Berkeley

Bernhard, Rachel (POL SCI 239T LEC 001 INT COMP TOOLS TECH) - Sp 2018 (Instructor Version)

Spring 2018 Evaluations

Project Audience 20
Responses Received 16
Response Ratio 80.0%

Subject Details	
Name	POL SCI 239T LEC 001 INT COMP TOOLS TECH
DEPT_NAME	POL SCI
DEPT_FORM	POL SCI
EVALUATION_TYPE	F
First Name	Rachel
Last Name	Bernhard

Creation Date   Thu, May 24, 2018

FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor?

Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	1	6.25%
6	6	37.50%
7-Extremely Effective	9	56.25%

Statistics	Value
Response Count	16
Mean	6.50
Median	7.00
Standard Deviation	0.63

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?
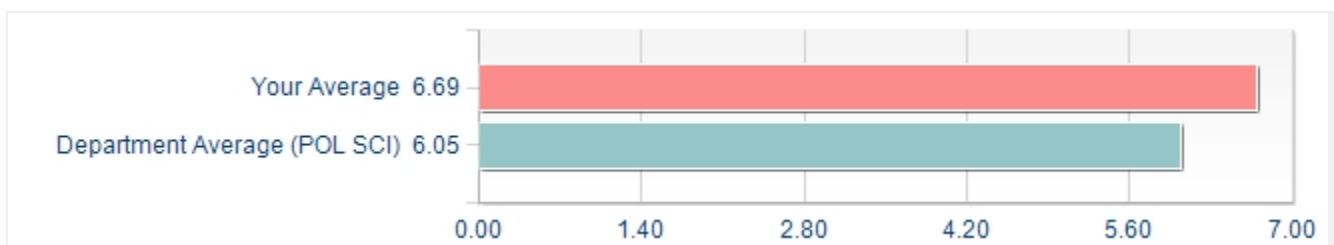
Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	2	12.50%
6	6	37.50%
7-Extremely Effective	8	50.00%

Statistics	Value
Response Count	16
Mean	6.38
Median	6.50
Standard Deviation	0.72

DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.
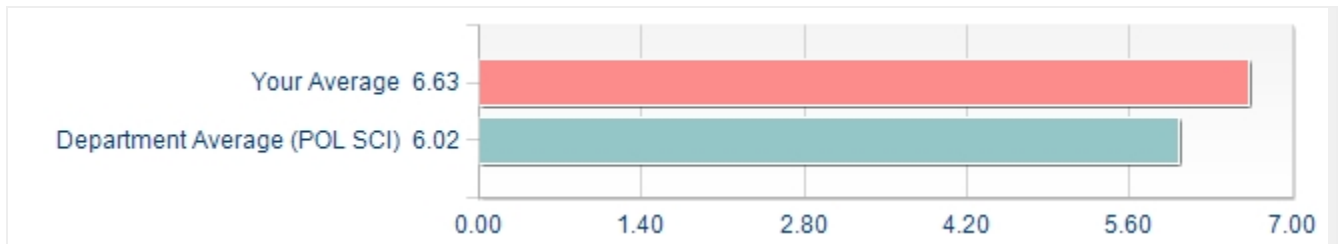
The instructor presented content in an organized manner

Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	5	31.25%
7-Very	11	68.75%

Statistics	Value
Response Count	16
Mean	6.69
Median	7.00
Standard Deviation	0.48

The instructor explained concepts clearly

Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	6	37.50%
7-Very	10	62.50%

Statistics	Value
Response Count	16
Mean	6.63
Median	7.00
Standard Deviation	0.50

The instructor was helpful when I had difficulties or questions
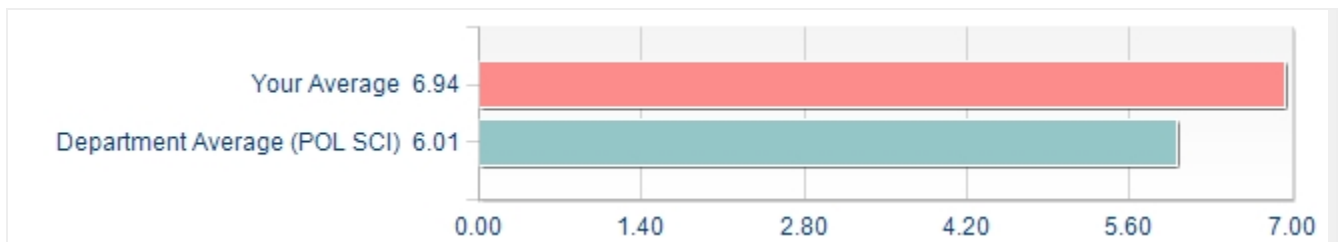
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	1	6.25%
7-Very	15	93.75%

Statistics	Value
Response Count	16
Mean	6.94
Median	7.00
Standard Deviation	0.25

The instructor provided clear constructive feedback
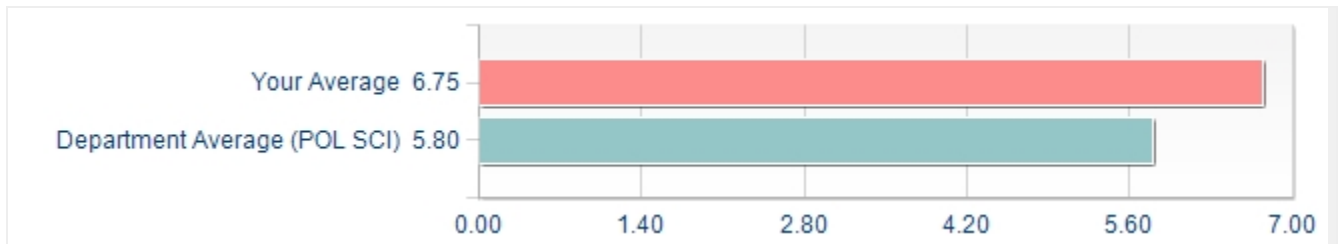
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	4	25.00%
7-Very	12	75.00%

Statistics	Value
Response Count	16
Mean	6.75
Median	7.00
Standard Deviation	0.45

The instructor encouraged student questions and participation
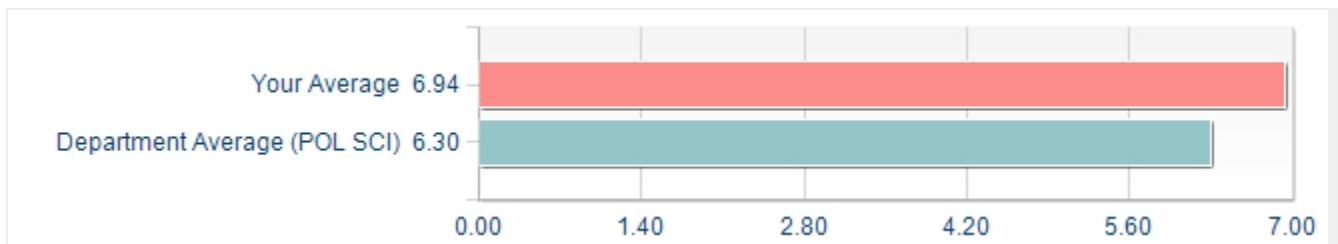
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	1	6.25%
7-Very	15	93.75%

Statistics	Value
Response Count	16
Mean	6.94
Median	7.00
Standard Deviation	0.25

The course was effectively organized
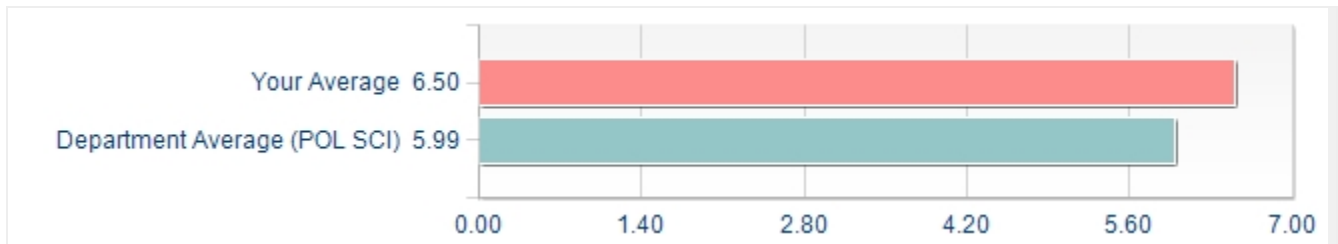
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	6.25%
6	6	37.50%
7-Very	9	56.25%

Statistics	Value
Response Count	16
Mean	6.50
Median	7.00
Standard Deviation	0.63

The course developed my abilities and skills for the subject
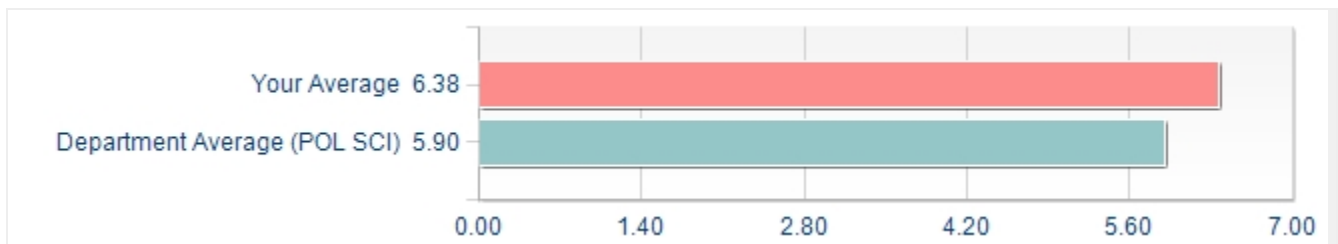
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	4	25.00%
6	2	12.50%
7-Very	10	62.50%

Statistics	Value
Response Count	16
Mean	6.38
Median	7.00
Standard Deviation	0.89

The course developed my ability to think critically about the subject

Your Average	6.19	
Department Average (POL SCI)	6.01	
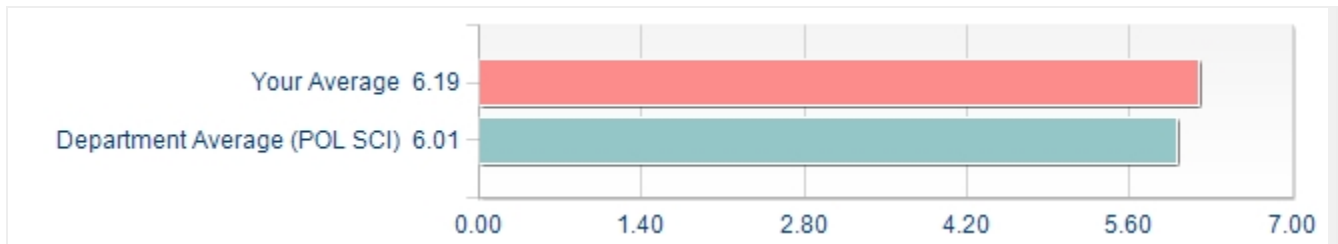
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	2	12.50%
5	1	6.25%
6	5	31.25%
7-Very	8	50.00%

Statistics	Value
Response Count	16
Mean	6.19
Median	6.50
Standard Deviation	1.05

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?
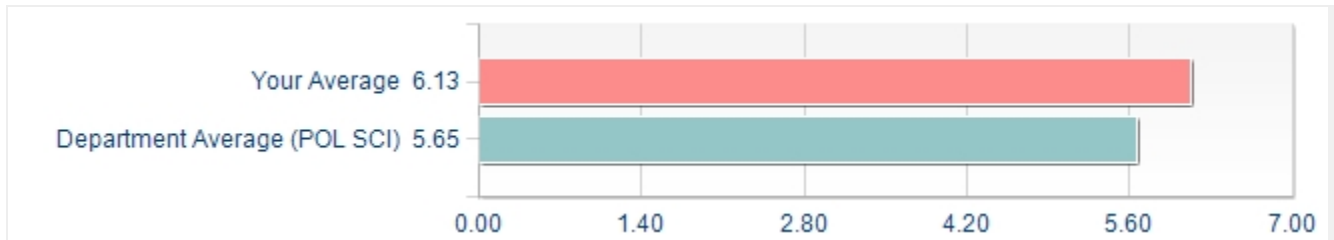
Options	Count	Percentage
3 or Fewer	1	6.25%
4-6	0	0.00%
7-9	6	37.50%
10-12	6	37.50%
13-15	2	12.50%
16-18	0	0.00%
More than 18	1	6.25%

Statistics	Value
Response Count	16

How many class (or section) sessions did you attend?

Options	Count	Percentage
None	0	0.00%
Fewer than half	0	0.00%
About half	0	0.00%
More than half	5	33.33%
All	10	66.67%

How satisfied were you with your effort in this course?

Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	6.25%
5	2	12.50%
6	7	43.75%
7-Very	6	37.50%

Statistics	Value
Response Count	16
Mean	6.13
Median	6.00
Standard Deviation	0.89

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.
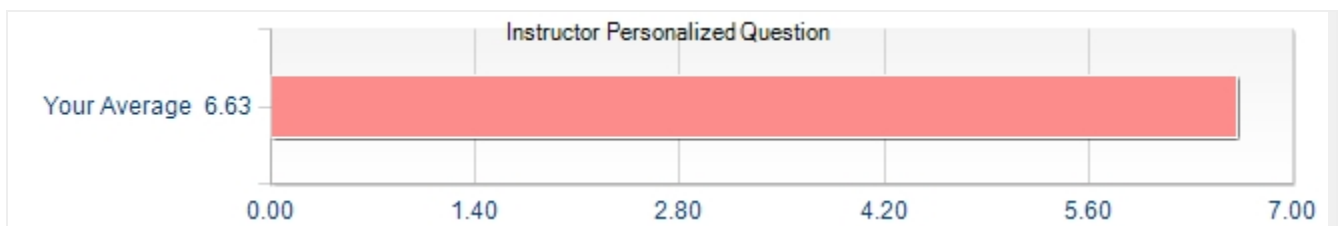
How likely are you to recommend this course to a colleague or friend?
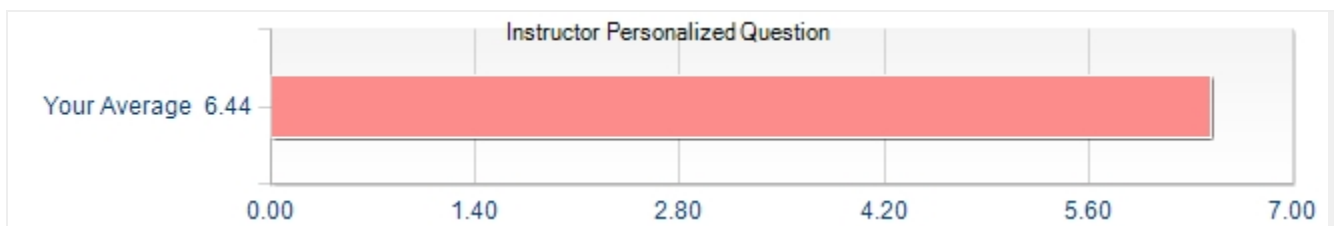
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	3	18.75%
6	3	18.75%
7-Very	10	62.50%

Statistics	Value
Response Count	16
Mean	6.44
Median	7.00
Standard Deviation	0.81

How useful has what you've learned so far been to conducting your own research or other projects?

Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	2	12.50%
6	2	12.50%
7-Very	12	75.00%

Statistics	Value
Response Count	16
Mean	6.63
Median	7.00
Standard Deviation	0.72

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Please identify what you consider to be the strengths of the course (or section).

Comments
Rachel is patient, thoughtful, well–paced, and approachable. She is both incredibly intelligent and a great teacher, a truly rare combo in academia. I was far less advanced than most students in the class and she was able to understand my level and provide flexibility when appropriate, but still make sure I learned the material.
Breadth and type of skills learned.
I really like Rachel's welcoming attitude. A lot of this material is terribly horrifying to the uninitiated, but Rachel is accommodating to all students regardless of their prior background. She really handles the challenges of a "little red school house" very well.
Datacamp – coding is about doing it yourself, so the fact that the course homework (both datacamp and other) allows doing this, makes the course very helpful!!
Excellent instructor. Thank you for everything Rachel!
I love this class. It's a perfect introduction where you get a little on everything and get the chance to feel out your own interests.
The instructor was incredibly flexible and responsive to feedback (i.e., allowing group or individual work during section, allowing experienced programmers to skip through the basic sections of the data camp) in order to make the class as useful as possible for each person. The Data Camp modules and exercises were fantastic introductions to programming languages and tasks. I have recommended these to several people since using them in the course. I found the combination of data camp preparations, lecture slides, example code, in–class exercises, and assignments to be very effective. I also found that the course seemed to balance the needs of beginners and advanced users. There were certainly some students on each of the tails of the distribution, but there seemed to be content that was sufficiently challenging for everyone without being overwhelming.
Amazing overview of computational tools with the opportunity to dive deeper into specific subjects during the final project
This course gives a great introduction to R in a way that is practical. We were also able to learn a variety of methods that I think will be increasingly important for researchers in the future. Additionally, I think the skills learned in this course are unique (compared to other methods/skills courses) and will set students apart in academic and non–academic job markets. In regard to Rachel's teaching style in particular, major strengths are that she provides great context for what each skill is used for and its potential, then goes step by step through how to conduct the process. She also creates a great learning environment where questions in class are encouraged.

Please identify area(s) where you think the course could be improved.

Comments
The university should really fund an upper–level course and a lower–level course. The amount of busy work was too high for those with prior exposure.
For me, things went way too fast. I'm still terrified of a lot of these things.
The sections could be short, allowing for more work out of class
N/A – It needs to be longer.
I would like the last materials on text analysis/ machine learning to have had some hands–on homework like assignments to be able to learn the subjects like how we were doing earlier on. I retained more information that way.
The only thing that might be helpful in future offerings may be to open up the Data Camp assignments before the first class in case beginners want to get a head start on the exercises.
Currently the course is too big for the number of people taking it and the instructors provided.
As a student who had never worked with R, GIT, or Bash before, the beginning of the class and finding my bearings was challenging. I realize that it is not easy to make the initial classes insightful for students at all levels but it would be great to have a slightly slower start.
This should really be a 5 unit class given the workload (or 6 if Cal does that). Also, since both class meetings are basically a lecture, it would be good to have an additional "Lab" meeting (similar to other classes) where we can practice the things we learned and ask questions of a GSI. I think in terms of content, it would be good to spend more time on some of the basics, like how terminal works and how github works. It would also be good to provide some sort of sheet at the beginning that gives a brief description of each of the analysis tools we'll be using (text analysis, API, web scraping, machine learning) in plain language, and examples of past projects that have used those analysis tools so that we can get an idea of the kinds of projects that would be possible (meaning, at the beginning of the course, or even in the middle of the course before we have learned these things, it is hard to develop a project plan before we understand the types of things that will be possible). If this course were longer, the subject areas I would recommend expanding upon would be python and text analysis. (And I would recommend that this course is longer, including having more time to do the final project).

What advice would you give to another student who is considering taking this course?

Comments
Don't get too frustrated. This is graduate school at Berkeley, so you will bee moving at light speed and drinking from a fire hose at all times. Don't worry that you aren't getting everything; focus on making the course work for you (there is lots of opportunity to do so!).
Do it!!, and put some effort into the homework – it is where you win!
It is worth it! You will learn a lot!
Talk to other students about their research and listen to all the presentations and engage.
This course should be required for early career researchers. The value of the course may not be immediately and/or fully realized if students take the course after already becoming committed to a particular research project (in which these tools are not leveraged). So my recommendation would be for everyone to take it, but to take it early on in their program. If one is an R beginner, this class may require an above–average amount of time/effort. That does not detract from the value of the course, but should be considered when scheduling other courses in the same semester. I would have loved to have been more engaged in the course (taking extra data camp modules, for example) were it not for an abundance of competing responsibilities.
A fantastic class that will allow you to learn which tools are available and how to learn how to use them. Thank you for offering this class and helping us to become self–sufficient in handling and exploring data. I greatly appreciate the opportunity to take this unique class while at Berkeley and enjoy the dedicated and clear teaching from Rachel and Jae.
You will not become an expert in any one area, but will receive introductions to several different areas. Be prepared for a high workload. But it's definitely worth it if these are skills you are interested in obtaining.

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section,

they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.

Is your field of study political science or another field?

Comments
political science
No, health policy.
political sciences
Political Science
Yes
Psychology
Political science
Political Science
Other Field
political science
Political Science
Related field (public policy)
Political Science
Another field