumptions and identification strategies. But I really want to understand all those strategies deeply.
The homeworks that were pulled from other professors' classes seemed haphazard and often took far longer then they should have. Also many of the due dates of assignments corresponded way too closely to important due dates for second and third year students.
Expectations with regards to assignments need to be clarified and made definite before assignment completion Feedback on assignments needs to be timely, else potential errors in previous assignments could be carried through into future assignments without correction Consider smaller number of more strenuous homework assignments; 2 assignments worth 20% each, for example
Some of the weeks felt a little rushed, I don't know how else to distribute the materials more appropriately. But maybe a short weekly/bi-weekly lab may be helpful. Also, even though the homework were fine, maybe giving shorter but more often homework that better align with the material being covered in a particular week may be beneficial.
I would rather have had more homework assignments that were each a bit shorter. This would be helpful because we would complete a homework assignment after we discussed a certain concept, rather than waiting to work out the mechanics behind an issue. It would also make the work-load week to week more manageable. That said, I did appreciate the adjustments to the homework load after the first assignment. It would also have liked to get feedback on homework before turning in the next homework, so that I would have had the chance to make adjustments. Finally, it would be nice to have access to the rubric for the homework before turning the homework in. There were components of the rubric that were not included in the initial assignment, and it was frustrating that the expectations for our work were not clear from the assignment. I think that either the rubric should reflect the assignment requirements or students should have access to the rubric in advance.