Overview of Evaluations for Gregory Russell Samanez-Larkin

PSYC 200 01  Statistics  Spring 2016

Total number of students: 258
Evaluations completed: 234  (Number of declines 11; Number of non-respondents: 13)

Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken?

What is your overall assessment of this course?
REVIEW SUMMARY

Complete student comments are included in this document to accompany the numerical ratings. Over 250 students provided ratings and sometimes comments so it’s a very long document (700+ pages). I’ve compiled most of the comment highlights here at the beginning in 10 pages for a quicker impression.

Course summaries from students who thought the course was effective and engaging. A lot of people think you learn a lot of useful things in this introductory course (and realize that you can have fun at the same time):

I thought this was a really great course for statistics, that balances application with theory behind the formulas. The homework was helpful for reinforcement and the sections were instrumental in showing how to run tests. Overall a fantastic class.

This is a great introduction to statistics and application of statistics, that is very helpful for MCAT preparation and general knowledge for bridging statistic theory and application.

I thought that using the context of psychology for statistical analysis made the course material much more interesting and it portrayed a clear example of how you could use statistical analysis techniques you learned in class in a specific context. The professor is also amazing.

Great class--was helpful to learn a more application-based side of statistics (lots of real world data type things). Completely different from AP Stats, but seemed much more practical. It was good to learn how to use SPSS and to go beyond just getting the numbers (reach conclusions, explain results--all the project report stuff).

Great overview of intro stats. Made the subject approachable and relevant.

As a non-STEM major looking for an interesting QR credit, I'm glad I took PSYC200 it felt as relevant as a math class could to my main interest in the humanities. Several times during the course I came across statistics in the real world and really felt like I had a better understanding of how they were derived, computed, and presented.

Psych 200 aka Psych Stats was a terrific course, which I found extremely interesting. As something I've never learned about before, I thought the course was good overall. Professor SL was fantastic. His teaching style and attitude were great.

Psych 200 was an introductory stats course that used interesting and relevant examples from life to explain the basic statistical tests and how to apply them. I would totally recommend this course. I found it very interesting and perfect for obtaining foundational statistical skills.

PSYC 200 was a great introduction to statistics! It works with SPSS, so it was extremely useful for anyone interested in psychology research. In addition, Professor SL is an incredible professor who makes lecture extremely interesting. I would highly recommend this course!

A great course that I really enjoyed, with lots of class participation that made lectures engaging, and examples from the class population that made the rest of the material interesting.

A great and informative course that taught new and applicable material in statistics, while relating it to interesting topics in psychology. Definitely recommend for both pre-med and humanity majors. The project is a fair amount of work, and the weekly pssets are slightly time consuming, but the material that is taught is very applicable and useful for the post-graduate job market, especially in medicine.

I felt that PSYC 200 was a wonderfully integrative way to introduce statistics to people who had little to no experience with the subject before.

I would encourage students looking for engaging and useful QR's to give PSYC 200 a go, since the class deals with what I believe is a very useful skill to have while consuming modern day media.
A great stats class to take. It is not too difficult, and is actually extremely interesting and fun! Take it even if you don't need it for a psych major.

First pre-Med class I truly enjoyed and in hindsight would take even if I weren't premed

Good course if you need a QR. Lectures are pretty entertaining and clear, and it's not hard to do well-- if I get a grade I'm unhappy with I know it's my own damn fault.

The course is done really, really well. It was clear, responsive to the feedback of the students, and incredibly engaging. The focus on real issues/examples made it so interesting, and of course,

So, overall, this course doesn't require a lot of work at all and was hands-down my most enjoyable class this semester. If you get the opportunity to take this class, do it. I went in with an AP statistics background and still got a fair bit out of it (especially in regards to SPSS).

Great prof, really useful and practical class. I have used what I learned in stat this semester in the final project for another, unrelated course (Ph.D. Foundations of Behavioral Econ), and for an internship at a private investment firm. In both cases it has helped me to keep up with, understand, and analyze data that would have made no sense to me 5 months ago.

It's an amazing QR. Beyond useful, and not too out of anyone's depth. Take it!

It's a very useful course for psychology majors and you learn and practice stats quite a lot (as well as writing social science papers).

Very straightforward class with weekly psets that were actually sometimes pretty fun to do (we analyzed interesting and sometimes very novel data sets). It was a very practical approach to stats which I loved, meaning we never focused on theory or equations. Instead, the class is meant to teach you how to perform statistical tests you would actually use in academia. I can now read the results sections of journal papers and get a much better understanding of the statistics.

The relationship between section and the course was very effective.

I learned so much about stats- not easy, but the professor, TAs and interesting material made it an amazing course

I would recommend PSYC 200. The workload is fair, it's well-taught, and you learn a lot.

I would definitely recommend Psych stats to another student--I'm a political science major and took this as a QR, but I ended up loving it and feel like I learned a lot of practical things from this course. ... And classes were fun too.

If you don't think you like statistics, but need a QR, take this class and it will probably teach you reasons to like statistics and reasons that statistics are important. Good class for data literacy, which is important.

This is a great applied stats course -- you learn how to work with real world data and can use the skills from this course outside of the classroom.

This class is legit if you take it with Professor Samanez Larkin, but I heard that it's been too gutty/easy in the past with other professors. With Professor SL though, I felt like it was a fair workload, but also really useful/informative. Prof SL really taught us a lot of useful skills and a way of thinking about stats that can be applied to anything you do in life. Stats is just really useful for interpreting the results of any studies or papers, and it teaches you how to critically think about any type of scientific studies you hear about in the news or stuff like that. That's key because people will try to trick you all the time expecting you to believe their crap because it's got confusing statistics. Don't be fooled. Take this class. It's lit.

This is an excellent course. I've learned practical applications of statistics and real-world impacts in a very exciting way. Prof. S-L is a great lecturer and a badass. I think there is a lot of attention to students teaching themselves that is very effective and challenging in good ways.
It was a very interesting course in the way that it allowed me to look at the world in a different way. I now am more cautious of reading articles that are just spewing out facts and "statistics" without the underlying details. So this class actually made reading psychological or scientific papers easier and more enjoyable because I was able to understand the syntax and language of statistics.

One strong point about the class was that the class was heavily application-based. I really really enjoyed using data from real world companies as well as from the class to do the problem sets because 1) I was interested to see what the results would be 2) and because the analysis afterward to explain the causes of the results was really fun.

I actually really enjoyed the exams in this class - they were fun and intriguing and worthwhile and I liked that I got to learn new things while proving what I had already learned.

I really loved how in order to do the homework assignments, we got to work with real and interesting data sets and analyze things like the number of unique words 100 different rappers use, and the gender bias in Disney movies.

Not only do you learn about using statistics in a psychology setting, but you read and analyze data from a diverse selection of data sets, and thus get a great exposure to a number of different fields within psychology. Professor SL is an amazing professor and yet another reason to take this class!!

I loved this class. Stats as a subject isn't innately interesting but the professor made it a very enjoyable experience.

I thought that the combination of homework assignments, exams, and a project was a reasonable and productive way to set up the class, and I thought that each of those things had a lot of educational value. The once-a-week section was very valuable in terms of helping me understand the material. Overall, I definitely learned a lot in this course.

I really enjoyed this course. I had been looking for a QR credit that would allow me to learn important skills while not being completely overwhelmed with the difficulty of the material or completely bored in taking a 100-level course. This was great. I think this course is exactly what Professor SL said on the first day of class. This class was easy in a good way. Easy in the way that makes you learn.

Psyc 200 was a great statistics course. I really liked how instead of getting bogged down in theory and math, the class focused on real-world applications of statistics. Following this course I feel confident that I could handle large data sets and run statistical tests to analyze the data and draw conclusions - perhaps the most important thing you could ask of a statistics course.

The course material is relevant and will help you understand the world around you, no matter what field you go into.

This was one of the best classes I have taken at Yale. The strengths of this course are the applications of the material to real-world issues, the teaching staff, and the multiple components by which students practice the material and are assessed. The section was a perfect compliment to the course and was very helpful in learning how to use statistical analyses.

AMAZING everyone should take this class.

But not everyone agrees:

A class you should not even consider taking, unless you love to waste time trying to learn an interesting yet poorly taught subject

This class was not taught well. It was extraordinarily hard and the lectures did not prepare you for the exams or homework's. This was no explanatory enough for an intro course.

I thought Professor SL was fun and seemed approachable. However, I don't think he was great at lectures. I found his lectures in the first half of the term to be funny and entertaining- he inserted a lot of pop cultural references to explain
statistical methods and concepts, but many times they just felt like distractions. I didn't find that I truly understood stats until he toned it down later in the term. Overall, he was ok.

Professors Greg’s weaknesses are being overconfident in the way he explains concepts in class, which were not always straightforward. His lecture notes were not super helpful.

DON'T TAKE THIS CLASS. The first couple of days are misleading, as it's relatively chill and you don't learn real stats. Come the midterm and you’re actually expected to know something when you were taught very little was a slap in the face. Take the other stats class.

In my opinion, this class is not amazing.

Psych stats is not a hard QR, but it is an annoying class. The material isn’t taught very well. Section is bad. However, there isn't that much work (1 Pset a week, 2 exams, final project). Definitely better than any calc-based math class for non-STEM majors.

This class was responsible for 95% of the anxiety attacks I had this semester.

A lot of people appreciated my more informal lecturing style and approach to explaining the material, enthusiasm for stats and commitment to teaching, and the atmosphere it creates in the course:

Prof. Samanez-Larkin is too good for this world. He's so chill and supportive and really enjoys what he's teaching.

Professor SL was one of the best professors I have encountered in my time at Yale thus far. He made the information very engaging and I appreciated his enthusiasm for the material.

He is awesome. Makes a usually dull subject come alive. Great professor, need more like him.

Professor SL was fantastic. He was very passionate and enthusiastic during class. He also seemed to truly care about his students. In addition, he was able to explain the material well and he was very receptive to his students questions and complaints. He was also great at responding to questions on Piazza.

Professor Samanez-Larkin was great! He made every lecture incredibly engaging, and he presented complicated information in a step-by-step manner that made it very easy to learn.

He is a great professor truly willing to help anyone! He lectures very thoroughly and make sure that all the content is well understood before he moves on.

Professor S-L was great. I loved his teaching style, it kept what could have been a potentially boring subject fairly interesting, and for that I am thankful.

A great and enthusiastic professor that clearly cares about his students’ learning and puts in more work and time than most realize. Responsive to student feedback and very approachable/accessible when explaining concepts that students don't understand.

Professor SL is one of the most easygoing, accessible, and coolest professors I have had the fortune of meeting in my (admittedly short) time at Yale. He excels in making the material engaging and easy for the students to understand, and his dry sense of humor rarely goes awry. He also has a compassion and dedication to his students -- yes, even this lecture of over 200 -- that is frankly astounding and very much commendable.

I appreciate the fact that Prof SL went at a pace everyone was comfortable with. He was very in-tune with the students' needs.

Professor SL is a great teacher with a ton of energy and commitment. He is very receptive to students and made every effort to make the class fun and engaging. His lessons, at first, were overloaded with information but I felt he listened to
mid year feedback to make them more accessible to students. Overall, Professor SL made a statistics class much more interesting than I thought it could be.

He was a great professor who kept lecture fun and engaging. There was immense clarity in his lectures.

Great Professor! In spite of hundreds of students in his class he still managed to answer all my questions and help me out when I needed. Definitely one the best and coolest professors I've met at Yale.

Always keeps it interesting! Lecture was my favorite part of the class.

Professor S-L is great! His lectures were entertaining and clear, and he obviously genuinely cares about students and takes the class very, very seriously. A good guy.

Greg is dope super open to feedback and always looking out for his students!

I can't say enough positive things about this man. He first and foremost cares that students feel comfortable and welcome in the class, and cares that students have a positive experience. He's not out to make anyone fail or give them a hard time with grades; if students feel stressed about unnecessary factors of grades, he'll work with them to resolve the issue. This is the most entertaining, caring, and amazing professor I've had thus far at Yale.

Hands down, this class is incredible. It's a straightforward intro to statistics, but Professor SL is the root of why this class is so amazing. He chooses real-world, engaging examples to demonstrate the concepts and to use for the homeworks, instead of canned examples and outcomes--it teaches you to think critically about the stats outcomes in a really interesting way. In addition, Professor SL is basically just a ray of sunshine--he genuinely cares about every single person in his lecture, learns as many names as possible, has a sense of humor, and tackles really relevant social issues with statistical biases too. He cares about how each person in the class is doing and wants to give us the best experience he can--no unfair or out-to-get-you grading here. He's incredibly receptive to feedback from the class as well.

One of the most accessible, invested, and understandable professors at Yale. Really clear and helpful when approached on an individual basis, and a very reasonable person.

He's so accessible and cares SO MUCH. Such a joy.

This man is a total sweetheart and an ambitious professor. Sometimes he mixes computer and practical concepts too much and so students don't have a wholistic understanding of either. His lectures are absolutely engaging and he is concerned with contemporary issues, practical usage of his course, and student wellbeing. I've never had a professor like him, and I'm so grateful for his genuine presence on Yale's campus.

THE BEST!! So interactive - he changed the way I look at data.

I really liked Professor Samanez-Larkin. More than most professors, he clearly cares about the students in the class and will go beyond what is asked of him to ensure they understand the material and are learning stats. He's also quite conscious of how the students in his class feel, which is a huge testament to his character. A great guy, and a good teacher.

Best professor I had at Yale, hands down. He is funny, cares a lot, gives great lectures and just knows how to explain things. I honestly can't think of a better way to teach anything and would want him to teach all of my classes.

He is really tapped into local and global happenings, and is always enthusiastic to share that knowledge with his students through the medium of statistics.

Prof. SL was fantastic! His energy and commitment to the students makes this course A++! He truly cares about his students and wants everyone to understand the power of data and statistics. How Stats is used in everyday life, and how it affects on our daily decisions. Best PSYC Professor!

Really amazing professor. Funny and engaging, relatable to students, applies the subject to real life and always keeps us on our toes.
An excellent teacher who knows his crowd and knows how to keep things interesting. Very engaged with the students and incredibly responsive and attentive to their learning needs. Very accepting of feedback and very willing to pivot the class if it turns out to be helpful.

Overall, I think I want to take more stats classes because Greg made it so much more enjoyable!

Professor S-L clearly truly cares about his students, and wants them to actually master the material while enjoying the subject and feeling confident. I think his organization of the class - the balance between concepts in lecture and applications in section and homework - was brilliant, and I really liked his exams and the semester project.

Professor SL is a fantastic lecturer, and I would say the best QR lecturer I have been taught by at Yale. Professor SL really cares about his students, and takes so much time to build a non-traditional statistics course structure that teaches students, especially Psychology students, how to actually use statistics. He is great at tying the statistical topics back to issues we really care about. I actually really liked the midterm and final exam structure, and the final project assignment. As a psychology major, they made me more confident about pursuing an empirical senior project next year. There aren't any weaknesses I can think of. Overall, I would say Professor SL's class has taught me more than any other QR class I've taken at Yale before. I really enjoyed all the work we did throughout the semester, and I appreciate all of Professor SL's hard work.

Some of the topics were a bit difficult, but Professor SL always made grasping the material easier and made attending lecture an absolute joy.

The homie! Take it with Greg. He will push you, but when the final comes around, you will be able to take it in your sleep. I actually learned a lot in this class, and I want to follow up with my final project that was assigned. Greg is ready to help and make STATs a fun, interactive course. One of the best teachers ever.

really invested in all of his students' success and effective in relaying information in a way it sticks. Couldn't have asked for a better stats professor.

He was obviously very well versed in his field and made lecture engaging while still educational. He also really cared about his students and did everything he could to make sure they were learning and succeeding. He was also very open to suggestions and was very interested in our thoughts on the class. Overall an amazing professor!!

Greg is one of the coolest amazingest instructors at Yale. You will find few instructors teaching 200-person lecture courses who care as much as he does for every single individual student. He will not let you not succeed in his course, whatever it takes.

He is a great professor. He takes the class very seriously, for better and for worse. He makes class not boring, which is tough for a statistics course!

Professor SL was awesome! He was super engaging and did a great job of making something that would seem boring at first sight (i.e. statistics) a ton of fun! His jokes/examples helped me remember the material a lot more and he did a good job of applying lecture materials to the real world.

I loved Prof SL. He explained things very clearly and class was such a joy to attend.

Prof S-L is so great! Interesting, funny, smart, engaging, approachable, and clearly putting so much work into the class. When students had suggestions for improvement, he actually listened and changed the class structure/syllabus to make it better.

A great professor who makes a large lecture feel intimate. One of the best professors I've had at Yale - cares a lot about his students and his subject.

Professor SL is awesome - he's cool, flexible, and funny, and his lectures are always well designed. He was very willing to listen to student concerns and needs, and I really feel like I learned a lot from him. He cares about statistics and his students, and I hope future students get the chance to learn from him and take his class.
If you like dank music, memes, and piazza posts, take PSYC 200 with your man, Greg SL. This prof is epic. He uses hype data sets for the homework assignments, and he knows literally every student's name who's ever had an interaction with him. Greg makes the material interesting, he listens to feedback, and honestly there's no reason to dislike the class except maybe the mandatory attendance checked by clicker questions. Take this class. Enjoy a less math-dependent introduction to stats. If you can do it in the real world with a program, that's really all you need.

Professor SL was the root of why the class was as amazing as it was. He's the most incredibly singular professor I've had at Yale--receptive, down-to-earth, cares about the students, and entertaining.

**But not everyone – some students thought I was annoying, tried too hard, or was not a good teacher:**

I found this professor both annoying and frustrating.

This class was awful. Prof S-L had extremely unclear expectations and taught poorly. It was the Greg S-L show.

The main weakness of this class was that you never really learned anything in lecture, it was either too fast or not enough substantive material was presented.

I don't think he was an amazing lecturer, but I think he improved as the course went on.

The professor tried to paint the course from the start as a unique way to learn statistics that isn't the typical boring and difficult college course. This wasn't the case. It was poorly structured (with most learning in section, which is problematic because my TF was quite bad) and poorly taught. Professor Samanez-Larkin is funny, which makes the class more interesting, but he didn't teach it well.

Professor SL is an entertaining and passionate lecturer, and lectures seldom keep you bored for too long. However, I do believe he sometimes tries too hard to be funny. I understand that he's just trying to keep students from leaving lecture and motivating them to pay attention, but honestly I find many of his attempts at shoving pop culture references into the PPT slides just outright cringe-worthy.

wasn't exactly the most amazing teacher,

**The most common critical comments were that the course wasn't as good or as easy as expected (based on previous offerings of the course).** The last time I taught this course, the ratings were higher than any offering of this course in the previous 5 years (which is as far back as I had data access). This time around, people had high expectations for a really fun class but were disappointed when it was still a statistics lecture and a lot of work (including some self-driven learning, which is by design).

Listen up, this isn't a gut. Lemme say it again for the people in the back who didn't hear me: THIS ISNT A GUT. So yea, if you're a stats wiz then yea, this course is super easy, but if you aren't STEM at all aka me, then you're gonna struggle unless you keep up. Go to lecture. Go to section. It's not hard but I have no clue how people survived without going to class. I barely survived and I did go to class. The midterm is BS, ignore it. The final isn't too bad. The Psets are sometimes a pain in the butt but I don't think anyone spent that much time on them so I wouldn't say its a time consuming class but more that when you're actually engaging with the material its pretty stressful. If you need a QR you might as well take it but just know it isn't an easy A anymore

Grading was a lot harder this year. It's not a gut anymore.

Though I had heard many outstanding review about this course I found it to be mediocre at best. It did not thoroughly teach the tests needed in class, sometimes just focused on the theory which was confusing.
I would not recommend taking the course to expect to get an A, as the rumor went around at the beginning of the year. It is not an easy or gut course, and be prepared to spend many endless hours.

THIS IS NOT A GUT!!! PSYCH STATS USED TO BE A GUT BUT THIS IS NOT!!! this doesn't mean you shouldn't take it, but don't expect it to be easy! psets take a good amount of time and the midterm and final are not easy even though you get the questions first!! My friend had taken it the year before w a different prof and told me it was a joke, but THIS IS NOT A JOKE!! that being said, I do feel like I learned a good amount and Greg is dope! just be aware this should not be taken as an extra fifth class!

it is not as easy as everyone says.

The workload is very manageable, but there is a lot of self-teaching involved.

it was a lot more work than initially anticipated.

The workload seemed heavier than when friends took this version in the past, so expect to put a lot of time into the course and the problem sets (which were graded very stringently- would have preferred more of a pass/fail or broader system).

This course is much harder than it has been previously.

There is more work than you might expect, so it's not a totally gutty QR.

PSYC200 ended up being a pretty challenging and engaging course. I had heard from other students, and even from the professor, that Psyc Stats would be relatively easy ("a good fifth class"). And while the class didn't take up too much homework time, you have to be very careful (but also speedy) about details in data analysis and write ups in order to do well in the class. That said, the lectures were always fun, and Professor S-L did a good job of interacting with students and showing how Stats could be incorporated into the real world.

Take this course if you are genuinely interested in psych stats and willing to be proactive/take initiative to teach yourself concepts that remain confusing after lecture, but don't take it if you are just looking for an easy QR.

DO NOT UNDERESTIMATE THIS CLASS. If you underestimate it and do not prepare for the exams/not study for the exams, you will get a very very bad score and will do terribly in the class. The tests are made with the assumption that you have 24 hours to basically create answers, but without the data set (which is critical to the test), you are really guessing what the results would be. But if you study and prepare well enough, this class should be fair and interesting.

Psych stats is a good class, but maybe it wasn't as good this year as reviews from past years led me to believe it would be.

I think that some students came into this class with the impression that it would be a gut. It actually required a lot of work, so students expecting a gut should not take it. However, those expecting to learn a lot who have little to no knowledge of statistics to begin with should take it.

I felt like I had to teach myself a lot of the material outside of lecture, but section was always really helpful.

It is certainly not a gut anymore, and the grading is really harsh.

It is not an easy class! Don't think that it is. It used to be a gut I think, but now it is not.

Don't take this class thinking it's a gut. Okay, it kind of is but like what this class has made me realize is that there's two types of guts. One where everyone gets an A, and one that has very little work. This is one that has little work, but it's like pretty challenging to get an A. You like really gotta know your shit if you want to get an A in this class. The midterm was savage, but Professor SL curved pretty generously (I did well, though, so it didn't help me).

You put in way too much work for the grade you would get. I ended up with a good grade, but felt like spent way more time than i got the value for in terms of learning new topics.
Some constructive criticism that I will address the next time I teach the course:

Sometimes he goes through the material quickly, but he makes himself accessible and really values your effort.

He was very organized and on-time with his lectures in the beginning and the end, but in the middle around mid-term seasons the lectures became a bit more jumbled. Nevertheless, I learned much from him and the course.

lecture can go a bit fast sometimes, some explanations (esp 2-way ANOVA) were still not that clear, but that's okay since we went over it in section and in the review session

He cares about his students and is very willing to work with you to help you out. However, often in lecture his explanations of concepts were too quick and not very clear. However, he changed his lecturing style halfway through the course in response to student feedback, resulting in a big improvement in clarity.

Several times during the course I came across statistics in the real world and really felt like I had a better understanding of how they were derived, computed, and presented. The class itself was relatively clear; sometimes I felt like the lectures could be a bit confusing, and never really give a complete definition or clear example of a concept. I would often find myself going through my notes and not being able to find a concise definition of a term. Often Professor S-L would use an example to explain something, but either not come to a conclusion at the end or not really give a concrete definition.

I get that no one is "bad" at math and all that but personally, stats is really challenging for me to wrap my head around and for a good portion of the second half of the class I was pretty lost. Thankfully we had section where I could clear some of the stuff up, but it was kind of frustrating going to lectures, taking notes and listening and still not being able to comprehend the work. I just expected the class to be a little slower and that wasn't the case but I don't think that'll be an issue for next year.

Professor SL could have taken more time in class to walk through key concepts more methodically and deliberately; at times he would skip through sections of lecture to which he'd return later or indirectly which was unhelpful. Moving through things step by step would be much better.

Overall, I really enjoyed taking this class. Its weakness is that the class was pretty slow and the curriculum could have been completed in half the time, but I enjoyed the thorough nature of the course. Its strengths are that lectures are easy to follow.

While I enjoyed Professor SL's free-flowing presentation style, I did often wish that he would slow down on certain points -- really break down what we were doing in each step and why each statistical test was significant (no pun intended) -- instead of blazing through sparse powerpoint slides (while I can understand that he may have been putting less information on the slides to encourage people to come to lectures, I maintained 100% attendance and still found the lecture slides difficult to follow sometimes when consulting them later).

I didn't find the lectures to be very helpful. Most of the learning happened in section.

Professor SL did a good job of using interesting examples to explain the concepts. However, I wish that he set up the lecture in a different way. Instead of using an example to explain a concept, it would have been more clear if he just gave the definition/how-tos of a concept and then used the example to explain it.

He also took feedback seriously and was obviously making a very strong effort to make the course as good as it could be. However, sometimes in lecture it seemed like he would breeze through a whole topic without ever giving a solid, concrete explanation of what we were talking about (or, more often, spending too little time on it when it was presented).

I did not get much out of the in class lectures. I think it would be more helpful for the lectures to be less based on examples and more time should be spent going over the concepts.

Professor SL is an engaging and fun lecturer, and it's obvious he knows the material very well. However, the way he structured the course was such that it was really hard to understand what was important for the assignments and exams and what wasn't, and he went through some of the material way too fast.
I think the class tries to teach halfway in between written and computer-based statistics and ultimately provides a poorer understanding of both. In the future, I would recommend providing a clearer structure that eliminates the ambiguity. For example, one question on each problem set can ask about the mathematical background of the type of test being taught that week, then the rest would test the SPSS implementation of that knowledge.

Engaging lecturer but should do fewer calculations on the slides and more by hand.

There were parts of PSYC 200 that I enjoyed -- Professor SL's fun personality, the way that he used specific examples from students who had previously taken the course, etc. Overall, I do feel like I walked away with concrete knowledge that I will be able to apply in the rest of my studies about how to do psychology statistics. However, the road was tricky. The first half of the semester was especially rough. It felt like the expectations were incredibly unclear so you would do badly on homework and have no idea why, and the concepts just were not explained well at all. That being said, I do think Professor SL did a good job incorporating the feedback we provided at midterms, and the second half of the course was much better.

It's very rewarding to piece things together on one's own and have that "eureka" moment later, but it would've been helpful to hear from the start (in even stronger terms) that this would not be a class about spoon-feeding or rote calculation, and that every moment mattered.

Lecture sometimes got a bit confusing (especially in the second half of the class), with concepts getting a bit lost between equations which we weren't quite sure where they originated from, and concepts getting lost in explanations of possible exceptions to the rule or ways it could be different from what we just learned but don't worry you don't have to worry about that much right now.

The lectures were generally pretty unhelpful--seeing the math behind the concepts wasn't really helpful for me, because I didn't have a strong enough background in math to follow most of it.

This is probably my biggest gripe with the class! (that is, the relationship between section and the course), the things we learned in section were the ONLY things we were tested on, and that's stupid! there are so many other things we learned, and I didn't think the SPSS stuff should necessarily have been the only takeaway from the class.

At first I thought I would really enjoy this class. But then it got confusing and hard, and I started not being able to understand the lectures. We never got through all of the material in section, which made the problem sets very difficult. It could be improved by the professor going slower and us actually getting through the labs in section so we can do the problem sets.

There is not enough time given for the midterm and the final though, and its a bit annoying that the professor acknowledges that time will be tight and does nothing about it, but it could be worse.

I think this was overall a good class. I don't think there was enough _actual_ math taught to qualify it as a QR though.

The communication with class was not great (the prof would update the HW or mention something in class but not send an email about changes/info, would maybe answer a question in piazza but information was hard to get).

But he moved through lectures way too quickly and really misrepresented the class to us. He kept stressing how easy it was going to be and how it was the "perfect 5th class", however this class was a real struggle for me, even though I met with my TA for extra help multiple times.

I don't agree that it was a "great 5th class," as he said on the first day, because the problem sets did take some time and they were often graded for details. Regardless, I'm really glad I took it!
Online Course Evaluations

2016-Spring
Instructor Primary
PSYC 200 01
Statistics

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Declined to Answer
Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less

Less

Same: ✓

Greater

Much Greater

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good: ✔
Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔
No
Q: 
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: 
This course peaked my interest in psych stats, but was unfortunately very poorly taught, leaving me with many unanswered questions and little takeaway.

A: 
Professor SL unfortunately did very little teaching, and I can honestly say that all of my knowledge of the course came from my TA. Prof SL began the first half of every lecture talking about his past students, making jokes, poling us or playing songs and left little time for teaching. When he did teach, it was in a very unorganized and confusing way. Eventually, I was left with no conceptual understanding of the topics and just memorized how to do the different problems. I found this professor both annoying and frustrating.

A: 
Fabian was an amazing and very helpful instructor. He seemed to go above and beyond and really respond to individual needs, caring about each student.
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: A class you should not even consider taking, unless you love to waste time trying to learn an interesting yet poorly taught subject

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ☑

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor: ☑

Below Average

Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I thought this was a really great course for statistics, that balances application with theory behind the formulas. The homework was helpful for reinforcement and the sections were instrumental in showing how to run tests. Overall a fantastic class. Also Prof S-L is just a really great teacher and too cool for school.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
A really great professor who clearly cares about each of his students, even in a large lecture. Prepares truly fantastic slides and boils down everything into simple formulas.

Q:
TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
She was really engaging even if our section was not, and was efficient in covering all of the necessary material, even coming around to help students who were falling behind in section.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: This is a great introduction to statistics and application of statistics, that is very helpful for MCAT preparation and general knowledge for bridging statistic theory and application.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
- Much Less
- Less
- Same: ✓
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: 
- Poor
- Below Average
- Good
- Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent:
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Prof. Samanez-Larkin is too good for this world. He's so chill and supportive and really enjoys what he's teaching. Sometimes he goes through the material quickly, but he makes himself accessible and really values your effort.

Q:
Instructor: Gregory Russell
Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Jennifer is one of the most supportive and compassionate Tf's I've ever had. She's great at explaining the material and incredibly patient.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL was one of the best professors I have encountered in my time at Yale thus far. He made the information very engaging and I appreciated his enthusiasm for the material. He was very organized and on-time with his lectures in the beginning and the end, but in the middle around mid-term seasons the lectures became a bit more jumbled. Nevertheless, I learned much from him and the course.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student? Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: I would recommend taking this course if you're looking to complete a
statistics course. I thought that using the context of psychology for
statistical analysis made the course material much more interesting and it
portrayed a clear example of how you could use statistical analysis
techniques you learned in class in a specific context. The professor is also
amazing.

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same: 
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

Excellent: ☑

No: ☑
A:
Section was helpful--learning to use SPSS to put the concepts/tests in action aided understanding. Strengths: willing to explain concepts a lot when people didn't get it (after section too); kept section moving even with low participation. Weaknesses: sometimes explanations in section could be elaborated on more.

Q:
TF: David Ellis Melnikoff
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Great class--was helpful to learn a more application-based side of statistics (lots of real world data type things). Completely different from AP Stats, but seemed much more practical. It was good to learn how to use SPSS and to go beyond just getting the numbers (reach conclusions, explain results--all the project report stuff). Lectures and section were both helpful. Strengths: lots of help provided, professor and TFs very willing to explain and help! interesting content, relevant, not too time-consuming. Weaknesses: some concepts not explained very clearly in lecture.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Very application-based approach to statistics, which is useful for research/if you're going into science. I think it was a very practical class, and learning to use SPSS was great. Interesting lectures, enthusiastic and helpful professor/TFs, not too much homework. Would recommend taking it.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good
A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great overview of intro stats. Made the subject approachable and relevant.

Q: Prof. SL is great. Easy going and very responsive.

Q: Section is v important. Its where you learn how to use the program, SPSS, that you will use for hw and tests. Jennifer was great, very good explaining tough concepts.

A: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant.

Instructor: Gregory Russell Samanez-Larkin

TF: Jennifer Hirsch
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Its an intro Stats class with a chill prof.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 🔵
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course evaluation.)

A: Poor
Below Average
Good
Very Good: 🔵
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes

No: Yes: Yes

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Great teaching, always happy to help or available to meet.

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward the Yale College
distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Yes: ☑

No: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes

No: ☑
Q:
Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
This class was awful. Prof S-L had extremely unclear expectations and taught poorly. It was the Greg S-L show.

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Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Terrible.

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TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
DO NOT TAKE IT IF GREG SAMANEZ-LARKIN IS TEACHING IT.

A:
Much Less
Less
Same: ✅
Greater
Much Greater

A:
Poor: ✅
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He cares about his students and is very willing to work with you to help you out. However, often in lecture his explanations of concepts were too quick and not very clear. However, he changed his lecturing style halfway through the course in response to student feedback, resulting in a big improvement in clarity.

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
A:
Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: 
Same
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Poor
Below Average
Good: 
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

Excellent

No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:

A:
Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Gina is a wonderful person and an effective section leader. However, I do not think that teaching is her primary calling. She was good at leading section, but I believe that her personal skillset is best applied to other pursuits. There is a certain teaching intuition that she does not innately possess, which she could certainly learn with effort but that might not come naturally to her. But I do want to emphasize several good things about her section. She always had a great attitude in section, was effective at time management, created a positive atmosphere, brought candy (!), and was impressively available and responsive to my many questions for her.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✓
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✔
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
As a non-STEM major looking for an interesting QR credit, I'm glad I took PSYC200. It felt as relevant as a math class could to my main interest in art history. Several times during the course I came across statistics in the real world and really felt like I had a better understanding of how they were derived, computed, and presented. The class itself was relatively clear; sometimes I felt like the lectures could be a bit confusing, and never really give a complete definition or clear example of a concept. I would often find myself going through my notes and not being able to find a concise definition of a term. Often Professor S-L would use an example to explain something, but either not come to a conclusion at the end or not really give a concrete definition.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section  
leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your  
anonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)

Q:  
How would you  
summarize PSYC 200 01  
for a fellow student?  
Would you recommend  
PSYC 200 01 to another  
student? Why or why  
not? (Your anonymous  
response to this question  
may be viewed by Yale  
College students, faculty,  
and advisers to aid in  
course selection and  
evaluating teaching.)

A:  
As a non-STEM major looking for an interesting QR credit, I'm glad I took  
PSYC200 it felt as relevant as a math class could to my main interest in the  
humanities. Several times during the course I came across statistics in the  
real world and really felt like I had a better understanding of how they  
were derived, computed, and presented. It wasn't always the most riveting  
lecture, but definitely a relatively painless QR weekly problem sets, a final  
project, and two tests that you get (minus the data) 24 hours in advance.

Q:  
Overall, how would you  
rate the workload of this  
course in comparison to  
other Yale courses you  
have taken? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  
advisers to aid in  
course selection and  
evaluating teaching.)

A:  
Much Less  
Less  
Same:  
Greater  
Much Greater

Q:  
What is your overall  
assessment of this  
course? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑ No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑ No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He is awesome. Makes a usually dull subject come alive. Great professor, need more like him.

Q: Declined to Answer

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Declined to Answer

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Psych 200 aka Psych Stats was a terrific course, which I found extremely interesting. As something I've never learned about before, I thought the course was good overall. Professor SL was fantastic. His teaching style and attitude were great. My TF, Jennifer, was also great. This class taught me a lot and it was enjoyable, so overall I would say it was good.

Q:
Professor SL was fantastic. He was very passionate and enthusiastic during class. He also seemed to truly care about his students. In addition, he was able to explain the material well and he was very receptive to his students questions and complaints. He was also great at responding to questions on Piazza.

A:
Psych 200 aka Psych Stats was a terrific course, which I found extremely interesting. As something I've never learned about before, I thought the course was good overall. Professor SL was fantastic. His teaching style and attitude were great. My TF, Jennifer, was also great. This class taught me a lot and it was enjoyable, so overall I would say it was good.

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Jennifer was a terrific TF, who was passionate and caring instructor. She explained things very well during section so they were easy to understand. She was also great about answering questions.
A: Poor
Below Average
Good
Very Good:

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

A: Psych 200 was an introductory stats course that used interesting and relevant examples from life to explain the basic statistical tests and how to apply them. I would totally recommend this course. I found it very interesting and perfect for obtaining foundational statistical skills. Professor SL and the TFs were great as well.
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 🌱
No: 🌱

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
No: 🌱

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: ✅
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellen
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This class was not taught well. It was extraordinarily hard and the lectures did not prepare you for the exams or homework's. This was no explanatory enough for an intro course.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL asked for midterm feedback and did absolutely nothing with it. He continued to lecture way too quickly and did not explain anything that would be on the midterm or homework. Students essentially had to teach themselves the course throughout the whole semester.

Q:
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: If Professor SL is teaching this class do not take it! It is very hard and you will not learn the material through lectures. This was supposed to be an introductory course but the professor expected everyone to have a lot of prior knowledge.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater
Much Greater: ✓

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor: ✓
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: 

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: 

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor
Below Average
Good: ✅
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
I took this for the QR. I came out with at best a vague understanding of stats, which is nice, and the fact that it was psych stats made it less boring. I like that I can recognize stats terminology in other contexts now. I didn't really enjoy taking it but as QRs go it could certainly be worse, and Professor SL tries really hard to make it enjoyable, which I respect. The weekly PSETs vary in difficulty but you can get it down (although 6pm on Sunday is kind of a killer deadline). There is a curve (or at least there was for the midterm).

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same
Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and mixing assistants as an instructor, and how might his/her teaching be improved?)

A:
Poor
Below Average
Good

Q:
Teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes

No: Yes: No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This is was a great introductory course! I really appreciated how much we learned about SPSS, and the format of the two exams have us a great opportunity to expand what we had learned. I also really liked the structure of the sections - they were extremely helpful! I wish we had learned a bit more about the other tests that were very briefly mentioned at the end of the class, but I understand that there was limited time.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor Samanez-Larkin was great! He made every lecture incredibly engaging, and he presented complicated information in a step-by-step manner that made it very easy to learn.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: PSYC 200 was a great introduction to statistics! It works with SPSS, so it was extremely useful for anyone interested in psychology research. In addition, Professor SL is an incredible professor who makes lecture extremely interesting. I would highly recommend this course!

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: 🟢
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Teaching Assistant (discussion section leader, lab section leader, grader or other assistant)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less:
Same
Greater
Much Greater
A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ☑

Excellent

No
A:
Jen was a pretty good TA. Her sections actually really helped clear things but when they weren't rushed. I think sometimes she had too much material to get through in only 50 mins and sometimes it felt like we were either skimming or missing things that other sections did. Overall though, it was helpful.

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
I think he teaches as if everyone is good at stats. I get that no one is "bad" at math and all that but personally, stats is really challenging for me to wrap my head around and for a good portion of the second half of the class I was pretty lost. Thankfully we had section where I could clear some of the stuff up, but it was kind of frustrating going to lectures, taking notes and listening and still not being able to comprehend the work. I just expected the class to be a little slower and that wasn't the case but I don't think that'll be an issue for next year. I think the clicker survey he did showed that some people were falling behind in the end of the year stuff.

Q:
TF: Jennifer Hirsch
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
The course was much faster paced than I expected but overall it was fine. I think I learned a decent amount of stats for a person who hopes to never have to open SPSS again. And the lectures and sections weren't painful so overall not a bad choice for my last QR
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Listen up, this isn't a gut. Lemme say it again for the people in the back who didn't hear me: THIS ISNT A GUT. So yea, if you're a stats wiz then yea, this course is super easy, but if you aren't STEM at all aka me, then you're gonna struggle unless you keep up. Go to lecture. Go to section. It's not hard but I have no clue how people survived without going to class. I barely survived and I did go to class. The midterm is BS, ignore it. The final isn't too bad. The Psets are sometimes a pain in the butt but I don't think anyone spent that much time on them so I wouldn't say its a time consuming class but more that when you're actually engaging with the material its pretty stressful. If you need a QR you might as well take it but just know it isnt an easy A anymore

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Good intro QR - learned applicable skills in low-stress environment.

Q: A bit confusing in some lectures but cared a lot

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Really wonderful - always put in the time to meet with students, explained ideas clearly, overall great.

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your
anonymous response to this question may be viewed only by your
instructor(s) and your teaching assistant, and by administrators
responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend
PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question
may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating
teaching.)

A:
Good QR - learn some interesting skills in a very manageable class

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less: ✔
Less
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✔
Excellent

A: Yes

No: ✔
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes
    No: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Very Good
   Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Jenn was an excellent TF. She had a lot of enthusiasm for the subject. Further, she was willing to meet outside of class time, and she worked hard to explain the concepts to her students.
A:
Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Poor
Below Average
Good
Very Good: ✓
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

No: ☑️
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL could have taken more time in class to walk through key concepts more methodically and deliberately; at times he would skip through sections of lecture to which he'd return later or indirectly which was unhelpful. Moving through things step by step would be much better.

Q: TF: Adam Mourad Chekroun

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Adam was a great TF. His teaching methods were really effective and he was able to break down confusing concepts with tons of clarity. He was also really responsive to emails and helpful all around.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔
<table>
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<th>A: Yes: 🟢 No: ✖</th>
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<td>A: Yes: 🟢 No:</td>
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Very Good
Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I did not enjoy this class beyond its benefit of getting me a QR credit.

Q:
Instructor: Gregory Russell
Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor Samanez-Larkin is a somewhat good teacher. Concepts were explained adequately, although many concepts took multiple explanations for the whole class. A major flaw is that he chooses favorite - he either likes you a lot or doesn't really care to help you.

Q:
TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
David is a phenomenal TF - I learned almost everything in the course from him. He is exceptionally good at explaining concepts, and he makes section enjoyable (if he can make pressing buttons on a stats app exciting, he must be pretty good, right?) I had a great experience in his section.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: If you need to take a stats class for your major, take this one - I shopped Intro Stats and ended up taking this class - good choice based on workload and ability to understand concepts most clearly. If you're thinking about taking this class just because, I would definitely not recommend it.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: 
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️

No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

No
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Q: In what ways might the section (if any) and the course be improved? What are the strengths and weaknesses of your course?

A: Declined to Answer

**Instructor:** Gregory Russell Samanez-Larkin

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

**TF:** Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No
A: Declined to Answer

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your...
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: It's a good class. It probably would have been useful to learn some of the non-parametric tests.

Q:

A: He's a good professor. I have no pressing comments.

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: She was very nice, and good at explaining things when they didn't make sense.

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It's not super fun, but it's not a bad class either. It's pretty average, and it's really not hard, I took it for my major, but it's not a bad class to take for a math credit if you need one. Stats are useful in all walks of life.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course...
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent

A: Yes

A: No: 🟢
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant...

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

**Instructor: Gregory Russell Samanez-Larkin**

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q: 

A: Declined to Answer

**TF: Adam Mourad Chekroud**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant 
(discussion section 
leader, lab section leader, 
grader or other assistant) 
as an instructor, and how 
might his/her teaching be 
improved? (Your 
anonymous response to 
this question may be 
viewed only by your 
instructor(s) and your 
teaching assistant, and 
by administrators 
responsible for 
evaluating their 
teaching.)

Q: How would you 
summarize PSYC 200 01 
for a fellow student? 
Would you recommend 
PSYC 200 01 to another 
student? Why or why 
not? (Your anonymous 
response to this question 
may be viewed by Yale 
College students, faculty, 
and advisers to aid in 
course selection and 
evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you 
rate the workload of this 
course in comparison to 
other Yale courses you 
have taken? (Your 
anonymous response to 
this question may be 
viewed by Yale College 
students, faculty, and 
advisers to aid in course 
selection and evaluating 
teaching.)

A: Much Less
Less
Same: ☑
Greater
Much Greater

Q: What is your overall 
assessment of this 
course? (Your 
anonymous response to 
this question may be 
viewed by Yale College 
students, faculty, and 

A: Poor
Below Average
Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes: ☑️
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ☑️
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer

Evaluation Number: 1045575
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Poor
Below Average
Good
Very Good: ✅
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
A: Declined to Answer

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
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teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Overall, I really enjoyed taking this class. Its weakness is that the class was pretty slow and the curriculum could have been completed in half the time, but I enjoyed the thorough nature of the course. Its strengths are that lectures are easy to follow.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He is a great professor truly willing to help anyone! He lectures very thoroughly and make sure that all the content is well understood before he moves on.

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: The relationship was that she oversaw my final project and ran my section. Overall, she did a good job! Her sections were always clear and concise. Sometimes however, she could not answer our questions and seemed to have limited knowledge on the topics we were learning.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It is a statistics course that isn't too overwhelming. We have weekly sections and homework assignments which don't usually take too long. I would recommend this class to anyone interested in psychology.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Much Less
- Less: √
- Same
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Poor
- Below Average
- Good
- Very Good: √
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:

No

Excellent selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor S-L was great. I loved his teaching style, it kept what could have been a potentially boring subject fairly interesting, and for that I am thankful. Also -- great taste in music.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
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instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Great class! Take it if you want to understand stats, but definitely not if
you're looking to compute statistics by hand.

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: 

Excellent

No: 🆕
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Very nice and approachable.
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Declined to Answer

A: Much Less
    Less
    Same: ✔
    Greater
    Much Greater

A: Poor
    Below Average
    Good
    Very Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:

No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Descended to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: ✓

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good: ✓

Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: A great course that I really enjoyed, with lots of class participation that made lectures engaging, and examples from the class population that made the rest of the material interesting. Lots of work comparatively to my other courses, especially with requiring parts of the project to be finished along with psets, but mostly fair in grading.

Q: Instructor: Gregory Russell Samanez-Larkin Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: A great and enthusiastic professor that clearly cares about his students' learning and puts in more work and time than most realize. Responsive to student feedback and very approachable/accessible when explaining concepts that students don't understand.

Q: TF: Gina Roussos Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Section was extremely helpful in learning the material in course. Grading however by the TA was unjustified and arbitrary for a large amount of the coursework, and not informative in how to improve.
A great and informative course that taught new and applicable material in statistics, while relating it to interesting topics in psychology. Definitely recommend for both pre-med and humanity majors. The project is a fair amount of work, and the weekly psets are slightly time consuming, but the material that is taught is very applicable and useful for the post-graduate job market, especially in medicine.
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes: ☑
No: ❌

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ☑
No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I felt that PSYC 200 was a wonderfully integrative way to introduce statistics to people who had little to no experience with the subject before. The course excelled in its topicality and accessibility, but suffered a little from organization. While I enjoyed Professor SL's free-flowing presentation style, I did often wish that he would slow down on certain points -- really break down what we were doing in each step and why each statistical test was significant (no pun intended) -- instead of blazing through sparse powerpoint slides (while I can understand that he may have been putting less information on the slides to encourage people to come to lectures, I maintained 100% attendance and still found the lecture slides difficult to follow sometimes when consulting them later). I also found the mix between hard math and SPSS somewhat confusing; while it's good that Professor SL framed our understanding of respective statistical tests in terms of their mathematical components (i.e. this descriptive statistic is the amalgamation of these two mathematic properties), but that mostly confused me since we weren't actually applying the hard math in later concepts like two-way ANOVA, so explaining the hard math didn't help at all with conceptual application of the tests.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL is one of the most easygoing, accessible, and coolest professors I have had the fortune of meeting in my (admittedly short) time at Yale. He excels in making the material engaging and easy for the students to understand, and his dry sense of humor rarely goes awry. He also has a compassion and dedication to his students -- yes, even this lecture of over 200 -- that is frankly astounding and very much commendable. The one thing I feel like he could improve on would be the pacing of his lectures - he often speeds through certain slides and concepts that I wish he would spend more time on.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and

A: PSYC 200 section was absolutely integral to my understanding of the course -- specifically, how to wrangle SPSS and apply the broader concepts we learned in class to actual problems and data sets. It was strange, though that for a period of time my section ended up teaching concepts before we even learned them in lecture. I actually found this pretty helpful for following along in lecture since I'd already gotten to know the applications of the tests beforehand in a much smaller learning setting. Ms. Von Culin deserves a medal for putting up with my section, which suffered from chronic silence syndrome. She was always very patient, straightforward, and dedicated to making sure that we learned the
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: PSYC 200 is an engaging introduction to statistics from a social sciences point-of-view that helps expose students to basic concepts of statistics and encourages them to apply their newfound analytical skill in real-life studies. I would encourage students looking for engaging and useful QR's to give PSYC 200 a go, since the class deals with what I believe is a very useful skill to have while consuming modern day media.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ☑

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good: ☑
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No: ☐
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course assessment and evaluating teaching.)

A: Declined to Answer
A:
Yes:

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes:  
No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

A:
Professor Samanez-Larkin is very responsive to student feedback and is a fantastic lecturer. I am glad I took this class with him.

Q:
TF: Fabian Manuel Hermann Schellhaas

A:
Fabian is the best!! He was very good at explaining concepts we didn't understand, and was very willing to help us individually as well.
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: √
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️ No
A:
I appreciate the fact that Prof SL went at a pace everyone was comfortable with. He was very in-tune with the students' needs. The psets were horrible though. Also I didn't like the format of the exams...I understand the reasoning behind having open-internet/open-everything, but then it's possible to literally never show up to class and still do better than someone who understands stats.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: I appreciate the fact that Prof SL went at a pace everyone was comfortable with. He was very in-tune with the students' needs. The psets were horrible though. Also I didn't like the format of the exams...I understand the reasoning behind having open-internet/open-everything, but then it's possible to literally never show up to class and still do better than someone who understands stats.

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

Q:

A: David was okay; he seemed bored most of the time but he still taught us the basics of what we need to know. I wish he had thrown together a powerpoint or something that he could've sent to us after section so that we could look back at what he taught us.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Grading was a lot harder this year. It's not a gut anymore. The psets were hard and the tests were really strange (writing up the results and discussion section of a fake research paper). I think I would've gotten more out of it if I had actively participated/listened in lecture, although the exams never really test how well you understand the material because they're open-internet and open-note and you get it 24 hours in advance, so you could literally never show up and do fine on the test, which is really dumb. I barely learned any actual stats.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: ✅
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average: ✅
Good
A: Yes: Yes: Yes: Yes:

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A: Yes: Yes: Yes: Yes:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

A: Yes: Yes: Yes: Yes:
A: Fabian was an absolutely amazing teaching fellow. His sections were always very engaging and he had a lot of energy. He was also easily approachable and available, and was super willing to help us with whatever questions we had. He's probably one of my favorite TFs here at Yale.
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑
No: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
No: ☑

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This course is definitely not a gut but it is manageable for non-math people. The lectures were not ever that helpful in explaining the concepts. Most of the actual learning happens in section. If you are a non-math person I would take it if you can't find an easier math or if you really want to learn how to use SPSS for some reason.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I didn't find the lectures to be very helpful. Most of the learning happened in section.

Q: TF: Adam Mourad Chekroun

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: I was terrified of Adam until after the midterm. I think he became much more approachable after the midterm. To his credit he really cares about making sure that students have a full understanding of the concepts before moving forward. His section really helped me understand the course. I think that I would have gotten exactly the same grades in this course if I only went to his section rather than going to section and lecture.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
This course is definitely not a gut but it is manageable for non-math
people. The lectures were not ever that helpful in explaining the concepts.
Most of the actual learning happens in section. If you are a non-math
person I would take it if you can't find an easier math or if you really want
to learn how to use SPSS for some reason. It is annoying to have a project
and a final at the end of the year.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

Much Less

Less

Same

Greater: ✓

Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:

Poor

Below Average: ✓

Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes

No: Yes: Yes

No:
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL is a great teacher with a ton of energy and commitment. He is very receptive to students and made every effort to make the class fun and engaging. His lessons, at first, were overloaded with information but I felt he listened to mid year feedback to make them more accessible to students. Sometimes he could be a bit short when answering questions but then again many students wait until the last minute to ask them. Overall, Professor SL made a statistics class much more interesting than I thought it could be.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I found section to be crucial to understanding the class materials. I think if we did not have a lab where a section leader literally helped us with practical application I wouldn't have understood the material at all. Gina was a great section leader who was pretty explicit in describing how to do a problem and made herself readily available for questions even though she had the added side effect of injury. She also gave very detailed feedback on lab assignments, although I heard she graded more strictly than the other TAs.
A: Poor
Below Average
Good: Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

PSYC200 is a great way of knocking out a QR. Professor SL is very engaging and even if you don't understand the information in class completely you will still get something out of lecture. At the end of the class, I definitely feel I learned more about how to use SPSS, the statistics program, than I actually understand the different tests in statistics but at the same time I feel I could evaluate data for any entry level job using what I know in class. This class also has a little more work than might be apparent from the first few classes but weekly psets are manageable.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less
Same: ✓
Greater
Much Greater

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

PSYC 200 is a great way of knocking out a QR. Professor SL is very engaging and even if you don't understand the information in class completely you will still get something out of lecture. At the end of the class, I definitely feel I learned more about how to use SPSS, the statistics program, than I actually understand the different tests in statistics but at the same time I feel I could evaluate data for any entry level job using what I know in class. This class also has a little more work than might be apparent from the first few classes but weekly psets are manageable.
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: 

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

No
Q:
Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
This class was difficult but definitely valuable. You will leave the class feeling that you have a pretty good foundation in statistics. Just be prepared to work hard and it will be worth it!

Q:

**Instructor: Gregory Russell Samanez-Larkin**

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Good professor who really tried to show how the material is relevant and applicable to not only psychology but other disciplines as well.

Q:

**TF: Jennifer Hirsch**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Jen is great TA! She was always helpful during section by explaining confusing concepts from lecture in an easy and manageable way.
A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Poor
Below Average
Good
Very Good: ✓

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔ No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔ No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I liked this course but did not love it. The content was interesting and I think that the skills are very applicable in my career and life. However, stats itself is not always the easiest to learn.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL did a good job of using interesting examples to explain the concepts. However, I wish that he set up the lecture in a different way. Instead of using an example to explain a concept, it would have been more clear if he just gave the definition/how-tos of a concept and then used the example to explain it.

Q:
TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Adam was great. He was straight forward and always pushed us to prove if we understood something or not. I also appreciate how he was able to explain things in different ways.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
This class is a statistics class that also makes you think about the social consequences of statistics. I would recommend if you like stats or need a QR credit.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

- Much Less
- Less
- Same: ✔
- Greater
- Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:

- Poor
- Below Average
- Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes
No: ✅

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes: ✅
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 

Much Less
Less
Same
Greater: ☑️

Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 

Poor
Below Average
Good: ☑️

Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 

Much Less
Less
Same

Greater: ☑️

Much Greater

Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Incredibly knowledgable and always provided prompt, strong feedback. In section he was always very straight-to-the-point and really did a good job of making sure we knew the concepts well. Has a great sense of humor too.

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section  leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your  
anonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)

Q:  
How would you  
summarize PSYC 200 01  
for a fellow student?  
Would you recommend  
PSYC 200 01 to another  
student? Why or why  
not? (Your anonymous  
response to this question  
may be viewed by Yale  
College students, faculty,  
and advisers to aid in  
course selection and  
evaluating teaching.)

A:  
Declined to Answer

Q:  
Overall, how would you  
rate the workload of this  
course in comparison to  
other Yale courses you  
have taken? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  
advisers to aid in course  
selection and evaluating  
teaching.)

A:  
Much Less  
Less  
Same: ✅  
Greater  
Much Greater

Q:  
What is your overall  
assessment of this  
course? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  
teaching assistant  
(discussion section  leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your  
anonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)

A:  
Poor  
Below Average  
Good: ✅
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I greatly enjoyed the course

Q: Great professor! Made class very fun

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: She did a great job in supplementing the material and was always available

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Good class but can be difficult if you are not a stats person

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater: ✓

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good: ✓
advisers to aid in course selection and evaluating teaching.)

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes
No: 

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes:
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

TF: Adam Mourad Chekroud
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

Much Less
Less
Same
Greater: ✓
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:

Poor
Below Average: ✓
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

A: Yes:

No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I thought Professor SL was fun and seemed approachable. However, I don't think he was great at lectures. I found his lectures in the first half of the term to be funny and entertaining - he inserted a lot of pop cultural references to explain statistical methods and concepts, but many times they just felt like distractions. I didn't find that I truly understood stats until he toned it down later in the term. Overall, he was ok.

Q: Instructor: Gregory Russell Samanez-Larkin Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: During lab, he was pretty non-engaging. I only found him to be helpful if I sought help outside of section.

A: Declined to Answer
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: 
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
I'd say only take this class if you are a psyc major looking to fulfill your stats requirement. If you are looking for a easy QR, this might be it, but it won't be very fulfilling. In that I mean that it isn't too challenging, but you end putting a substantial amount of time into this and not walking away with a really firm grasp on statistics. Also, the professor tries to market this class as somewhat "fun and hip" and it really isn't.

Q: 
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
Much Less
Less
Same: 
Greater
Much Greater

Q: 
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: 
Poor
Below Average: 
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️ No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️ No

Excellent

Very Good
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good: ✔
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Excellent selection and evaluating teaching.

A: Yes

No: 

No:
A: Declined to Answer

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: 

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good: 

Very Good

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer
A: Declined to Answer

Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: 🔴

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average: 🔴

Good

Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

No:  

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent

Yes:  

No:  

Yes:  

No:  

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A:

TF: Adam Mourad Chekroun

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Adam is a good teacher. Attentive and clearly very smart. I think he took a very intense approach early on to get students to buy in to the class, and it certainly worked but I think a bit more kindness and attention could have done the same. All in all good guy would take a section from him again.
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater
Much Greater: 

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: 
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good
Excellent

No

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
A really great course. Moves at a great pace. It's better to learn less and learn it well than to learn more but not understand, and I think Prof SL understands that well.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He's great. Really relatable. Explains things well. Adjusted the course after our midterm feedback. I don't have a single complaint.

Q:
TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Kate was great. She was really quick to answer questions about the project and doing section in an efficient manner. Getting our section to speak was like pulling teeth, but she eventually started choosing a table and making that table answer, which made things much more valuable. It might be helpful if she made it clear that she knew our names (I'm not sure if she did or didn't, but sometimes during attendance I felt like she didn't). Still, she was great and got our things back in a timely manner. Having section as a whole wasn't pleasant, but it was helpful for the homeworks.
teaching assistant  
(discussion section leader, lab section leader, grader or other assistant)  
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:  
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:  
Take it. Completely manageable class with clear grading. Prof SL is good.

Q:  
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:  
Much Less
Less: 🟢
Same
Greater
Much Greater

Q:  
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:  
Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✅
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: □

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: □

Excellent
Q: Looking back on *PSYC 200 01*, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

**Instructor: Gregory Russell Samanez-Larkin**

Please evaluate each instructor of *PSYC 200 01*. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q:  

A: Declined to Answer

**TF: Fabian Manuel Hermann Schellhaas**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓ Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes: Yes

No: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Lectures were hard to pay attention to the actually learning stuff but Greg was pretty funny. Taking a grade off of attending lectures was really cruel since one didn't really need to go to the lectures to learn the material.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Good:

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
P-sets aren't bad, but the clicker thing is. Project was fun to do. Exams aren't bad.
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢

No: 🟢

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Though I had heard many outstanding review about this course I found it to be mediocre at best. It did not thoroughly teach the tests needed in class, sometimes just focused on the theory which was confusing. At the end of the course I still had pending questions that were basic because the lecture notes, lab guides, and TA handouts did not always consolidate information. The course needs to be improved by consolidating information better and the lecture slides could be more informative. Furthermore, providing everyone equal access to SPSS is important, especially when it comes to the final project. I would think that Prof Greg would be sensitive to students needs in this way. Those who were able to pay for SPSS had it easier when it came to analyzing data for the project, they insisted on amazing data for groups and made the rest of the group work outside of the library. This was a definite uncomfortable hierarchy for those of us who could not purchase SPSS.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professors Greg's weaknesses are being overconfident in the way he explains concepts in class, which were not always straightforward. His lecture notes were not super helpful. I greatly disliked that when he did the practice midterm he used R instead of SPSS, I don't know what he was trying to prove by this, it was not useful at all to students. YOU KNOW HOW TO CODE?! cool.

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
I would not recommend taking the course to expect to get an A, as the
rumor went around at the beginning of the year. It is not an easy or gut
course, and be prepared to spend many endless hours.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same
Greater
Much Greater: ✅

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Poor: ✅
Below Average
Good
A: Yes: 🔴
No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 🔴
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: You'll learn how to navigate SPSS on a basic level, but you won't learn anything else.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He wants you to learn, but will sometimes be unnecessarily a hardass about it.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize **PSYC 200 01**
for a fellow student?
Would you recommend
**PSYC 200 01** to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same: ✅
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average: ✅
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: The professor puts a lot of effort into the course; however, the lectures try to cram too much information into each session.

Q: Instructor: Gregory Russell Samanez-Larkin

A: In-touch with students' interests. I appreciate that he is dealing with a wide range of student preparedness for this course.

Q: TF: Katherine Rose Von Culin

A: Very reachable by email and available to meet in person.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes, especially to students who have some basic background in statistics. For people without any stats background (like me), the problem sets took too long--8 or 10 hours each.

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Much Less
Less
Same
Greater:  
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less
Same
Greater:

Much Greater
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellent

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
It was a great baseline statistics course, and it was really cool if you are interested in psychology even if you're not a psych major. Lecture is fun and interesting with professor SL. Everything you do is using a computer software so don't worry about computing anything by hand. I recommend the course. It is not very difficult and it's a lot of fun!

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He was a great professor who kept lecture fun and engaging. There was immense clarity in his lectures. I really don't have much to say at all in regard to weaknesses.

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
All of Jennifer's sections were helpful and clear. We basically went through step by step, and it was very helpful in completing hw as the hw usually involved running and analyzing tests similar to the ones we covered in section. She was nice and funny pleasant! Somewhat of a tough grader on homework, but it helped prepare you for tests!
Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: A great stats class too take. It is not too difficult, and is actually extremely interesting and fun! Take it even if you don't need it for a psych major.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less
- Same: ✅
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Poor
- Below Average
- Good
- Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent: ✅
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great class. Learned a lot about statistics and its applications. Slides were engaging and the material was exciting.

Q:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:

Great Professor! In spite of hundreds of students in his class he still managed to answer all my questions and help me out when I needed. Definitely one the best and coolest professors I've met at Yale.

Q:

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:

Section helped us learn the tools needed for the assignments. However, I feel like there is so much variety in SPSS that it would've been better if we had focused on just SPSS in some labs to give us the tools so we can tackle the problems in our own unique ways.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Great class. Take it if you want to solidify your stats background and/or interested in the material. Definitely recommend.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: ✓

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good

Very Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize **PSYC 200 01**
for a fellow student?
Would you recommend
**PSYC 200 01** to another
student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: ✅
Same
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔
No

Very Good: ✔
Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔
No
A:
This class was fine. It felt very much like a survey course. A lot of the time it felt like we were learning the material in a fairly superficial way, such that we were able to do the problem sets and even gained some practical knowledge about statistics, but without really understanding what was going on. Sometimes it also felt like we were sitting through very unnecessary lectures, which took a long time for what amounted to a very small amount of actual material. The clicker method of taking attendance was also very frustrating. I was counted as absent at about 40% of lectures I in fact attended, either because I had forgotten my clicker, or I couldn't find it, or some other issue. Using an online live survey site was the alternative to having a clicker. Theoretically, if you didn't have your clicker you could use the site instead to respond to in-class survey questions. However, the site was very difficult to find, and a link was not posted anywhere on the course's Classes*v2 page. Figuring out how to log in to the site was a further challenge, and once you got through that, the session ID was invariably not projected anymore so you couldn't answer the questions. This process was ridiculous and extremely frustrating. Whoever is running this class NEEDS TO MAKE THE ONLINE CLICKER SITE EASIER TO FIND/USE. Furthermore, I strongly believe that someone should cover the SPSS rental fee for students enrolled in this course, as this would make a big difference for a lot of people. Those of us who did not feel inclined to pay the fee for renting SPSS on our laptops faced many inconveniences and some serious difficulties, especially during the exams. That being said, I thought the final project was a great experience and very educational, the problem sets were generally good, section/lab was very helpful, and the exams were relatively well-crafted. I also enjoyed the emphasis on analyzing and criticizing published statistical studies.

Q:
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved?
(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
Instructor: Gregory Russell Samanez-Larkin

A:
My comments on the quality of lectures are included in my response to question 1. Despite this, I think that Professor S-L was a good professor. He was accessible, did a pretty good job of making the material we covered at least somewhat engaging, and generally seemed on top of things. He also took feedback seriously and was obviously making a very strong effort to make the course as good as it could be. However, sometimes in lecture it seemed like he would breeze through a whole topic without ever giving a solid, concrete explanation of what we were talking about (or, more often, spending too little time on it when it was presented).
**TF: Gina Roussos**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

**Q:**
How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**
This course is fine. It's not super work intensive, and you learn some very useful practical skills. There were definitely some frustrating aspects of the course though. Lectures could often be unclear, and attendance was taken (and factored into your final grade) by a poorly organized system that did not work very well. It was not my favorite class, but I am also very glad to have taken it. The tools it provides you with are, as far as I can tell, very valuable for many potential fields of study, as well as analyzing other people's statistical studies.

**Q:**
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**
Much Less: ✅
Less
Same
Greater
Much Greater
Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✅
Good
Very Good
Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✅
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I loved this class because it was so practical and useful - especially re. the use of SPSS. I wish we could have used stata, though. Prof SL also should have shown spss outputs more during the first half of the class (he corrected this second half). So much emphasis was put on what we learned in lab, and we often didn't have time to finish it all there so we didn't know how to do the homeworks. Whatever we do in lab should be supported by what we do in lecture.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes. Such a useful class and manageable.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✓

Excellent

No: ✓
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Q: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ☑
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ✅

Excellent

advisers to aid in course selection and evaluating teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In the case of instructor PSYC 200 01, what are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

TF: David Ellis Melnikoff
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes: Yes
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Yes: Yes
No
Q: 
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 
Declined to Answer

Q: 
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 
Declined to Answer

Q: 
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: 
Jennifer was a wonderful TA who led well-organized sections. She was patient with her students and took lots of time to answer the questions they had.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Poor
Below Average
Good: ✔
Very Good
<table>
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Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section  
leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your  
anonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)  

Q:  
How would you  
summarize **PSYC 200 01**  
for a fellow student?  
Would you recommend  
**PSYC 200 01** to another  
student? Why or why  
not? (Your anonymous  
response to this question  
may be viewed by Yale  
College students, faculty,  
and advisers to aid in  
course selection and  
evaluating teaching.)  

A:  
Declined to Answer  

Q:  
Overall, how would you  
rate the workload of this  
course in comparison to  
other Yale courses you  
have taken? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  
advisers to aid in course  
selection and evaluating  
teaching.)  

A:  
Declined to Answer  

Q:  
What is your overall  
assessment of this  
course? (Your  
anonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and}
A: Declined to Answer

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Jennifer was a great section leader. She was great about answering questions and responded to emails really quickly. I learned a lot from her and section was a positive experience.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: I did not get much out of the in class lectures. I think it would be more helpful for the lectures to be less based on examples and more time should be spent going over the concepts. Section was helpful.

Q: In class, how did you feel about the class overall? What are its strengths and weaknesses, and in what ways might it be improved?

A: He was a fun professor, but I found myself struggling when it came to doing the homework.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved?

A: I did not get much out of the in class lectures. I think it would be more helpful for the lectures to be less based on examples and more time should be spent going over the concepts. Section was helpful.

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved?

A: Jennifer was a great section leader. She was great about answering questions and responded to emails really quickly. I learned a lot from her and section was a positive experience.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would recommend it to anyone who needs a QR who isn't really a "math-y" person, otherwise there are definitely better QRs to take.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✓
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent

A: Yes: 

A: No
A: Section was useful. It definitely helped me understand concepts through application. I think sometimes the lab sheet could've been a bit more interesting and/or correct.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Good. Seemed smart and competent. Clearly enthusiastic and cared about our learning. Came off as a bit full of himself sometimes.

Q:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Pretty good class. Definitely more engaging than the other QR I took. I liked the focus on knowledge application a lot.

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Section was useful. It definitely helped me understand concepts through application. I think sometimes the lab sheet could've been a bit more interesting and/or correct.

Q: TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
I would recommend this course to anyone who's seeking a QR credit.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ✔
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty,

A:
Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No

Very Good

Excellent
A: Declined to Answer

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 

Q: 

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: She did a good job of explaining how to use SPSS and the more conceptual ideas behind the tests were learning how to do.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ☑
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor
Below Average
Good: ☑
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

No: □
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great care for each student! Engaging and fun. Wants the class to work for everyone.

Q:

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: As much as this is unfortunate, this relationship really did not work as well as it needed to. There was far too much variability in instructions and grading between what was presented in lecture and what Gina would tell us. The "correct" response was very rarely clear: we would receive one set of information in lecture, then a different set from gina (which she would say was fine ) but then lose points on homeworks!! The section experience was just wildly inconsistent between TFs. One pro for Gina though is that she was willing to meet with you and generally seemed enthusiastic about the class.
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
Much Less
Less: 🟩
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: 
Poor
Below Average
Good: 🟩
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great lectures but typos on slides sometimes problematic; work spaced well except hard having both final project and final exam.

Q:

A:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A:

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
First pre-Med class I truly enjoyed and in hindsight would take even if I
weren't premed

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less: ✅
Same
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ☑

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant
As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

**Q:** How would you summarize *PSYC 200 01* for a fellow student? Would you recommend *PSYC 200 01* to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

**A:** Declined to Answer

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

**A:** Much Less

Less

Same: 

Greater

Much Greater

**Q:** What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course evaluation.)

**A:** Poor

Below Average

Good

Very Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes

Excellent: ✔
No: ✔
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course assessment and evaluating teaching.)

A: Poor
Below Average: ✓
Good
Very Good
Q: Do you expect to use this class for credit toward
your major, or toward a pre-professional
program? (Your anonymous response to
this question may be viewed by Yale College
students, faculty, and
advisers to aid in course
selection and evaluating
teaching.)

A: Yes:  
No

Q: Do you expect to use this class for credit toward
the Yale College
distributional
requirements? (Your
anonymous response to
this question may be viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

A: Yes:  
No
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Good course if you need a QR. Lectures are pretty entertaining and clear, and it's not hard to do well-- if I get a grade I'm unhappy with I know it's my own damn fault. The biggest issue is that you don't get a lot of conceptual understanding of how different tests are actually working. You do get comfortable with using SPSS and reporting output. The project in the end was pretty fun. Major caveat: I took AP Statistics in high school. This meant I was familiar with like 90% of the concepts, which had the benefit of making everything easier but the drawback of making me feel like a piece of shit for taking a class I basically already took sophomore year of high school. If you are like me and took AP Stats in high school but are now scared of all your QR options, PSYCH 200 is a good bet but I'd also suggest seriously considering a higher level data analysis or stats course-- you'll be more prepared than you think, and you'll learn new and more useful things.

Q: **Instructor:** Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor S-L is great! His lectures were entertaining and clear, and he obviously genuinely cares about students and takes the class very, very seriously. A good guy.

Q: **TF:** Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yep, it's a good QR credit and you'll learn useful things and bond with half your fellow humanities majors because everyone's in this class.
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes

No: No

Very Good: 

Excellent: 

advisers to aid in course selection and evaluating teaching.)

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes

No: No

Very Good: 

Excellent: 

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A:
Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less
- Same
- Greater: ✓
- Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Poor
- Below Average
- Good
- Very Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

Excellent

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
THIS IS NOT A GUT!!! PSYCH STATS USED TO BE A GUT BUT THIS IS NOT!!! this doesn't mean you shouldn't take it, but don't expect it to be easy! psets take a good amount of time and the midterm and final are not easy even though you get the questions first!! My friend had taken it the year before w a different prof and told me it was a joke, but THIS IS NOT A JOKE!! that being said, I do feel like I learned a good amount and Greg is dope! just be aware this should not be taken as an extra fifth class!

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Greg is dope super open to feedback and always looking out for his students!

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: A good intro a variety of stats tests and you come out feeling really comfortable with SPSS- very fun examples and applications of stats

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Poor
Below Average
Good: ✔
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

No: ☑️
Q:
Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Flexible teacher who obviously cares about his students. Lecture slides could be more detailed.

Q:

**Instructor: Gregory Russell Samanez-Larkin**

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Section was so helpful and were I learned most of the material. Katie was a wonderful TF. She was very helpful and answered questions clearly!!
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: ✔

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Declined to Answer
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

A: Declined to Answer

A: Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Fabian Manuel Hermann Schellhas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same:  

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Poor

Below Average

Good:  

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✔
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater: ✓

Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater: ✓

Much Greater

Q: Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In the context of PSYC 200 01, please provide your overall assessment of the course. What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less
- Same: ✓
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
- Poor
- Below Average
- Good: ✓
A: Yes:  
No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Its not easy

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He's a great professor

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: If you don't have background knowledge, don't try

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellent

advisers to aid in course selection and evaluating teaching.)
Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:

TF: Jennifer Hirsch

Jennifer was a very helpful and conscientious section leader. When things weren't so clearly explained in class, she was excellent at going over new material step-by-step, and making sure everyone was on the same page.
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Much Less
- Less
- Same: ✓
- Greater
- Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Poor
- Below Average
- Good: ✓
- Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Poor
- Below Average
- Good: ✓
- Very Good

Q: As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

- Declined to Answer
A: Yes:

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

No:  

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

No:  

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: PSYC 200 was a very interesting course. I had never taken statistics before and it was interesting to view it in this light.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Often Prof S-L went too fast in lecture but I loved his dedication. Music at the beginning of class was a nice touch too.

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: We did labs that showed us how to use what we learned in class on our homework. The only downfall was that I could not start my homework until I had gone to section which meant I did my homework on the weekends and could be crunched for time. Gina sometimes couldn't explain the concepts which was unsettling but she's not a statistician so that was okay.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would probably tell someone else to take it but just let them know that it's not as easy as it may be marketed as.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less
- Same: ✓
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A:
- Poor
- Below Average
- Good: ✓
- Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In what instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes:
No:

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Yes:
No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: The course is done really, really well. It was clear, responsive to the feedback of the students, and incredibly engaging. The focus on real issues/examples made it so interesting, and of course, Professor SL was the root of why the class was as amazing as it was. He's the most incredibly singular professor I've had at Yale--receptive, down-to-earth, cares about the students, and entertaining.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I can't say enough positive things about this man. He first and foremost cares that students feel comfortable and welcome in the class, and cares that students have a positive experience. He's not out to make anyone fail or give them a hard time with grades; if students feel stressed about unnecessary factors of grades, he'll work with them to resolve the issue. This is the most entertaining, caring, and amazing professor I've had thus far at Yale.

Q: TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A: Hands down, this class is incredible. It's a straightforward intro to statistics, but Professor SL is the root of why this class is so amazing. He chooses real-world, engaging examples to demonstrate the concepts and to use for the homeworks, instead of canned examples and outcomes--it teaches you to think critically about the stats outcomes in a really interesting way. In addition, Professor SL is basically just a ray of sunshine--he genuinely cares about every single person in his lecture, learns as many names as possible, has a sense of humor, and tackles really relevant social issues with statistical biases too. He cares about how each person in the class is doing and wants to give us the best experience he can--no unfair or out-to-get-you grading here. He's incredibly receptive to feedback from the class as well. So, overall, this course doesn't require a lot of work at all and was hands-down my most enjoyable class this semester. If you get the opportunity to take this class, do it. I went in with an AP statistics background and still got a fair bit out of it (especially in regards to SPSS).

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A: Much Less

Less: ✅

Same

Greater

Much Greater

Q: What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A: Poor

Below Average

Good
students, faculty, and advisers to aid in course selection and evaluating teaching.)
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑  No: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑  No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I did not learn much from lectures, but labs were helpful and I learned on my own when doing the homework assignments. I think the skills I learned are very useful in many work and research settings.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He was not a great lecturer. Although he tried to help us understand concepts, many of us agreed that we couldn't take away much from the lectures.

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Katie's section was much more helpful than the class. She ran us through examples and helped us understand what we were doing and why we were doing it.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: You will come out of this class with useful skills, but you will hate it while you're taking it, and you will feel like it's a waste of your time. The class could be much more effective if the whole program was revised (especially lectures and homeworks). Also, it is not as easy as everyone says.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: ✓
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔️

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✔️
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize **PSYC 200 01**
for a fellow student? Would you recommend
**PSYC 200 01** to another student? Why or why
not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College students, faculty, and
A: Declined to Answer

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? *(Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)*

Q: How would you
summarize **PSYC 200 01**
for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in
course selection and evaluating teaching.)*

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? *(Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and evaluating
teaching.)*

Q: What is your overall
assessment of this
course? *(Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in course

A: Declined to Answer

A: Much Less

A: Less: ✔

A: Same

A: Greater

A: Much Greater

A: Poor

A: Below Average

A: Good

A: Very Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Excellent

A:

Yes: ✅

No: ❌

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes

No: ✅
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Great prof, really useful and practical class. I have used what I learned in stat this semester in the final project for another, unrelated course (Ph.D. Foundations of Behavioral Econ), and for an internship at a private investment firm. In both cases it has helped me to keep up with, understand, and analyze data that would have made no sense to me 5 months ago. Professor SL is an awesome guy and my TF, Kate von Culin, was really smart, good at teaching concepts, and approachable.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
One of the most accessible, invested, and understandable professors at Yale. Really clear and helpful when approached on an individual basis, and a very reasonable person. Only suggestion for the course: it would have been helpful for section answers to be posted at the end of the week, as I took notes during section but could not always keep up and would have liked to confirm all my answers were correct/replicable.

Q:
TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Definitely take this class. It's very reasonable and will be vital for understanding statistics in virtually any setting.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes: Yes
No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes: Yes
No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The main weakness of this class was that you never really learned anything in lecture, it was either too fast or not enough substantive material was presented. Sometimes it felt like there was too much theory behind the tests being presented and not enough application for us to really understand what the tests are telling us.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Instead of worrying about making lecture funny or cool he should really focus more on examples in class and clearly delineate exactly what each test should be used for.

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
She was really great at explaining concepts and often was the only reason I learned a topic.
A: The workload is very manageable, but there is a lot of self-teaching involved. Only take the class if you're truly need it.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔
No: ✔

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good: ✅
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✅
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Greg is WONDERFUL. He makes things super accessible, though the final felt like a bit more of a curveball than the midterm, the exams were fair, the homework useful, and the content engaging.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He's so accessible and cares SO MUCH. Such a joy.

Q:
TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
It's an amazing QR. Beyond useful, and not too out of anyone's depth. Take it!

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: 
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

A: No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

A: No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This man is a total sweetheart and an ambitious professor. Sometimes he mixes computer and practical concepts too much and so students don't have a wholistic understanding of either. His lectures are absolutely engaging and he is concerned with contemporary issues, practical usage of his course, and student wellbeing. I've never had a professor like him, and I'm so grateful for his genuine presence on Yale's campus.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your...
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A:
Much Less
Less
Same: ✗
Greater
Much Greater

Q:
What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and*
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No: ☐
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: The practical skills that I gained from this course are much appreciated, but it was a lot more work than initially anticipated. The problem sets were graded in a nit-picky manner. I would have preferred if they were graded on a broader scale with samples still posted online so that students could reference. I genuinely appreciate Prof SL taking our feedback into account.

Q: **Instructor:** Gregory Russell Samanez-Larkin

Please evaluate each **instructor** of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Prof SL made the class so much fun and so much more entertaining. He emphasized interaction, which normally is difficult to achieve in a large lecture, but made it work.

Q: **TF:** Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent option for stats! The workload seemed heavier than when friends took this version in the past, so expect to put a lot of time into the course and the problem sets (which were graded very stringently - would have preferred more of a pass/fail or broader system). Prof SL is absolutely great and made the course very entertaining.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

Very Good: 

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This course is much harder than it has been previously. The class got better after the midterm and Prof SL slowed down a little and explained things more thoroughly. The biggest weakness of the class is that the TAs/Prof don't teach you how to use SPSS very well, expecting you to know how.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Prof SL is great, he is really encouraging, but I think he is a little picky when it comes to grading (could be influencing harsh TA graders).

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant.

A: Jen was good, but was extremely harsh with grading, and was not very helpful when approached for help.
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

**Q:** How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**

Difficult class, don't take just because of QR.

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**

- Much Less
- Less
- Same
- Greater
- Much Greater: ✔

**Q:** What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection)*

**A:**

- Poor
- Below Average: ✔
- Good
- Very Good

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Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In the context of the course PSYC 200 01, please evaluate each instructor. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
A: Declined to Answer

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: What was your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This course was a good introduction to statistics for those who have never taken it before/are unfamiliar with SPSS. However, lectures were inefficiently used, and much of the learning had to take place outside of the classroom/independently. Students were insufficiently prepared for the midterm, and homework guidelines/feedback were unclear.

Q: Professor S-L had a strong presence as a lecturer, but at the end of most classes I felt like I hadn't absorbed any of the material, and had to go through the material on my own outside of class and use other sources to understand what was going on. He was good at being open for office hours, as were the TAs. Lectures were unorganized, and there was too much material covered for the lessons to be effective.

A: Jennifer was a great TA, and she ended up being a great resource in the class. She gave good feedback and was quick to respond to emails. She did a great job of summarizing the new information at the beginning of lectures, and went at a good pace to allow everyone to understand the material.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Statistics is a good introductory statistics class for students who are interested in learning how to apply statistics and analyze statistical claims in the real world. I would not recommend PSYC 200 to another student. The class was disorganized, and though I feel that I gained some statistics knowledge and became more aware of the applicability of statistics, I think that other statistics classes would be better for students interested in learning statistics.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor: ✓
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Really harsh in the beginning but honestly learned everything I know about stats from him in section (as opposed to lecture).
A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good:  
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: ✗

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good

Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent: ✅
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section leader, lab section leader, grader or other assistant)  
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Much Less
Less: ✅
Same
Greater
Much Greater

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔
No: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔
No: ✔
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

Section was actually very helpful and useful

TF: Jennifer Hirsch
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ✗

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good: ✗

Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

No: 

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Declined to Answer

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same:
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and)

A:
Poor
Below Average:
Good
A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent

Very Good

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A:
Psyc 200 is a very useful course for any psych/cog sci major who wants to learn statistics and how to use SPSS, but I really did not think it was as easy as people made it out to be. Problem sets are usually long and then require a lot of attention to detail, the midterm threw a lot of people off, and classes themselves do not really match with what is expected from the assignments in general. It gets a lot easier after the midterm when you understand what the expectations are (and the instructors also changed the design a little bit such that it was a lot more aligned with the assignments), but until then it's somewhat confusing. Overall, a useful class and a good QR.

A:
Professor SL is an engaging and fun lecturer, and it's obvious he knows the material very well. However, the way he structured the course was such that it was really hard to understand what was important for the assignments and exams and what wasn't, and he went through some of the material way too fast.

A:
Jen is amazing—she is very knowledgeable and helpful. She is always available through email and is very responsive, and a great section leader. I honestly learned a lot more from her than I learned in class.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
It's a very useful course for psychology majors and you learn and practice stats quite a lot (as well as writing social science papers). It's not the best structured course and straightforward course with Professor SL, though (although he is responsive to feedback and thus the class got a lot better after the midterm).

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
Much Less
Less 
Same: 
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: 
Poor
Below Average 
Good: 
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

A: No:  

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A:

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:

Kate was encouraging and went through the material thoroughly. However, it would have been helpful for her to be more involved in the process of helping us plan for our final project. She was also not transparent about attendance, and she marked me absent when I was only 3 minutes tardy two times. She also policed one of my fellow student's computer screens and called her out, when she didn't do the same for other students (and other students were most definitely not only on SPSS during section).
A:
Declined to Answer

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✔
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A: Declined to Answer
A: Poor
Below Average
Good
Very Good:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Very straightforward class with weekly psets that were actually sometimes pretty fun to do (we analyzed interesting and sometimes very novel data sets). It was a very practical approach to stats which I loved, meaning we never focused on theory or equations. Instead, the class is meant to teach you how to perform statistical tests you would actually use in academia. I can now read the results sections of journal papers and get a much better understanding of the statistics.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Poor
Below Average
Good
Very Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: While I feel as though I have a slightly better understanding of how to read statistics and perform some basic statistical testing, I do not feel as though I actually understand statistics from this class. I think the class tries to teach halfway in between written and computer-based statistics and ultimately provides a poorer understanding of both. In the future, I would recommend providing a clearer structure that eliminates the ambiguity. For example, one question on each problem set can ask about the mathematical background of the type of test being taught that week, then the rest would test the SPSS implementation of that knowledge. We started off the class with a little more of that, but the lack of background understanding by the end made the class much more difficult. I feel like that consistency would have made the class much more understandable and helpful.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor S-L has a lot of energy and personality, which is great as a lecturer. I do think the way in which he structured the class left something to be desired, and his explanations of some of the tests were often unclear or confusing in lecture. In office hours, however, he is very helpful and was a lot clearer in his explanations. Overall, I think clarifying the structure of the class and maximizing clarity and efficiency in his teaching would make the lecture a lot more rewarding.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A: PSYC 200 is fine if you want a very, very basic understanding of computer-based statistical analysis and the grammar of statistics write-ups. If you really want to learn statistics more thoroughly and get a really solid understanding of the material, take a different stats class. It's not a terrible amount of work, and the project is kind of cool, though if Prof S-L is teaching, the midterm might be kind of rough. There is more work than you might expect, so it's not a totally gutty QR.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: 
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑
The relationship between section and the course was very effective. Jennifer Hirsch prepared a powerpoint each week that reviewed the past week's material and gave an introduction to the new weeks material. It was extremely helpful. Ms. Hirsch was a fantastic TA, one of the best I've had in my various QR courses. She explains things in a very accessible way and is very much willing to help her students succeed. I felt that section really clarified the course material. Ms. Hirsch was positive and approachable.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✅
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course evaluation.)

A: Poor
Below Average
Good: ✅
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent selection and evaluating teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I learned so much about stats- not easy, but the professor, TAs and interesting material made it an amazing course

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great

Q: TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Would recommend, great stats course

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Would recommend, great stats course
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  
No:  

Excellent:  

Yes:  
No:  

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Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: PSYC 200 is a great stats course. The lecture is very engaging, and I felt that I had learned a lot about statistics and how to run tests by the end of the course.

Q: Professor Samanez-Larkin is very knowledgeable about statistics and very invested in making sure students understand the course material.

A: PSYC 200 is a great stats course. The lecture is very engaging, and I felt that I had learned a lot about statistics and how to run tests by the end of the course.

A: Adam was an amazing TF. His sections complemented the lecture well, and he was able to clarify points of confusion in the course quickly and easily. He was also very willing to hold office hours outside of section.

Q: What is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor Samanez-Larkin is very knowledgeable about statistics and very invested in making sure students understand the course material.

A: Adam was an amazing TF. His sections complemented the lecture well, and he was able to clarify points of confusion in the course quickly and easily. He was also very willing to hold office hours outside of section.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would recommend PSYC 200. The workload is fair, it's well-taught, and you learn a lot.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Yes: ✔

No: ✔

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent: ✔
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I loved this class--my only problem with it was my midterm, when I got sick with the flu. Even though my dean emailed the Professor and had a dean's note ready (and I had a fever and was at Yale Health), the Professor called and texted me saying that "100 isn't much of a fever" and asking if I could take the exam at Yale Health. He told me the makeup exam would be "harder and less fun" than the test itself. Even though he later emailed to apologize, I still feel I should mention it here because I think this shouldn't happen to students in the future. It's not fair to make students feel bad if they happen to get sick on the day of an exam (I spent that whole day crying and feeling guilty, trying to see if I could take the exam despite being very sick). And I also don't think professors should tell students a make-up exam will be harder--or for that matter, have a makeup exam that's harder. Finally, I don't think professors should call and text students--I would have felt much more comfortable over email. I thought the Professor was very good at teaching, and I loved psych stats (it was one of my favorite classes this semester), I just wanted to put this here.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Gina was AWESOME. Super helpful answering questions, super responsive on email, and her section was always informative and fun. Huge fan!
A: I would definitely recommend Psych stats to another student--I'm a political science major and took this as a QR, but I ended up loving it and feel like I learned a lot of practical things from this course. The psets weren't too difficult, and there was a good curve on exams. And classes were fun too. I also loved my TF. So yeah, take this class!

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:  
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good:  

(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: A good course that will teach you very useful skills

Q: In your overall assessment of the course, what are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
A: Declined to Answer

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This class had great potential, but it was not taught well. When we were given homework assignments, the TFs would grade them, take points off, and not tell you what you missed. You had to compare yours to "sample homeworks" (that weren't even always right) to see what you missed. This was ridiculous!! The class just felt like a bunch of unnecessary busy work. The midterm and final didn't test your knowledge AT ALL it just tested how quickly you can type. I say if you are thinking of this class and the regular Stats 101-105, think carefully and SHOP BOTH (I'm serious).

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Nice guy, but unavailable most of the time. He only has office hours once a week and it's nearly impossible to meet with him outside of those. I understand being busy but a professor should probably be more available for a 200+ person lecture.

Q:

A: Good TA, gives good advice. Nice dude

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: This class had great potential, but it was not taught well. When we were given homework assignments, the TFs would grade them, take points off, and not tell you what you missed. You had to compare yours to "sample homeworks" (that weren't even always right) to see what you missed. This was ridiculous!! The class just felt like a bunch of unnecessary busy work. The midterm and final didn't test your knowledge AT ALL it just tested how quickly you can type. I say if you are thinking of this class and the regular Stats 101-105, think carefully and SHOP BOTH (I'm serious).

A:

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less: ✔
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:

Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less:  

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good:  

Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

TF: Katherine Rose Von Culin
A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Engaging lecturer but should do fewer calculations on the slides and more by hand. I know the professor started to do that after the midterm review, but in those cases, it would have been nicer to know what the data points in the set were so we knew where he was pulling the numbers from.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: If it weren't for the pre-professional stats credit, this class would have been a huge waste of my time. Statistical tests weren't well described and the lack of a coherent answer key meant the fuzzy, confusing parts students had problems with weren't answered. Furthermore, piazza while having questions tangential to the homework being banned made piazza sort of useless.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: If you're interested in stats or are going into a field that will use stats, this class won't teach you the things you really need to know.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✓
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor: ✓
Below Average
Good
A:

Yes:

No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Yes:

No:

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Very Good

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He seems nice enough. Should maybe teach higher level courses and not intro though.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Gregory can't teach. He seems like a cool guy who really knows his stuff, but it doesn't translate well to explaining concepts to beginners. I learned how to use SPSS, but that's it.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Essentially SPSS 101.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ✓
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: ✓
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes
No: ✅

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Very Good
Excellent
A:
Yes
No: ✅
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
THE BEST!! So interactive - he changed the way I look at data.

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

YES definitely! Useful in every way.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less
Same
Greater: 
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✓

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? 

A: The course really improved based on student feedback. The lectures were too fast for me in the beginning but became way more clear, and they were enjoyable. The professor was great. I feel like I gained an appreciation for statistics.

Q: Professor SL did a great job making statistics relevant and enjoyable. He also was very receptive to our feedback and really worked to aid students' understanding.

Q: Instructor: Gregory Russell Samanez-Larkin Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? 

A: The course really improved based on student feedback. The lectures were too fast for me in the beginning but became way more clear, and they were enjoyable. The professor was great. I feel like I gained an appreciation for statistics.

Q: TF: Kathleen Ann Oltman Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Katie was a great TF! She led sections very well, answered any questions we had with clear explanations, and was very approachable and friendly.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: A great stats course! The workload is manageable, and the class itself makes statistics interesting and enjoyable.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: 

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ✅

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor S-L clearly took his students' interests to heart, which made the class a pleasure to be in. In the first half of the semester, the material was not nearly as well taught, but his responsiveness can be seen in the great improvement he made after complaints after the midterm.

Q: Instructor: Gregory Russell Samanez-Larkin

A: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Adam Mourad Chekroud

A: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
If you don't think you like statistics, but need a QR, take this class and it
will probably teach you reasons to like statistics and reasons that statistics
are important. Good class for data literacy, which is important.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same:
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I really liked this course. I think it covered the information well, and did so in a way that was interesting. Not too difficult, but you need to pay attention and put in the effort.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I really liked Professor Samanez-Larkin. More than most professors, he clearly cares about the students in the class and will go beyond what is asked of him to ensure they understand the material and are learning stats. He's also quite conscientious of how the students in his class feel, which is a huge testament to his character. A great guy, and a good teacher.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Section was actually pretty useful looking back at it, but it sure didn't seem that way at the time. It was a good chance to practice the skills, but was a bit hand-holding heavy. David, I think, thought so too. I appreciated the extent to which he chafed under the inanity of the program. He's cool.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

**Q:** How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:** A good stats course. Not exactly a gut, so don't take it for that. But you'll learn some useful stuff, and might just enjoy yourself while you're at it.

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**

- Much Less
- Less: ✅
- Same
- Greater
- Much Greater

**Q:** What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and*
A:
Yes

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Yes

No:
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The class was decent but the lectures were often not helpful in understanding the homework or exams.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The professor was not always responsive via email and his lectures were not always entirely helpful. He was an overall nice and interesting professor who enjoyed what he was teaching but did not necessarily present the material in the best way.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It was an overall decent statistics class that I would recommend only to those needing to fulfill a statistics requirement.
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes: ☑
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ☑
No

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔
A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Started ok (probably because we didn't learn any stats the first couple of classes) but then went severely downhill after that. I don't even know how to put into words how badly this class was taught. A huge lecture style was probably not the best environment to learn in. I honestly learned way more in section than I ever did in class. I stopped taking notes a couple classes in because nothing useful was said in lecture. The only strength I can think of is my great TA and that's about it.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Not good at explaining things at all. He wasn't good at explaining the concept behind certain tests and why we were running them. His expectations of us on the homework based on what he taught us did not match up at all. He tried to hard to be likable and "cool," which he claimed was part of his personality but it came off as unprofessional.

Q:
TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Loved her. She was great at explaining things conceptually and how to literally run the tests on SPSS. Great TA, the only redeeming thing about this class. Without her, I'm not sure I would have learned anything.
Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: DON'T TAKE THIS CLASS. The first couple of days are misleading, as it's relatively chill and you don't learn real stats. Come the midterm and you're actually expected to know something when you were taught very little was a slap in the face. Take the other stats class.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater: ☑️

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A: Poor

Below Average: ☑️

Good

Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

…”Excellent selection and evaluating teaching.”

A:

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<td>Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)</td>
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Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This a great applied statistics course -- lectures are engaging and section walks you through how to use the statistical software. Towards the end of the course Professor SL added more in depth details of how to use SPSS in his lectures which I appreciated.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL is an engaging lecturer and made his topics very relatable to students -- the data we analyzed in homework was relevant and interesting!

Q:
TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
This is a great applied stats course -- you learn how to work with real world data and can use the skills from this course outside of the classroom.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This class is awesome! Not very hard, you learn a lot and the lectures are fun. I totally recommend it and say everyone at Yale should take it, because a minor understanding of numbers and stats will always help you in life and it is just such a great class.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Best professor I had at Yale, hands down. He is funny, cares a lot, gives great lectures and just knows how to explain things. I honestly, honestly can't think of a better way to teach anything and would want him to teach all of my classes.

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Gina was a great TA. She cared, was always available and gave fun sections.
A:
Take this class, especially if you are not taking any math classes but want to get a better understanding of stats and numbers. If you already took advanced math, this would probably boring for you, except if you have no experience with SPSS, but overall it is definitely helpful for any person interested in the social science.
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent: 

No: 

Yes: 

No: 

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In what ways might his or her teaching be improved?

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✔
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:

No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: PSYC200 ended up being a pretty challenging and engaging course. I had heard from other students, and even from the professor, that Psyc Stats would be relatively easy ("a good fifth class"). And while the class didn't take up too much homework time, you have to be very careful (but also speedy) about details in data analysis and write ups in order to do well in the class. That said, the lectures were always fun, and Professor S-L did a good job of interacting with students and showing how Stats could be incorporated into the real world.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor S-L is just an all-around interesting person. His lectures are well-organized and deliberate, and he always makes sure to identify and correct gaps in student understanding. Greg makes himself VERY accessible to students, and also manages to cultivate a beautiful family and a fascinating personality. He is really tapped into local and global happenings, and is always enthusiastic to share that knowledge with his students through the medium of statistics.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average

Good:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would recommend PSYC200 to any psych major, or anyone looking for an alternative to STAT100. Everything you learn is incredibly applicable (and essential) to research. An understanding of statistical concepts will make you a better consumer of any new information you encounter.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ☑
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average

Good: ☑
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 📚 No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 📚 No

Very Good

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Great course to learn Statistics with a psychological angle.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Prof. SL was fantastic! His energy and commitment to the students makes this course A++! He truly cares about his students and wants everyone to understand the power of data and statistics. How Stats is used in everyday life, and how it affects on our daily decisions. Best PSYC Professor!

Q:
TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
A+++++++++ David was very thoughtful and went out of his way to assist me with my PSETs. Thank you!
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Take it!

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same
Greater: 
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✔
Excellent

No: ✔
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
There were parts of PSYC 200 that I enjoyed -- Professor SL's fun personality, the way that he used specific examples from students who had previously taken the course, etc. Overall, I do feel like I walked away with concrete knowledge that I will be able to apply in the rest of my studies about how to do psychology statistics. However, the road there was tricky. The first half of the semester was especially rough. It felt like the expectations were incredibly unclear so you would do badly on homework and have no idea why, and the concepts just were not explained well at all. That being said, I do think Professor SL did a good job incorporating the feedback we provided at midterms, and the second half of the course was much better.

Q:

A:
Professor SL has an amazing personality and is a hilarious, accessible, and super cool professor. I felt like the way he explained concepts in the first half of the semester was incredibly confusing and he did not clearly articulate expectations, but I think he took our midterm feedback extremely seriously and things really turned around for the second half of the semester. I really like how he made lectures legitimately enjoyable and incorporated real world examples. Major major kudos to him for taking our feedback so seriously.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
There were parts of PSYC 200 that I enjoyed -- Professor SL's fun personality, the way that he used specific examples from students who had previously taken the course, etc. Overall, I do feel like I walked away with concrete knowledge that I will be able to apply in the rest of my studies about how to do psychology statistics. However, the road there was tricky. The first half of the semester was especially rough. It felt like the expectations were incredibly unclear so you would do badly on homework and have no idea why, and the concepts just were not explained well at all. That being said, I do think Professor SL did a good job incorporating the feedback we provided at midterms, and the second half of the course was much better.

Q:
TF: Jennifer Hirsch
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Jennifer was wonderful. She answered questions over email really quickly and thoroughly and did a fantastic job explaining concepts in section in ways that were more clear than how they were explained in lecture.
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

**Q:** How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:** Take this course if you are genuinely interested in psych stats and willing to be proactive/take initiative to teach yourself concepts that remain confusing after lecture, but don't take it if you are just looking for an easy QR. There were parts of PSYC 200 that I enjoyed -- Professor SL's fun personality, the way that he used specific examples from students who had previously taken the course, etc. Overall, I do feel like I walked away with concrete knowledge that I will be able to apply in the rest of my studies about how to do psychology statistics. However, the road there was tricky. The first half of the semester was especially rough. It felt like the expectations were incredibly unclear so you would do badly on homework and have no idea why, and the concepts just were not explained well at all. That being said, I do think Professor SL did a good job incorporating the feedback we provided at midterms, and the second half of the course was much better. So major kudos to him for hearing us out!

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**

- Much Less
- Less: ✔️
- Same
- Greater
- Much Greater

**Q:** What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**

- Poor
- Below Average: ✔️
- Good: ✔️
- Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent selection and evaluating teaching.)
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Fabian was a great TA! He was very knowledgable about statistics and always willing to further explain the material. I wish we had been a more engaged section, because he certainly deserved one.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ☑

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL was an awesome lecturer. He did a great job of explaining topics, even if it took us a few run throughs to understand something. To get a poll of how people are understanding the lectures though, I wish that he would poll us with the clickers about our understanding every lecture. Or maybe set up some weekly email system asking about areas of comprehension so he can figure out what topics the class as a whole needs more work on.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
She led the sections just fine, and I found them helpful. However, I really wish that she would submit the homework grades earlier. Sometimes it would take two or three weeks before I got my grade for a homework, so I wouldn't know if I needed to adjust the way I write or report things to do better on the homeworks.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: This class is legit if you take it with Professor Samanez Larkin, but I heard that it's been too gutty/easy in the past with other professors. With Professor SL though, I felt like it was a fair workload, but also really useful/informative. Prof SL really taught us a lot of useful skills and a way of thinking about stats that can be applied to anything you do in life. Stats is just really useful for interpreting the results of any studies or papers, and it teaches you how to critically think about any type of scientific studies you hear about in the news or stuff like that. That's key because people will try to trick you all the time expecting you to believe their crap because it's got confusing statistics. Don't be fooled. Take this class. It's lit.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

**Q:**

**A:**

Yes: ✔️  
No

---

Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

**Q:**

**A:**

Yes: ✔️  
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer

TF: Gina Roussos

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Much Less
- Less
- Same: ✔
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Poor
- Below Average
- Good: ✔
- Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
It didn't concentrate too much on math but it was still good, and I understood SPSS a lot more afterwards. I really loved this course because it was applicable to real life and I can see how useful it will be in my major.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Really amazing professor. Funny and engaging, relatable to students, applies the subject to real life and always keeps us on our toes. Sometimes it would have been more helpful if he were less vague answering our questions on piazza or for our homework, but in general really helpful to us.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 🟢
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A:
Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑
A:
She was great! Really explained topics well.

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Professor SL worked tirelessly in helping his students. You could see he really tried hard. He was also a very cogent and fun lecturer.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Very practical and fun data analysis class. I enjoyed it greatly.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
She was great! Really explained topics well.

TF: Katherine Rose Von Culin
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: If you want basic data analysis skills, yes. Very practical course.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: 

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good

Very Good
Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes

Excellent: ☑️
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This is an excellent course. I've learned practical applications of statistics and real-world impacts in a very exciting way. Prof. S-L is a great lecturer and a badass. I think there is a lot of attention to students teaching themselves that is very effective and challenging in good ways. I think, however, that setting out expectations better from the very start would be very helpful. I didn't realize, for instance, that I should've been taking very detailed notes in lab from the start, because occasionally a critical piece of information would show up there and then never be mentioned again. It's very rewarding to piece things together on one's own and have that "eureka" moment later, but it would've been helpful to hear from the start (in even stronger terms) that this would not be a class about spoon-feeding or rote calculation, and that every moment mattered.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
An excellent teacher who knows his crowd and knows how to keep things interesting. Very engaged with the students and incredibly responsive and attentive to their learning needs. Very accepting of feedback and very willing to pivot the class if it turns out to be helpful.

Q:
TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Gina was very nice and helpful, and by the end of the semester, I think she had found a good rhythm. At the start, we were essentially just copying whatever she would do, often with little explanation of the process, or the basics of how SPSS works. It certainly made sure that I did work on my own to understand the underlying systems, but some more guidance about the fundamentals of SPSS would have been very helpful, rather than just rote repetition.
A: Statistics is an excellent class that you could easily use for the rest of your life. It is not boring, or useless, or pointlessly difficult. It's a challenging, engaging, important class that deals with every issue of modern life we deal with today. Everyone should take it. The professor is hilarious and will do almost anything to prove a mathematical point.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course

A:
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent: ☑

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Katherine Rose Von Culin
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Kate was a great TA. She ran section efficiently and was very straightforward with the material. She was also very responsive whenever I had to email her questions regarding Psets, exams, or the project. I highly recommend other students to have Kate as their TA for future PSYC200 courses.
A: Poor

Below Average:

Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and academic advisors to aid in course selection and evaluating teaching.)

A: Much Less

Less: 🟢

Same

Greater

Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and academic advisors to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and academic advisors to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and academic advisors to aid in course selection and evaluating teaching.)

A: Poor

Below Average: 🟢

Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 🟢
No
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Q: Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer
A: Yes: ✅
No

A: Yes: ✅
No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: [Instructor: Gregory Russell Samanez-Larkin]

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: [TF: Jennifer Hirsch]

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your anonymous
response to this question
may be viewed by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same
Greater: ✓
Much Greater

Q:
What is your overall
assessment of this
course? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

Very Good: ✨

Excellent
Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: It was a very interesting course in the way that it allowed me to look at the world in a different way. I now am more cautious of reading articles that are just spewing out facts and "statistics" without the underlying details. So this class actually made reading psychological or scientific papers easier and more enjoyable because I was able to understand the syntax and language of statistics. Perhaps one weakness was that it was really fast-paced. Even though one concept built upon each other, it was hard to follow each advanced concept because the foundational knowledge was covered so quickly. Perhaps more theoretical approach may helped in this aspect, but it was still fast nonetheless. But one strong point about the class was that the class was heavily application-based. I really really enjoyed using data from real world companies as well as from the class to do the problem sets because 1) I was interested to see what the results would be 2) and because the analysis afterward to explain the causes of the results was really fun.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I love Greg! He made the class so much more bearable than a stats class could have been and even though he was really fast and sometimes not really clear on his explanation of some concepts, I really appreciated the effort he put into making the class enjoyable. I could tell that he really wanted the students to understand and enjoy the class rather than be stressed by it when he as discussing how stressed he was after the first midterm. Overall, I think I want to take more stats classes because Greg made it so much more enjoyable!

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Take it if you are not ready or willing to jump into theoretical statistics and you want a really application-based class. I really loved the project even though we did not get any interesting results because it was something that I was interested in and Greg gives you a lot of freedom to pursue it with your project. The midterm and final are released before the exam, but DO NOT UNDERESTIMATE THIS CLASS. If you underestimate it and do not prepare for the exams/not study for the exams, you will get a very very bad score and will do terribly in the class. The tests are made with the assumption that you have 24 hours to basically create answers, but without the data set (which is critical to the test), you are really guessing what the results would be. But if you study and prepare well enough, this class should be fair and interesting.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔️
No: ✔️

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔️
No: ✔️

Very Good: ✔️
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Incredibly energetic and caring. He puts effort into helping us understand. Even though it was a huge class, I still felt personally acted for by Prof SL which is incredible. Also he's a boss for being able to walk on his hands!

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Lectures are great because of Prof S-L. The actual material is straightforward ought that you could do it on your own. Personally I preferred sitting in lecture out of room ippe and then going home later and trying to parse through the slides.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor

Below Average

Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Learning basic stats principles.

Q: How would you summarize \textbf{PSYC 200 01} for a fellow student? Would you recommend \textbf{PSYC 200 01} to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: 

Same

Greater

Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: 

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Much Less

Less: 

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ✓
Excellent
Q: 
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 
Declined to Answer

Q: 
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 
Declined to Answer

Q: 
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater

Much Greater: ✅

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good: ✅
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

- Very Good
- Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Psych stats is a good course. I think its greatest strengths lie in the homework assignments and section (and even the exams) because these allowed us to practice and explore the practical applications of the concepts we learned in lecture, and work with new and interesting data sets in order to draw interesting conclusions about the world we didn't know before, while learning simply how to execute the statistical tests taught in class. I appreciated the emphasis the class placed on trying to explain the numbers we got as output - what they meant, and why they might be the way they were. For this reason I actually really enjoyed the exams in this class - they were fun and intriguing and worthwhile and I liked that I got to learn new things while proving what I had already learned. Lecture sometimes got a bit confusing (especially in the second half of the class), with concepts getting lost between equations which we weren't quite sure where they originated from, and concepts getting lost in explanations of possible exceptions to the rule or ways it could be different from what we just learned but don't worry you don't have to worry about that much right now. However, especially in the first half of the course, I really liked the teaching style in which we learned statistical concepts by working through examples (like the rich guy on the beach to explain outliers and the volume of soda bottles to explain z scores). Those kinds of lectures made the material very accessible and interesting. I also loved that Professor S-L always made classes as fun as possible, and I liked the music he played before class and the pictures and stories he included in lecture in order to engage the whole class - overall everything was good and I still learned a lot. Oh, and I really liked the grading scheme in this class, in which homework and participation and the application project really mattered, and where the one-time exams were important (and fun and emphasizing new learning which was great!) but couldn't totally break students' grades. Please keep that for future years.

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor S-L clearly truly cares about his students, and wants them to actually master the material while enjoying the subject and feeling confident. He was very receptive to students' comments throughout the semester and was always trying to modify his teaching to help make things more clear for the class. I think his organization of the class - the balance between concepts in lecture and applications in section and homework - was brilliant, and I really liked his exams and the semester project. Lectures were better when concepts were tied to real-world examples that were interesting to work through as a class, and they got a bit confusing especially in the second half of the course when they became more equation-heavy, or the concepts stayed vaguer and we had no idea how we would actually put what he was saying into practice. But overall I really liked Professor S-L as a teacher, and how he was always there and willing to help if we reached out.
Q:

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Psych stats is a good class, but maybe it wasn't as good this year as reviews from past years led me to believe it would be. It's not a very difficult or work-intensive class, and I really loved how in order to do the homework assignments, we got to work with real and interesting data sets and analyze things like the number of unique words 100 different rappers use, and the gender bias in Disney movies, etc. Professor S-L makes the class and the work fun. Sometimes lectures were confusing, but section was designed to take the concepts taught in class and show us how to actually do them - sections were taught in computer labs in which we all used SPSS to work through a "lab" (a data analysis) together - and sections really helped clear up everything that wasn't clear after a week of class. All in all, if you need to take stats, I would recommend PSYC 200, but would just caution that sometimes lecture gets a bit confusing.

Q:

How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another PSYC 200 01 student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Jennifer is a really good teacher. The function of section in this class was to review class concepts, and to learn how to practically apply and execute the statistical tests we learned in class, and Jennifer guided us through this fantastically. She made her own powerpoints for each section and had a knack for addressing all of our specific concerns such that things just made so much more sense after she went through them with us - in that vein she was great at coming up with analogies and examples and other devices to aid our understanding (even on the spot). She was warm and friendly and time effective and wonderfully accessible and helped students feel calmer about everything. She made us want to come to section, and she made it incredibly worth our time. I feel like I did about 70% of my learning in this class in section, and then in the homework assignments that reinforced the work we learned to do in section.
Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good:

Very Good

Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A: Yes:

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No:
A:

I think that this course is absolutely fantastic, especially for those who are Psychology majors. You not only get to learn the basic concepts of statistics, but more importantly, you learn how to apply those concepts by thinking about real-world situations and building your own study. It was a great class to take before thinking about a empirical senior project for next year. Strengths: Professor SL is extremely engaging and really cares for his students, problem sets are challenging yet really interesting and effective teaching tools, Professor SL and TFs gave great guidance when it came to the final project, the work load is balanced and manageable, and there's no textbook -- Professor SL taught us everything himself, which I really appreciated. There aren't really any weaknesses I can think of. Overall, great course that I would definitely recommend.

Q:

Professor SL is a fantastic lecturer, and I would say the best QR lecturer I have been taught by at Yale. Professor SL really cares about his students, and takes so much time to build a non-traditional statistics course structure that teaches students, especially Psychology students, how to actually use statistics to study the topic that interests us. He is extremely engaging, and creates lectures that include 1) topics and issues extremely relevant to our lives 2) interesting work done by his previous students. He is great at tying the statistical topics back to issues we really care about. I actually really liked the midterm and final exam structure, and the final project assignment. As a psychology major, they made me more confident about pursuing an empirical senior project next year. There aren't any weaknesses I can think of. Overall, I would say Professor SL's class has taught me more than any other QR class I've taken at Yale before. I really enjoyed all the work we did throughout the semester, and I appreciate all of Professor SL's hard work.

A:

Adam led our weekly sections, graded our assignments, and provided guidance for our final projects, which was an effective arrangement. Adam was a fantastic TF. I think I would have done a lot worse in this course if Adam hadn't been my TF. During sections, Adam used cold-calling, and is extremely strict with getting statistical concepts down. When the section instructions were not effective at teaching us certain concepts, Adam would be creative and use other tactics to teach us what we needed to know. His style of teaching ensured I would always review my notes before going to section, which really helped me when it came to completing the problem sets. Adam gave me so much guidance when it came to the final project. He was extremely helpful during our meetings, gave me useful feedback, and quickly answered any questions I emailed
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I think that this PSYC200 is absolutely fantastic, especially for those who are Psychology majors. Also, a great course for people who don't think they are great at QRs. In this course, you not only get to learn the basic concepts of statistics, but more importantly, you learn how to apply those concepts by thinking about real-world situations and building your own study. Basically, PSYC200 involves weekly problem sets, a weekly section, a midterm exam, a final exam, and a final project. The workload is balanced, and very manageable. Professor SL is extremely engaging and really cares for his students, so he works really hard to build a non-traditional statistics course that helps us actually apply the basic statistical concepts throughout our assignments. I actually enjoyed most of the assignments in this course. You get to think about interesting, real-world issues in the problem sets, figure out the statistics in projects of his former students during the midterm and the final exam, and even build your own study for the final project. As a psychology major, these assignments made me a lot more confident about pursuing an empirical senior project next year. I also appreciated that there's no textbook for the course -- Professor SL taught us everything himself through the lectures and sections, which I really appreciated. There aren't really any weaknesses I can think of. I think the only thing is that you might get a varied perspective of the course, depending on which TF you get. I got Adam, and he was fantastic. Overall, great course that I would definitely recommend.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less
Same: ✔
Greater
Much Greater
Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good

Very Good

Excellent: 📑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 📑

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: 📑
Q:
Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Ok class Lectures fun Teacher didn't make himself available as much

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Awesome teacher and very caring But he doesn't answer emails or have enough office hours or answer piazza

___

Q:

**Instructor:** Gregory Russell 
Samanez-Larkin

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:

**TF: Fabian Manuel Hermann Schellhaas**

Fabian was absolutely amazing I understood things when he taught them and only when he taught them He's so kind and so funny and makes sections useful He always answers emails and will make time for students anytime He's literally amazing and deserves an award
A: Poor
Below Average
Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and by administrators responsible for evaluating their teaching.)

A: Much Less
Less: 
Same
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Take it

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑
No: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This was one of the best classes I have taken at Yale. The strengths of this course are the applications of the material to real-world issues, the teaching staff, and the multiple components by which students practice the material and are assessed. The section was a perfect compliment to the course and was very helpful in learning how to use statistical analyses.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor Samanez-Larkin was a great teacher and instructor. He continually made efforts to ensure that the class understood all of the material and, if we did not, he worked to teach the material in new ways. The grading structure made sense as did his lectures.

Q: TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I recommend this course to all students, regardless of their major. The topics learned in this class are useful in any field and even to people in general who hope to be informed citizens. There is a consistent workload in that there were homework assignments each week, 2 exams, and a project. All of the graded material is very reasonable especially for those who attend lecture and the lab section.
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔️

No: ✗
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Absolutely excellent class. Great way to really learn stats

Q:

**Instructor:** Gregory Russell Samanez-Larkin

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Professor Samanez-Larkin was an excellent professor. You can tell he really cared about all of his students and did whatever he could to make learning the material fun and interesting. Some of the topics were a bit difficult, but Professor SL always made grasping the material easier and made attending lecture an absolute joy.

Q:

**TF:** Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and administrators responsible for evaluating their teaching.)

A: Much Less
Less
Same: 🔴
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would absolutely recommend this course. It is an effective way to learn stats concepts and become very good at using SPSS.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: 🔴
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

A: Yes:

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: No:

A: No:
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

**Instructor: Gregory Russell Samanez-Larkin**

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q: 

A: Declined to Answer

**TF: Fabian Manuel Hermann Schellhaas**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Declined to Answer
A: Declined to Answer

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? 

A: Great class! The lectures are very engaging and the curriculum is fairly applicable to real life.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? 

A: He is a very good lecturer and it is obvious he is very passionate about the subject.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your section?

A: Section is always very helpful, and David really tries to answer our questions.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It's fun and I would definitely recommend it.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: □
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 
TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average: ✅
Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A:
Yes: ✅
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A:
Yes
No: ✅
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Excellent: ☑

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I think it was a good intro to stats

Q:

A:
a very good lecturer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A:
over all helpful

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize **PSYC 200 01**
for a fellow student?
Would you recommend
**PSYC 200 01** to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Yes it is a good intro to stats

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✔

Excellent
A: Really great introductory course to statistics. I think a lot of useful skills were covered and set a great foundation for further study of statistics or application of statistics to other fields.

Q: 
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Really great professor. Funny and "with it" as the kids say nowadays (or do they). Always tried to keep the class engaged and was always really cheery and fun to listen to.

Q: 
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same: ✅

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ✅

Excellent

No ✅
A: 
Declined to Answer

Q: 
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: 
Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 
Declined to Answer

TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Declined to Answer

A: Much Less

Less: ✅

Same

Greater

Much Greater

A: Poor

Below Average

Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔
No: ✔

Very Good: ✔
Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔
No: ✔

Very Good: ✔
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Great class! I loved learning about applications and being able to actually run tests and acquire skills that I can apply in the real world. The only suggestion I would make is to not have the homework due on Sunday at 6 pm.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He was great. He made lectures really fun and engaging, was really accessible for extra help, and just was a great person.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: She was so nice and really helped explain concepts well in section.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
It's a good class! Statistics is such an important skill nowadays, and this class is great because it will actually teach you how to run tests and give you skills that you can apply in the real world. IT IS NOT A GUT.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

- Much Less
- Less
- Same: ✅
- Greater
- Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:

- Poor
- Below Average
- Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✓
No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Very Good: ✓
Excellent
Yes: ✓
No: ✓
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Strengths: You'll learn the material. Greg is a boss. Lab will help you know what to do on the psets. Greg makes lecture fun, and the TFs are willing to help (Shoutout to David!) Weaknesses: A lot of work with weekly psets, lab, and final project.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: The homie! Take it with Greg. He will push you, but when the final comes around, you will be able to take it in your sleep. I actually learned a lot in this class, and I want to follow up with my final project that was assigned. Greg is ready to help and make STATs a fun, interactive course. One of the best teachers ever.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
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teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

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Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Take it. You actually learn, and while it may be a steep learning curve in
the beginning, you'll be a STATs boss by the time the final rolls around.
The grading is fair, and the professor and TFs will help you every step of
the way IF YOU REACH OUT.

A:
Much Less
Less
Same
Greater: ✓
Much Greater

A:
Poor
Below Average
Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes: ☑
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ☑
No
A: Declined to Answer

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q:
TF: Adam Mourad Chekroud
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I think that some students came into this class with the impression that it would be a gut. It actually required a lot of work, so students expecting a gut should not take it. However, those expecting to learn a lot who have little to no knowledge of statistics to begin with should take it.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Although work assigned in Psych 200 is, at times, very time consuming, I would recommend the class to anyone looking to fulfill a statistics requirement. Lectures are engaging and relevant. Material is presented in such a way so as to emphasize its real-world application. After taking the class my basic understanding of statistical analyses and of how to use SPSS computer software is complete.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor Samanez-Larkin is great. His lectures are relevant and engaging.

Q:
TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
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instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Psych 200 is a great way to fulfill any statistics requirement. The class
offers an opportunity to become familiar with basic statistical analyses,
learn how to run tests using SPSS computer software, and realize the tests'
real world applications.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same
Greater: ✓
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ✓

Excellent

No: ✓
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The course was great. It was well paced, it was engaging, and it was informative. Also, the class participation with the clickers was actually really beneficial.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Greg is awesome. Super cool, super fun. Also, really invested in all of his students' success and effective in relaying information in a way it sticks. Couldn't have asked for a better stats professor.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Section was extremely helpful in clearing up concepts and teaching you how to run tests in SPSS. Katie was fantastic and super super helpful. She was always available to go over something I didn't get and her answers to questions were in depth and comprehensive.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize **PSYC 200 01**
for a fellow student?
Would you recommend
**PSYC 200 01** to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
So great. Fantastic introduction to statistical methods for whatever you
may need them for. Definitely a worthwhile lecture and class.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less: ✅
Same
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✅
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✅
No

Excellent: ☑️
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I did not enjoy this class. The class assumed I had a higher level of knowledge than he originally stated.

Q: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

**Q:** How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

**A:** Declined to Answer

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

**A:**
- Much Less
- Less
- Same
- Greater
- Much Greater: ✓

**Q:** What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

**A:**
- Poor: ✓
- Below Average
- Good
A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching."

A: Declined to Answer

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Declined to Answer

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
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teaching assistant, and
by administrators
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Q:
How would you
summarize PSYC 200 01
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Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
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students, faculty, and
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course selection and
evaluating teaching.)

A:
Much Less
Less
Same: 
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good: 

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Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes

No: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I really enjoyed psych 200! As a psych major, I was constantly reading journal articles but never completely understood how they arrived at a significant finding. Psych 200 was really good at helping me understand the statistics behind these articles, the tests they ran and why they chose those tests. They also presented the information in a very logical way which made the course easy to follow!

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL was an amazing professor! He was obviously very well versed in his field and made lecture engaging while still educational. He also really cared about his students and did everything he could to make sure they were learning and succeeding. He was also very open to suggestions and was very interested in our thoughts on the class. Overall an amazing professor!!

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Gina was a great TA! She was always willing to Help and answer questions, and was very responsive to emails! She also ran a great lab and made it logical and easy to follow! Additionally, she was always very good about giving feedback on assignments done. Always knew why we got points off. Overall, Gina was an important asset for this class!
A: Poor
Below Average
Good
Very Good:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would definitely recommend this class to a friend! Whether you are taking it for a QR or as a psych requirement, it is a great class and you will get a lot out of it. Not only do you learn about using statistics in a psychology setting, but you read and analyze data from a diverse selection of data sets, and thus get a great exposure to a number of different fields within psychology. Professor SL is an amazing professor and yet another reason to take this class!!

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Much Less
Less
Same: ✔️
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Poor
Below Average
Good

Very Good: ✔️
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️ No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️ No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Great professor! Really interesting for a quant class.

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
A:
Really good prof!

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
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by administrators
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Q: How would you
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for a fellow student?
Would you recommend
PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
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students, faculty, and
advisers to aid in course
selection and evaluating
teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in course
selection and evaluating
teaching.)

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No
A: Adam was a great TA. He encouraged us and helped us out, but he also expected us to challenge us during section and in our homework. I feel like, rather than being helped through just a stats course, that Adam helped us through understanding stats at a real, professional level.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✓
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes

No: Yes:

Excellent

Very Good

advisers to aid in course selection and evaluating teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I thought it was a good introduction to statistics, and the material was presented in a very clear and applicable way.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He was very approachable and seemed to really want to interact with his class, even though it was a large lecture, which I appreciated.

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section  
leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your  
amonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)  

Q:  
How would you  
summarize PSYC 200 01  
for a fellow student?  
Would you recommend  
PSYC 200 01 to another  
student? Why or why  
not? (Your anonymous  
response to this question  
may be viewed by Yale  
College students, faculty,  
and advisers to aid in  
course selection and  
evaluating teaching.)  

A:  
I would recommend this class as an introduction to statistics, and if the  
student wants to see the many applications of the field.  

Q:  
Overall, how would you  
rate the workload of this  
course in comparison to  
other Yale courses you  
have taken? (Your  
amonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  
advisers to aid in  
course selection and  
evaluating teaching.)  

A:  
Much Less  
Less  
Same: ✓  
Greater  
Much Greater  

Q:  
What is your overall  
assessment of this  
course? (Your  
amonymous response to  
this question may be  
viewed by Yale College  
students, faculty, and  

A:  
Poor  
Below Average  
Good: ✓
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 🟢

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢

Very Good

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: Adam Mourad Chekroun

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your anonymous response to this question may be
viewed only by your instructor(s) and your teaching assistant, and
by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student?
Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: 🌟
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: 🌟
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This course is a nice introduction to statistics that is taught in a fairly engaging way. I really enjoyed the structure of lectures and I thought the labs were great at reinforcing what we learned in class.

Q:

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:

Clearly cares a lot about his job and puts a lot of effort into his lectures. Also was super willing to help whenever asked.

Q:

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:

She was a great TF who was always willing to help if we ever had questions. Did a great job running our lab section.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: I would recommend this course for anyone who's interested in statistics or involved in social sciences.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Teaching assistant
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This class provided a very comprehensive overview of statistics while also making it interesting through its incorporation of psychological studies.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I wish the class had been smaller so we could get more one on one attention with professor SL.

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Jennifer gave very comprehensive reviews but struggled to cover all of the lab material.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same

Greater: ✓

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Poor

Below Average

Good: ✓

Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✅

No: ✅
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: A: he was fine

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

Q:
How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

Q:
What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and*...
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes
No: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
No: Yes

Very Good
Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I enjoyed that the course taught statistics in a real-world, interesting manner by incorporating psychology. However, the pace was really quick and the grading was relatively meticulous, so I often felt as though I was behind or missing critical information.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The professor was very knowledgeable and ready to help the students. However, he sped through the material rather quickly.

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
She was very willing to help and cared for the students. However, she did not seem to know very much about the program we were using.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
I would recommend this class because the Professor is very nice and caring
and brings excitement to the class. It is also an interesting way to learn
statistics.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

- Much Less
- Less
- Same: ✅
- Greater
- Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:

- Poor
- Below Average
- Good: ✅
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

No

Very Good

Excellent

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No
A: Wonderful TA, made sure we understood the material and pushed us in a reasonable manner.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: 
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: 

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes
No: ✓

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ✓
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: She's great! Thanks for your help with all of the material!
A: Poor
Below Average
Good
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Great fifth class, not too much work or too difficult, and you learn a ton

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes
No: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes
No: Yes

Excellent: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: Yes
No: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: Yes
No: Yes

Excellent: Yes
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Great course. Definitely improved over the semester, and I think Greg really took our feedback to heart and grew from it -- we all grew from that and felt like he was really invested in us.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Greg is one of the coolest amazingest instructors at Yale. You will find few instructors teaching 200-person lecture courses who care as much as he does for every single individual student. He will not let you not succeed in his course, whatever it takes.

Q:
TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
My T.F. was incredible and my section was super helpful. I heard mixed reviews about the other sections.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less: ✅
- Same
- Greater
- Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Poor
- Below Average
- Good
- Very Good: ✅
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent

---

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

---

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

---

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

---

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: This class was okay. The lectures were generally pretty unhelpful—seeing the math behind the concepts wasn't really helpful for me, because I didn't have a strong enough background in math to follow most of it. I wish the instruction had been actually conceptual. Section was usually the most helpful thing for me. I also think that making lecture attendance semi-mandatory is unnecessary and felt a little patronizing.

Q: 

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q: 

A: 

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section  
leader, lab section leader,  
grader or other assistant)  
as an instructor, and how  
might his/her teaching be  
improved? (Your anonymous response to  
this question may be  
viewed only by your  
instructor(s) and your  
teaching assistant, and  
by administrators  
responsible for  
evaluating their  
teaching.)

Q:  
How would you  
summarize PSYC 200 01  
for a fellow student?  
Would you recommend  
PSYC 200 01 to another  
student? Why or why  
not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:  
If you need a QR, it's manageable. Not great, but even though I didn't know much about math, I could keep up with a little effort. I wouldn't recommend it for anyone who doesn't need a QR, not super interesting, didn't find lectures very helpful.

Q:  
Overall, how would you  
rate the workload of this  
course in comparison to  
other Yale courses you  
have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:  
Much Less
Less
Same:  
Greater
Much Greater

Q:  
What is your overall  
assessment of this  
course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:  
Poor
Below Average:  
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 

No: 

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  

Very Good:  

Excellent:  

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✓
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and)

A: Poor
Below Average: ✓
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I thought this was a very informative course, especially for psych majors. I felt like I had to teach myself a lot of the material outside of lecture, but section was always really helpful.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I thought he was a good professor overall. He really made an effort to try to help us with what we needed to be successful in the class.

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It is a good class to help understand how stats work in psychology.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

A: Yes: ✅

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

A: Yes

No: ✅
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: ✅
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average: ✅
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Yes

No: ✓

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes

No: ✓

Very Good

Excellent

advisers to aid in course selection and evaluating teaching.)
Q:
Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Declined to Answer

Instructor: Gregory Russell
Samanez-Larkin

Please evaluate **each instructor** of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

Q:

A:
Declined to Answer

**TF: Katherine Rose Von Culin**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ✅

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good: ✅
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good
Excellent
A:
I don't know how to feel about this course. I learned a lot about statistics, but I don't think I will apply most of that knowledge in the future. Professor SL clearly cares a lot about the course, which is great. But there are massive discrepancies between what we learned in lecture and what we learn in section and what's being tested on the exams, which is a bummer. It is certainly not a gut anymore, and the grading is really harsh.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL cares a TON about his students, which certainly does not go unnoticed -- he cares about each student individually, which is impressive for a lecture course. He is very cool, reasonable, thoughtful, and dedicated. He is a great professor. He takes the class very seriously, for better and for worse. He makes class not boring, which is tough for a statistics course!

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This is probably my biggest gripe with the class! (that is, the relationship between section and the course). The things we learned in section were the ONLY things we were tested on, and that's stupid! There are so many other things we learned, and I didn't think the SPSS stuff should necessarily have been the only takeaway from the class. That being said, Jennifer is a great TA. She was really really helpful - she went out of her way to help me when I was struggling, and she put in so much more work than she needed to in order to make sure I understood the material. That is very very kind.
A: Poor
Below Average
Good:
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating their teaching.)

A: I would recommend this course pretty much only if you need to take it for something - be it a QR or for your major. It's not easy! The first midterm is ROUGH, and the grading is harsh on problem sets. They don't take too long, but everything about stats requires a lot of effort. Like you can't miss a lecture without losing points, section is mandatory, and you have to really understand SPSS (the program you use) in order to do well on the exams. It is not an easy class! Don't think that it is. It used to be a gut I think, but now it is not.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

A: Poor
Below Average
Good: ✓
Very Good

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

A: Poor
Below Average
Good: ✓
Very Good

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

A: Poor
Below Average
Good: ✓
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating their teaching.)

A: I would recommend this course pretty much only if you need to take it for something - be it a QR or for your major. It's not easy! The first midterm is ROUGH, and the grading is harsh on problem sets. They don't take too long, but everything about stats requires a lot of effort. Like you can't miss a lecture without losing points, section is mandatory, and you have to really understand SPSS (the program you use) in order to do well on the exams. It is not an easy class! Don't think that it is. It used to be a gut I think, but now it is not.
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✔

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: He was very good at keeping our attention during lecture and at slowing down to explain the information. A weakness may be that sometimes he would not focus on what we actually needed in order to apply the statistics.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Q: TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: David was a good teaching fellow and explained how to use spss and analyse data well. He definitely taught the more or the practical steps of stat while the professor taught the analysis and word connections.
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🚑 No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: In my opinion, this class is not amazing. He definitely improved after midterm course evaluations, and I really think he really tried his best to listen to the critiques. A HUGE weakness: the rudeness of the TFs and occasionally Greg on Piazza. I understand some piazza posts are ridiculous, but the majority of them are fair questions to ask. Simply responding "We went over this in section and lecture multiple times" does not take away from the student's question. If you are going to have Piazza as a platform, then ANSWER QUESTIONS. Clearly, if you went over something in section and lecture, and a student is still confused, then perhaps you didn't teach it clearly enough. I feel like there's this assumption that students aren't trying to learn before posting on Piazza, and that is not fair.

Q: Instructor: Gregory Russell Samanez-Larkin

A: I think Greg is a really nice guy. I don't think he was an amazing lecturer, but I think he improved as the course went on.

Q: TF: David Ellis Melnikoff

A: Dave is incredible. Super nice and an extremely helpful TF. He doesn't really have any weaknesses because I learn more in section than I do in lecture. He's also not nasty and rude on Piazza unlike some of the other TFs and Gregory.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Take it if you have to for a requirement. It's not super difficult (but I don't
think it's a gut!).

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Poor
Below Average: ✓
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ✔
Q: Looking back on **PSYC 200 01**, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

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Q: **Instructor:** Gregory Russell Samanez-Larkin

Please evaluate each instructor of **PSYC 200 01**. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Prof SL is always very personable and concerned for the wellbeing of his students, which was noticeable and appreciated. However, there were times when I think his good intentions became one-sided. It was odd completing a homework assignment (#8 I believe) about how we should discredit the voices calling for the dangers of birth control. I can see how perhaps he wanted to affirm students who were taking birth control and that his general message was that we should question the authority of people who make medical statements, but one of my friends was recently diagnosed with May Thurner Syndrome, a difficult-to-diagnose condition which causes blood clots and swelling in the leg, and needs to be treated with surgery. Some studies have shown that women who develop this condition were on birth control (http://evtoday.com/pdfs/EVT0808_05.pdf, http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3377287/) and this was their only medication, suggestion a link between the two. Again, I think Prof SL is a great instructor, who was personable and sincere even to a large group of students, but it felt like there were times that his desire to help students succeed/be affirmed became a little overbearing.

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Q: **TF: David Ellis Melnikoff**

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✔️
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔️
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:

Yes: ☑

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: PSYC 200 was a great overview of basic statistics. I really enjoyed taking a math class that actually applies to the real world, and it definitely wasn't too hard or too much work. I now feel like I have a basic understanding of stats and SPSS.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL was awesome! He was super engaging and did a great job of making something that would seem boring at first sight (i.e. statistics) a ton of fun! His jokes/examples helped me remember the material a lot more and he did a good job of applying lecture materials to the real world.

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Take PSYC 200! It's a great way to learn about statistics in a fun (and pretty easy) way. If you can, take it with Professor SL --- he was super engaging and seems like a pretty funny guy.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less: ☑
Same
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✅

No: ✅

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ✅
A:
Declined to Answer

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer

Q:
TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✔️
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good: ✔️
A: Yes: 🟢

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 🟢
A:
David was an awesome TA. His section was relaxed but very informative, he was a very fair grader, and he was always very available to meet whenever I needed him.

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
I loved this class. Stats as a subject isn't innately interesting but the professor made it a very enjoyable experience.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I loved Prof SL and wish I had a better relationship with him. He explained things very clearly and class was such a joy to attend.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I loved this class. Stats as a subject isn't innately interesting but the professor made it a very enjoyable experience.

Q:
TF: David Ellis Melnikoff
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: YES TAKE PSYC STATS! Especially if you need a QR or if you are a pre-med that needs the STATS requirement. I highly recommend it.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:

No:

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:

No: 
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
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as an instructor, and how
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improved? (Your
anonymous response to
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viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
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teaching.)

Q:
How would you
summarize **PSYC 200 01**
for a fellow student?
Would you recommend
**PSYC 200 01** to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less
Same: ✔
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: At first I thought I would really enjoy this class. But then it got confusing and hard, and I started not being able to understand the lectures. We never got through all of the material in section, which made the problem sets very difficult. It could be improved by the professor going slower and us actually getting through the labs in section so we can do the problem sets.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Professor SL was funny in lecture, I usually enjoyed going to class, but a lot of the time I was just lost and did not understand the material. He did go a little bit fast.

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: My TF was not extremely helpful. We never got through all of the labs, which made everything else much harder. I was still confused by the end of section.
A: Poor
Below Average
Good: Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Take this is you need it for the psych major, but I wouldn't recommend it if you are just looking for a QR, i'm sure there are other classes that might be better. Unless you are good at statistics, then definitely take it because you won't be as confused as I was.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average

Q: (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Declined to Answer

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: ✓
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellent
A:
This was a super interesting and relevant course. Prof S-L is great and make stats accessible even to those with just a tangential interest (or for those who are just looking for the QR lol). I don't agree that it was a "great 5th class," as he said on the first day, because the problem sets did take some time and they were often graded for details. Regardless, I'm really glad I took it!

A:
Prof S-L is so great! Interesting, funny, smart, engaging, approachable, and clearly putting so much work into the class. When students had suggestions for improvement, he actually listened and changed the class structure/syllabus to make it better.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
Adam is great. Our section was truly a journey--at first, everyone seemed pretty shocked by the idea that a TF might cold call students and expect us to actually demonstrate our knowledge of statistics (wow what a wild concept), but once we all got over that, we realized he's hilarious and we also learned a lot. I think that everyone emerged from our section with a deeper grasp of the material than what we learned in lecture, which is honestly not something I can say about most math/science/or even history (my major) classes/TFs I've had at Yale. Adam is a great teacher who cared about our understanding of the material, stayed after section every week to help students out, and was very accessible via email/meeting in person when I had other questions. He was also great for giving advice about doing stats-related research in the real world/thinking about grad school
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes definitely!

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Very Good

etc, which was really helpful and made the class content seem even more relevant.
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course)

A: Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Its an ok class. Easy QR credit because you don't actually have to do any math yourself, its all in the SPSS program. There is not enough time given for the midterm and the final though, and its a bit annoying that the professor acknowledges that time will be tight and does nothing about it, but it could be worse. And Professor S-L is actually a cool guy, and I thought he was entertaining.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A: Declined to Answer

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ☑
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: ☑

Q:
As a teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Declined to Answer
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: 🟢

No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This is honestly a great course except it's very SPSS heavy so make sure you learn it!

Q: He's so nice and genuinely cares about helping his students!

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: She's so nice and helpful!

TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: It's required as a Psych major but it's a good course. The psets can be a pain though and the midterm is rough.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same
Greater: ☑
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: ☑
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✓

No: ✓

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Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✓

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Very Good
Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
This is a good course. It presents very important material and does so in a way that the things we learn can be directly and productively applied to many things outside of class, both in general real-life ways and in our other academic studies. I thought that the combination of homework assignments, exams, and a project was a reasonable and productive way to set up the class, and I thought that each of those things had a lot of educational value. The once-a-week section was very valuable in terms of helping me understand the material. Overall, I definitely learned a lot in this course.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)*

A:
Prof SL is a very good lecturer and does a very good job with this course. He clearly cares about his course and his students and prepares everything thoughtfully and deliberately. He also is very responsive to student feedback and open to doing whatever he can to make the class better. I definitely respect him both as a scholar and as a teacher.

Q:
TF: Fabian Manuel Hermann Schellhaas

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: This is a good class and it teaches a lot of extremely useful stuff that everyone really needs to know, for school and for life. Seriously, abuse of statistics is a vast epidemic and if you don't understand statistics, you can't be properly media literate, which in my personal opinion is so, so important. The class is not particularly difficult or work-intensive but there were some concepts and parts of the class that were challenging, and you do need to put time into the homework, exams, and project. Also, FYI, for people like me who might be put off by there being a group project, you are allowed to do it alone if you prefer that.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same:
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good

teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Excellent: ✔️

No: ✔️
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: 

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 

A: Declined to Answer

TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant  
(discussion section leader, lab section leader, grader or other assistant)  
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✓
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor
Below Average
Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good: ☑

Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: The professor tried to paint the course from the start as a unique way to learn statistics that isn't the typical boring and difficult college course. This wasn't the case. It was poorly structured (with most learning in section, which is problematic because my TF was quite bad) and poorly taught. Professor Samanez-Larkin is funny, which makes the class more interesting, but he didn't teach it well.

Q: Professor Samanez-Larkin of course knows the material very well, but he did not teach it well. When learning each new test/subject, he'd go through very theoretical aspects of the material, which often left me teaching myself how to actually use it right before the test. Further, he often seemed like he'd rather be funny than teach well.

Q: Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your TF: Adam Mourad Chekroud

A: Adam was not a good TF. It often seemed like he did not care about the section at all. Every week he went at least 10 minutes past the allotted section time. It's very problematic in general if the work can't get done in those 50 specified minutes. Further, since the application of the skills is only taught in section, most learning is totally contingent upon your TF. Adam obviously knows stats very well but he did not have patience for us as beginners.
A: Psych stats is not a hard QR, but it is an annoying class. The material isn't taught very well. Section is bad. However, there isn't that much work (1 Pset a week, 2 exams, final project). Definitely better than any calc-based math class for non-STEM majors.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor: ✓
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Yes
No: 

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes: 
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A: Declined to Answer
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✓
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average: ✓
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisors to aid in course selection and evaluating teaching.)

A: Yes

No: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ✔
A:
Great class, really interesting. I learned a lot about stat and also a lot about the way that I view and evaluate information.

Q:
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
JENNIFER IS LOVE. JENNIFER IS LIFE. No okay but seriously she rocks my socks off and is honestly the best TF ever. Things I love about Jennifer: starts every lab with a content review, responds to emails in literally 5 minutes, is super nice and helpful. Things I don't love about Jennifer: n/a
A:
Don't take this class thinking it's a gut. Okay, it kind of is but like what this class has made me realize is that there's two types of guts. One where everyone gets an A, and one that has very little work. This is one that has little work, but it's like pretty challenging to get an A. You like really gotta know your shit if you want to get an A in this class. The midterm was savage, but Professor SL curved pretty generously (I did well, though, so it didn't help me). The content itself is pretty standard Stats, it's a lot less math and a lot more interpretation of the math. You use a program called SPSS that basically does all the work for you, so you're mostly just writing up and interpreting data. It's nothing mind blowing, but it does make you think about why data could be the way it is.

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Don't take this class thinking it's a gut. Okay, it kind of is but like what this class has made me realize is that there's two types of guts. One where everyone gets an A, and one that has very little work. This is one that has little work, but it's like pretty challenging to get an A. You like really gotta know your shit if you want to get an A in this class. The midterm was savage, but Professor SL curved pretty generously (I did well, though, so it didn't help me). The content itself is pretty standard Stats, it's a lot less math and a lot more interpretation of the math. You use a program called SPSS that basically does all the work for you, so you're mostly just writing up and interpreting data. It's nothing mind blowing, but it does make you think about why data could be the way it is.
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I surprisingly really enjoyed this class and feel like I have come out of it with a much better understanding of statistics. I didn't know anything before and I know a lot now.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He's great. Manages to explain things really well but without making lectures dry and boring. Connected the things we were learning to current day issues, which made everything seem important.

Q:
TF: Adam Mourad Chekroud
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A:
I thought my section was absolutely integral to my general understanding of statistics. ADAM WAS THE BOMB. Like honestly, without him, I probably would have failed this course. He called people out in class, but in a way that made everyone pay attention and actually learn. I don't mind being put on the spot, so it wasn't a problem for me. if anything, it helped me leagues in the long run. He answered questions and explained things in such a clear way that I was always able to leave section and immediately complete my pset with a deeper understanding I hadn't gotten in lecture. He was honestly the best TF ever.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: A great class for someone who wants to learn some basic stats and be able
to run tests on their own while understanding what the purpose behind
them is. I definitely recommend. It applies to everything.

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same
Greater: ☑
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A: Poor
Below Average
Good
A:
Yes

Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes

Very Good: ☑

Excellent

No: ☑

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: In what instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant.
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less

Same:  

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor

Below Average

Good

Very Good:  

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

No: ☑
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: A great professor who makes a large lecture feel intimate. One of the best professors I've had at Yale - cares a lot about his students and his subject.

Q: TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your

A: A great TF who really supplemented and reinforced the lectures. Friendly and approachable, and enthusiastic about teaching his subject well.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:
Declined to Answer

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
Much Less
Less:  ✔
Same
Greater
Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes:  
No:  

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes:  
No:
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
I think this was overall a good class. I don't think there was enough _actual_ math taught to qualify it as a QR though. Prof SL would like apologize whenever he had an equation in the slides, as if math were bad or something to be sorry for. When you get down to it, the class is a gut, no doubt about it. I did like maybe 1 hour a week of work for this. Definitely super easy. The frustrating part was that the grading is very stringent AND I don't feel that the marginal return on me spending more time on this class was worth it. Even if I had spent five more hours a week on this class, I don't feel like I could have gotten into the next grade "bracket." This class definitely should have been more of a So than a QR credit. You should look into changing that or changing the curriculum.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
SL is a really, really nice guy. Obviously knows what he's talking about and makes everything super fun. AND he's a HUGE ally. Go SL :)

Q:
TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
A gut class. Great 5th if you want to do it, but don't expect to actually learn much about stats. The homeworks are tedious and unfairly graded. The lectures and sections are mandatory. Prof SL is great however! I wish we had actually done more math though...or that this counted as a So credit.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less: ✓
Less
Same
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good: ✓
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes: Yes
No: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:

Yes
No: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: I really enjoyed this course. I had been looking for a QR credit that would allow me to learn important skills while not being completely overwhelmed with the difficulty of the material or completely bored in taking a 100-level course. This was great. I think this course is exactly what Professor SL said on the first day of class. This class was easy in a good way. Easy in the way that makes you learn.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL is great - really engaging and passionate about his material, and genuinely wants each student in his class to learn, because he knows that statistics is important and can be useful regardless of the field you're going into.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Great course. I am a humanities major and was looking for my last QR credit, I definitely recommend this course to anyone. Professor SL is great and summed up the class perfectly on the first day: it is easy in a good way - in the way that you actually learn something. I didn't want to take a 100-level math course and I also didn't want to take something like astronomy - this is a good class for someone who actually wants to learn a useful skill but not be overwhelmed by the difficulty of the material. Go to lecture and especially go to section and you will do just fine.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: 
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✔

A: No: ✔

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ✔

A: No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Much Less
- Less
- Same
- Greater: ✓ Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Poor
- Below Average
- Good: ✓ Very Good

(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
- Yes:  
  ![Yes]  
- No:  
  ![No]  

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
- Yes:  
  ![Yes]  
- No:  
  ![No]  

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Badly thought overall. Prof SL cares a lot but the class seems all over the place most of the time. The grade cutoffs are impossible, and the midterm was deliberately made very hard and impossible to solve, whereas the final was much more straightforward. The communication with class was not great (the prof would update the HW or mention something in class but not send an email about changes/info, would maybe answer a question in piazza but information was hard to get). Also, piazza answers were honestly annoying and discouraging sometimes - there would be a topic i just honestly did not understand despite trying, and when I asked a question the TFs would just say we did this in class and many times you shouldn't be asking this. not cool. Also, a stat class needs to be more math focused, in trying to make it a "fun" and "approachable" psych-e" topic, the professor made it more like a fluff course where the logic wasn't thought well and you just learned about random psych research stuff, and i have taken many psych classes so know these, I would have preferred to delve into the math and learn more kinds of texts. My TF was great and really helped me understand the topics better and I did enjoy learning about the concepts a lot. But there were a lot of moments when i was frustrated with the way the class was run.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Very passionate and caring professor. Loves the topic and cares about us liking stats, but the organization of the class wasn't great.

Q:
TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: DEF NOT A GUT. Very hard work, complex topics and not very well thought at that. If you're interested in the subject take it but not for a QR credit. You put in way too much work for the grade you would get. I ended up with a good grade, but felt like spent way more time than i got the value for in terms of learning new topics.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✅
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: passionate and clearly cares about both students and subject matter.

Q: TF: Katherine Rose Von Culin

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater: ✓
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistants as instructors, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Poor
Below Average
Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

A:
Yes: ✅
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

A:
Yes: ✅
No
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
The class is a stats class with a focus on psychology, which was really interesting to take. The professor is super chill and the class isn't a lot of work but if you don't like stats I wouldn't take it.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
He's really great! He tries really hard to make sure students are learning, and is really easy to talk to and is super chill. He makes a lot of effort in his class.

Q:
TF: Kathleen Ann Oltman
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Stats class with a spin on psychology. It uses a computer program to run stats, and you don't actually do anything by hand.

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less: 
Same
Greater
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Poor
Below Average
Good:
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good
Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This class was harder than expected. The expectations for the psets were not always spelled out and lecture could be confusing.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL worked hard to cater towards everyone in the class, but the sheer number of people enrolled made that difficult.

Q:
TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?

A:
Gina was friendly and approachable but not very effective in leading section. She claimed that she was not very experienced in stats and was unable to answer a lot of questions throughout section.
A:
Take this class if you need to take stats and want to do so in a fun environment.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same
Greater: ✓
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Poor
Below Average
Good: ✓
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: 😊

No:
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section leader, lab section leader, grader or other assistant)
as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

Q: How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ✔

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good
Q:
Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Yes: ✓
No

Q:
Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A:
Yes: ✓
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL was great! Enjoyed his teaching very much.

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:  

A: Declined to Answer

TF: David Ellis Melnikoff

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q: How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Much Less
Less
Same: ✔
Greater
Much Greater

Q: What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A: Poor
Below Average
Good: ✔
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Very Good
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Psyc 200 was a great statistics course. I really liked how instead of getting bogged down in theory and math, the class focused on real-world applications of statistics. Following this course I feel confident that I could handle large data sets and run statistical tests to analyze the data and draw conclusions - perhaps the most important thing you could ask of a statistics course. The only weakness I can think of - and I recognize that this weakness is counterbalanced by the fact that SPSS statistics software is easy to use for beginners - is that students learn to use a statistics software that is apparently not very highly thought of in the statistics field. It might be more useful to learn to use statistics software that statisticians prefer to use.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Professor SL is awesome - he's cool, flexible, and funny, and his lectures are always well designed. He was very willing to listen to student concerns and needs, and I really feel like I learned a lot from him. He cares about statistics and his students, and I hope future students get the chance to learn from him and take his class.

Q: TF: Adam Mourad Chekroud

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Psyc 200 is a great stats class - definitely a class to take if it fills a requirement. It's also a class where you'll learn a lot that will probably be useful for you no matter what field you go into. Professor SL is also great, and he makes the class very easy to do well in - you know exactly what is expected of you and it isn't too much, because he releases the midterm and final 24 hours before the test. Overall recommend it.

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same: ✅
Greater
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ✓

No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ✓
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: Declined to Answer

Q: TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant
(discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? *(Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)*

**Q:** How would you summarize **PSYC 200 01** for a fellow student? Would you recommend **PSYC 200 01** to another student? Why or why not? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:** Declined to Answer

**Q:** Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**
- Much Less
- Less:  
- Same
- Greater
- Much Greater

**Q:** What is your overall assessment of this course? *(Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)*

**A:**
- Poor
- Below Average
- Good:  
- Very Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑

Excellent
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:
TF: Gina Roussos

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant

A:
Declined to Answer

A:
Declined to Answer

A:
Greg is an excellent instructor. He knows the material and he makes sure to tailor lectures to emphasize material that students are having trouble with. He is very active at helping out via email or on piazza, and does well to keep the class interesting with interactive polling and the like. Greg made the adjustment mid-semester to slow down the pace of the lectures, and that definitely helped make the class more effective.

A:
Gina is a good TA who takes the time to answer questions both in section and via email. She tries to make section more involved by using a random calling system, which I felt might have actually alienated some of the students. I understand that people weren't raising their hands to answer questions, but section should've obviously been the place in which we learned to write up the results of our analyses. It was instead just a very tense room in which everyone was on edge hoping they'd be able to answer the next question that was randomly asked of them. I would amend this system of running section in the future. Maybe that's just me.
A: Poor
Below Average
Good
Very Good

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
If you like dank music, memes, and piazza posts, take PSYC 200 with your man, Greg SL. This prof is epic. He does handstands in class, he uses hype data sets for the homework assignments, and he knows literally every student's name who's ever had an interaction with him. Greg makes the material interesting, he listens to feedback, and honestly there's no reason to dislike the class except maybe the mandatory attendance checked by clicker questions. Take this class. Enjoy a less math-dependent introduction to stats. If you can do it in the real world with a program, that's really all you need. If you're looking for a deeply math-involved stats class, take STAT230.

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less:
Same
Greater
Much Greater

Q:
Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Poor
Below Average
Good
Very Good

Q:
As an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

No: ✓

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ✓
A:
The class is a great introduction to statistics. It is a very large class and there isn't much room given for personal attention (especially if you are someone with speaking anxiety and don't feel comfortable talking in lecture) but the TFs are attentive and usually available to meet if you need help clarifying topics. The weekly homework assignments are a great way of making sure you are caught up on all of the course material.

Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL is funny and engaging. He always comes to lecture prepared and his powerpoints are a great resource for students who learn better with a visual aid to follow. Sometimes he goes a little too fast over concepts (or will go into specifics about concepts before really expressing their general significance) so my biggest suggestion would just to be to emphasize more how key concepts can be applied to varying real-world settings.

Q:
Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Sections were very helpful in learning how to apply the concepts we were learning in class to SPSS. At first, Katie was not very effective at explaining concepts in section but I noticed that her teaching skills sharply increased over the course of the semester. She was also very approachable and available for extra-help.
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
viewed only by your
instructor(s) and your
teaching assistant, and
by administrators
responsible for
evaluating their
teaching.)

Q:
How would you
summarize PSYC 200 01
for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:
As far as QR courses go, this class is very doable and has a ton of
real-world applications. The course material is relevant and will help you
understand the world around you, no matter what field you go into.

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: 

Excellent
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 
A: 
Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: 
A: 
Declined to Answer

TF: Adam Mourad Chekroun

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less

Less: ✅

Same

Greater

Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A: Poor

Below Average

Good: ✅
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)
A: Yes: ☑️

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)
A: Yes
No: ☑️
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: AMAZING everyone should take this class.

Q:

A: Very chill, very engaging and very invested in his students.

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q:

A: Section was an awesome way to work through example problems relating to what we learned in class that week with a little bit of help. KT was cool.

TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good
Very Good

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and teaching assistant (discussion section leader, lab section leader, grader or other assistant) as an instructor, and how might his/her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes, everyone should take it

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less: ✅
Same
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑️

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑️

No: ☑️
A:
This course is an excellent introduction to statistics. The workload is not terribly heavy, and it provides you with many opportunities to what you learn in lecture and in section. Professor SL manages to keep lectures entertaining (if not outrageous at times), but you could skip a few lectures and still be ok. However, if you have taken AP stats and have retained most of it, I'd highly recommend you take a higher-level stats course instead. Realistically, the only material this course tacks on to what is already taught in AP stats is one-way and two-way ANOVAs.

Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Professor SL is an entertaining and passionate lecturer, and lectures seldom keep you bored for too long. However, I do believe he sometimes tries too hard to be funny. I understand that he's jus trying to keep students from leaving lecture and motivating them to pay attention, but honestly I find many of his attempts at shoving pop culture references into the PPT slides just outright cringe-worthy.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
TF: Fabian Manuel Hermann Schellhaas
Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
A: Poor
Below Average
Good:

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same: ✅
Greater
Much Greater

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Don't take this class if you retain most of the material from AP stats. If you're looking for a more computation-based statistics course, take the intro course from the stats department instead. This course is mostly application-based, and most of the applications are, unsurprisingly, psychological studies. Very little, if any, time was spent on teaching the details of the formulas used in calculating values for statistical analyses.

Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes: ☑
No

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes: ☑
No
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: really hard

Q: Declined to Answer

Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

Q: Declined to Answer

TF: Jennifer Hirsch

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your teaching assistant?
Q: How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Declined to Answer

Q: Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Much Less
Less
Same
Greater:
Much Greater

Q: What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Poor
Below Average:
Good
Very Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Excellent

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

No: ☑
Q:
Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
This was a good introductory class to statistics. The section is helpful to understand some of the concepts introduced in the lecture.

Q:
Professor S. L. truly cares about his students. In class he sometimes rushed through topics and wasn't exactly the most amazing teacher, but he was excellent in wanting his students to succeed and being a great resource.

Q:
Instructor: Gregory Russell Samanez-Larkin
Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A:
Katie was a good TA! She was always available to answer questions and I really appreciated her quick email responses. I would recommend her!
A:
I think this course is a good introduction to statistics. It is not too qualitative and has a good balance between work and actually learning.

Q:
How would you summarize PSYC 200 01 for a fellow student? Would you recommend PSYC 200 01 to another student? Why or why not? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A:
Much Less
Less
Same
Greater: ✓
Much Greater

Q:
What is your overall assessment of this course? (Your anonymous response to this question may be viewed by Yale College students, faculty, and

A:
Poor
Below Average
Good
Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Very Good: ✔
Excellent
Q: Looking back on PSYC 200 01, what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: This class was responsible for 95% of the anxiety attacks I had this semester.

Q: Instructor: Gregory Russell Samanez-Larkin

Please evaluate each instructor of PSYC 200 01. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved? (Your anonymous response to this question may be viewed only by your instructor(s) and by administrators responsible for evaluating their teaching.)

A: He was a really nice guy. Like, really, the best. But he moved through lectures way too quickly and really misrepresented the class to us. He kept stressing how easy it was going to be and how it was the "perfect 5th class", however this class was a real struggle for me, even though I met with my TA for extra help multiple times.

Q: TF: Kathleen Ann Oltman

Was the relationship between the section (if any) and the course effective, and how could it be improved? What are the strengths and weaknesses of your
teaching assistant
(discussion section
leader, lab section leader,
grader or other assistant)
as an instructor, and how
might his/her teaching be
improved? (Your
anonymous response to
this question may be
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teaching assistant, and
by administrators
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teaching.)

Q:
How would you
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for a fellow student?
Would you recommend
PSYC 200 01 to another
student? Why or why
not? (Your anonymous
response to this question
may be viewed by Yale
College students, faculty,
and advisers to aid in
course selection and
evaluating teaching.)

A:

NO. Sorry, Professor SL, you really seemed like a good guy, but I did not
like this class.

Q:
Overall, how would you
rate the workload of this
course in comparison to
other Yale courses you
have taken? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

Greater: ✓

Much Greater

Q:
What is your overall
assessment of this
course? (Your
anonymous response to
this question may be
viewed by Yale College
students, faculty, and
advisers to aid in
course selection and
evaluating teaching.)

A:

Poor: ✓

Below Average

Good
Q: Do you expect to use this class for credit toward the Yale College distributional requirements? (Your anonymous response to this question may be viewed only by your instructor(s) and your teaching assistant, and by administrators responsible for evaluating their teaching.)

A: Yes

Q: Do you expect to use this class for credit toward your major, or toward a pre-professional program? (Your anonymous response to this question may be viewed by Yale College students, faculty, and advisers to aid in course selection and evaluating teaching.)

A: Yes

Very Good

Excellent