



PPHA 30535 2 - Data and Programming for Public Policy I - R Programming - Instructor(s) Peter Ganong

Project Title: **Graduate Course Feedback - Spring 2023**

Number Enrolled: **46**

Number of Responses: **30**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Wednesday, June 14, 2023**

Please review and evaluate your work in this course overall.

Comments
This was a great deep dive into R, i only regret taking another assignment heavy course beside it R is a great skill and I learned a lot. The course is badly structured though. Its exhausting. There is a problem set that is due EACH AND EVERY WEEK. We have other commitments. Each assignment on average took each student minimum of 20 hours. Most of the problem sets were not well thought. They would often have to make changes 2–3 after releasing the assignment. I would still recommend this course only because R is an important skill, but honestly, 80% of this course was self–taught for me through online resources. Useful course materials, engaging teaching, though would have appreciated more autonomy (course has very detailed, step–by–step requirements which don't work for everyone) I guess this course might get polarized reviews, but I personally found this the best class I've taken in Harris so far. The choice of taking this class would highly depend on what you want out of it, and how much you are willing to invest. It is definitely a heavy workload class. Pro: Peter is super responsive and responsible. His classes and materials are all very well–structured and organized. Even the problem sets are very well–planned. I basically did not have any programming experience before (except running <code>lm()</code> in R), but I walked out of this class feeling very comfortable of data manipulation and visualization. I got a summer internship I'm super excited for and I would say taking this class contributed 70% to it. If you are genuinely interested in learning programming, you definitely should take the class. But if you don't think you are going to work with data, then the class is probably not worthy of the grind. Con: I spent at least 10–15 hours only on problem sets. In some weeks, possibly over 20 hours. That's on top of two lectures and two labs per week. But I really enjoyed coding so time flew by really fast. Honestly, that's the only con, but hey, no pain no gain! If you really wanna be proficient in R (or coding in general), you of course need to spend time! Coding is a hard thing to teach, but Peter puts so much time into figuring out how to make a productive and collaborative environment. The guest speakers are an extra special touch. This is a high feedback classroom, he is very communicative about where we are in the quarter and addresses our needs and questions immediately. This is also a high–output class as a result. This class does take a lot of time, but you learn a ton. I have yet to experience this kind of enthusiasm and attention from any other teacher at Harris. I learned a lot in this course. I'm much more comfortable with R and feel like I could tackle a real dataset right now. In fact, I have already used what I learned in this course for other projects with real data, so in that sense, this has been a great course. HOWEVER. The class was SO disorganized. The problem set questions did not match what we learned in lecture, and often had questions that were incomprehensible without going back and forth with the TAs about what they actually wanted to see from us. We also had a problem set every week, which wouldn't have been an issue, except that the problem sets regularly took me 20–25 hours to complete. We needed a break that we never got. I was so burnt out by the last one that I'm pretty sure I turned it in with broken code, which I never would have done if I had the energy to debug it. If you're prepared to make R your full–time job for the quarter, you'll probably do fine in this course, but it is exhausting and disheartening to deal with the disorganization. It's more demanding that it says, but you learn a lot with the problem sets I have worked really hard in this course. In some weeks, I can complete the assignment in more than 20 hours. I also see myself doing really well in this class although I don't have a background in data and programming. Data Programming R has been my favourite course until now. It was intense that we learned a lot in the classes, labs, and problem sets. I love the ambience of class. It was so diverse. More importantly, the professor cares for all his students. That means a lot to me. I overall feel like I am walking away with many useful data analytical tools from this course. Peter is an amazing professor who is extremely dedicated to his students and their learning. This course is challenging, but you will also get out of it what you put into it. I at times thought the order of the content we were taught could have been adjusted to be a bit more conducive to our flow of learning. I attended lectures and lab and completed all assignments for this course. Overall I would not take this course if you aren't going to be taking the others in the sequence, or aren't interested in being able to truthfully put "Certificate in Data Analytics" on your resume. I experienced it as a one long problem set, and should have spent more time going through the material on my own/reading the textbook. Very good I believe I gave consistent high effort throughout this course. I started assignments early and was often among the first students to post questions to Ed. Great course. I was familiar with basic R before starting the class and generally like coding in R. However, I am disappointed with the structure of

Comments

the course. There are a couple of points I would like to highlight – (1) Lecture Slides – the pdf and the rmd versions of the slides are not easy to read. There are several codes (important) included in the rmd version but excluded in the pdf version. In one of the assignments, we were asked to refer to a code, and after spending some time, I understood that the pdf version did not have the code but the rmd version. This simply leads to unnecessary time consumption. Further, on multiple uploads of the assignment and lecture – On multiple occasions, lecture slides and assignments were updated without any notification/announcement. (2) Assignments – At the beginning of the course, we were told that we would require to devote about 20 hours minimum per week to this course – a time commitment that seemed reasonable given that we are learning a new language. However, this was downplayed and led to serious discouragement to pursue the course further. To elaborate, we had a total of eight assignments (skills and applied), however, the way it was structured was irrational. Both skills and applications were lengthy. It would have made sense to make skills relatively lighter assignments than the applied ones. But there were no substantial differences. In fact, after several complaints, one of the skills assignments was made relatively shorter but then in turn, the next applied assignment was made lengthier and released earlier as we were told that we can devote more time to the next one. This approach just seemed counterproductive, and it seemed that one assignment was made relatively (emphasis) shorter at the expense of the other assignment. Next, the time required only for the assignment very easily exceeded 25 hours per week, which was an addition of nearly 6 hours per week of classes and lab. No timely efforts were made by the staff to issue a clearly worded assignment – each assignment was bombarded with ambiguous language, which made the interpretation difficult. We would often get clarifications by Wednesday, and then left with 3 days till Saturday to complete the lengthy assignments unless we use our late coins to add an additional 24 hours to the deadline. I don't mean to be harsh, however, this trend of ambiguity continued and When the issue of timing was raised in the classes, we were told that coding in a real-world job requires time. I appreciate the guidance but I would like to add context to this reply – First, if we all are spending so much time to just understand a technical question instead of trying to code, then the approach adopted is inefficient. Second, it was heavily discounted that we are graduate students with limited or no background and are willing to learn the language to build new skills but in no way, it is realistic to build a course on the assumption that we can devote 30+ hours to one subject and become avid coders overnight. Third, R is not the only subject for the quarter. I understand from my peers that the Python course did not take up so many hours. I genuinely plead to rethink why there is such a huge discrepancy in terms of the course structure and time required between these two subjects. (3) Labs – At the beginning of the course, I had high expectations from the labs, but this soon turned out to be the biggest disappointment of the course. I appreciate the TAs' prompt and one on one response and the lab is undoubtedly useful for getting clarifications on a real-time basis. However, I feel that the labs were full of wasted potential. First, GitHub made a big deal during the course, but never in the lab, did we actually have a short exercise to partner with another student and practice technical stuff. Instead of utilizing the labs to train students, this was simply shifted to graded questions on the assignments. Second, on more than a majority of occasions, there was absolutely nothing going on during lab sessions, yet, we were made to attend it and mark attendance – but there were no mini tutorials – just a quiz, which can be taken remotely as well. If there is no mini tutorial, and if labs do help us practice what we learn in the class – I do not understand why we were asked to attend. I do not mind attending lab sessions, but it should at least add to my learning.

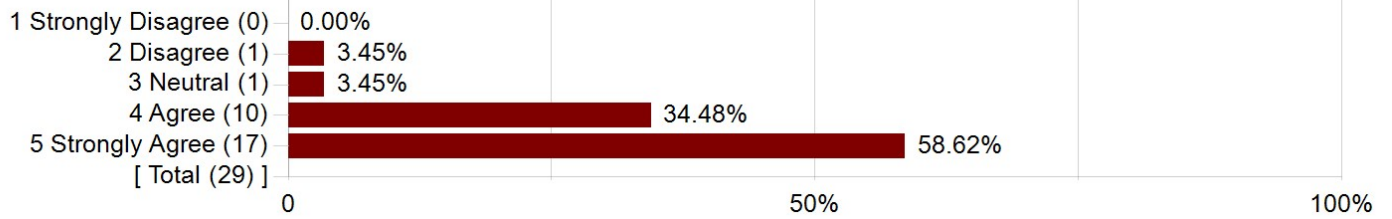
I re-emphasize that none of my feedback is on the content of the subject itself – I like coding and will definitely continue. I also understand that frustrations can stem from subjects that one does not like. But this was the case for this subject – because of the way the course is taught and structured, R turned out to be the most chaotic, inefficient, and demanding course. In conclusion, I would like to reiterate that I like R but the course structure made it more burdensome. Due to the endless lengthy assignment cycle, we actually didn't get time to grasp and try a couple of things on our own. Please be mindful, that the hours can be effectively reduced if: (1) there is a substantial difference between skills and applied; (2) the wording of the assignments should be re-checked multiple times by different TAs before releasing. There were several assignment questions that were simply copy-pasted from Hadley's book without any reference/context. In the book, those questions are a follow-up to the content of the chapter, which makes sense, but in the assignment, where we have multiple topics, getting a question without any context makes it confusing; (3) Give breathing time to students to grasp what they are actually learning and try new things in the labs.

This class was HARD. I did not quite have the patience to succeed in this course – I felt like I often needed to give up when I would get stuck with code.

I really liked the course. I think I learned a lot and I appreciate a lot Prof Ganong's effort in the course. I think the homework could have been a bit shorter. It took me too much time to complete them all and it was hard to balance this course with the others.

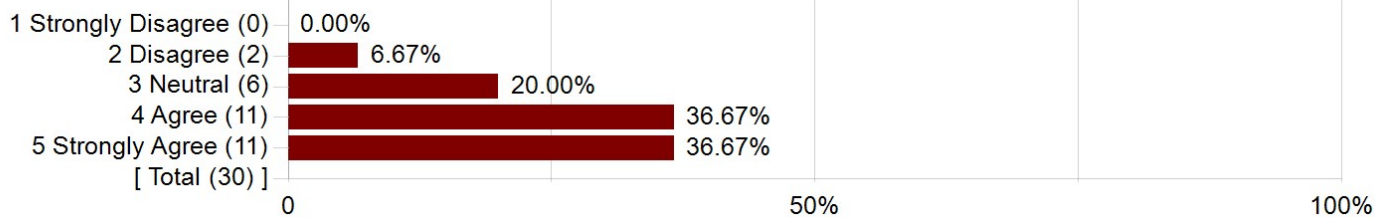
Please review and evaluate the course on the following:

1. I took away useful tools, concepts, knowledge, or insights from this course.



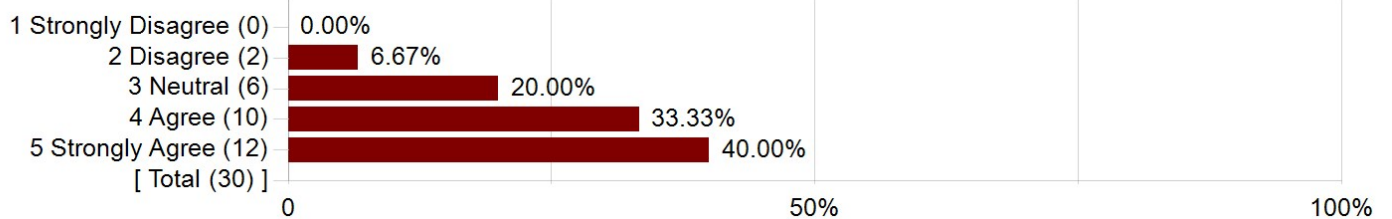
Statistics	Value
Response Count	29
Mean	4.48
Standard Deviation	0.74
Standard Error (base on SD)	0.14

2. I received regular, effective feedback to help me understand where I was in the learning process.



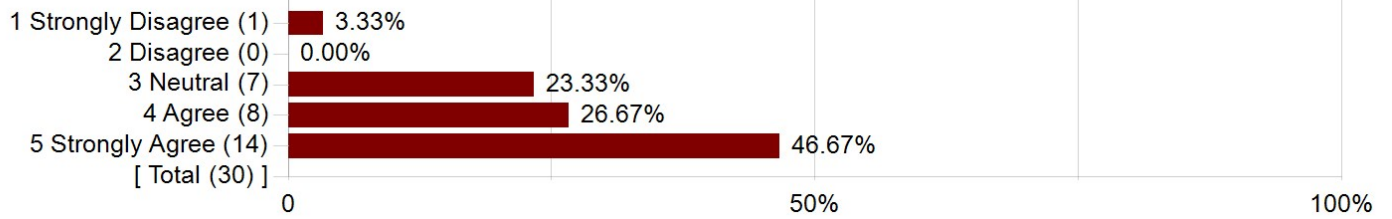
Statistics	Value
Response Count	30
Mean	4.03
Standard Deviation	0.93
Standard Error (base on SD)	0.17

3. I would recommend this course to other students.



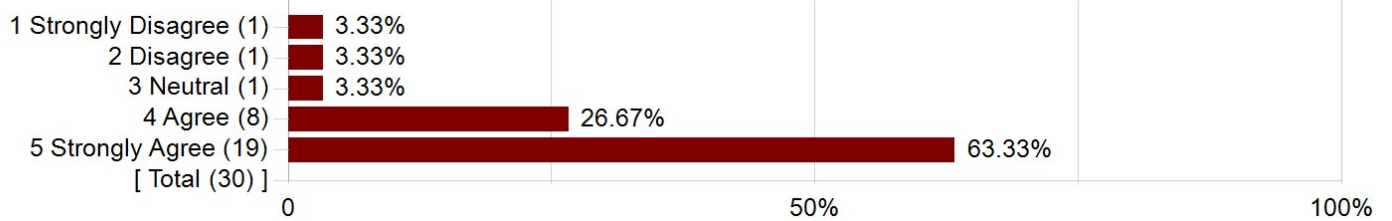
Statistics	Value
Response Count	30
Mean	4.07
Standard Deviation	0.94
Standard Error (base on SD)	0.17

4. The material in this course was constructively challenging.



Statistics	Value
Response Count	30
Mean	4.13
Standard Deviation	1.01
Standard Error (base on SD)	0.18

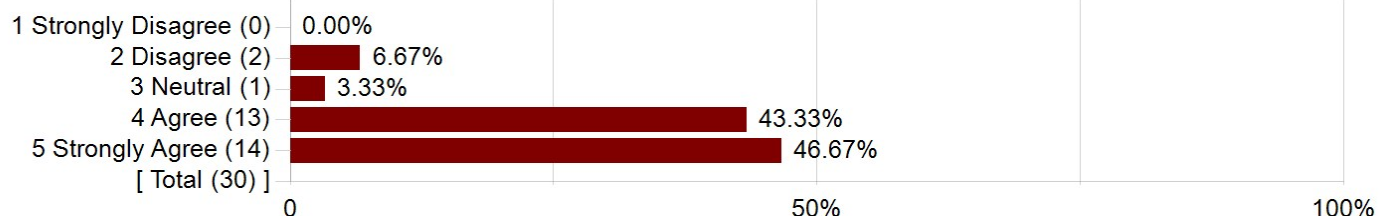
5. I felt that the classroom was an inclusive learning environment for me.



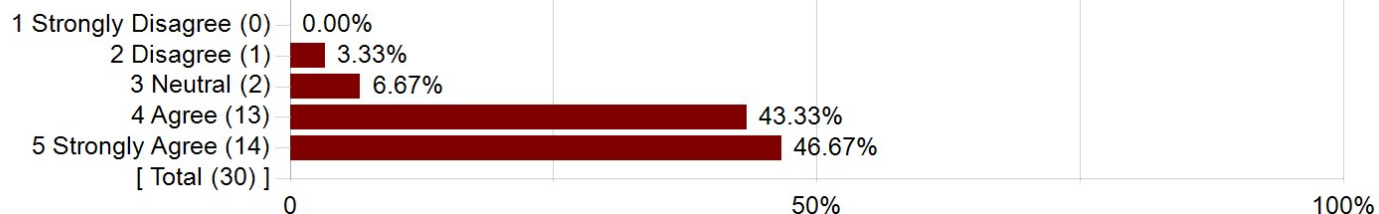
Statistics	Value
Response Count	30
Mean	4.43
Standard Deviation	0.97
Standard Error (base on SD)	0.18

Please review and evaluate the faculty on the following:

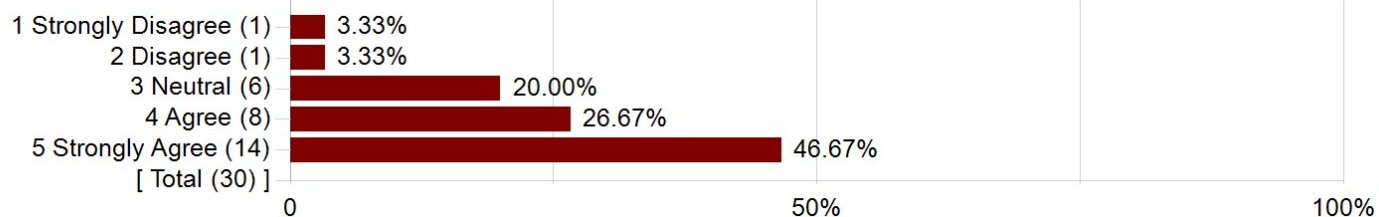
1. Conveyed the course material clearly and in an organized fashion.



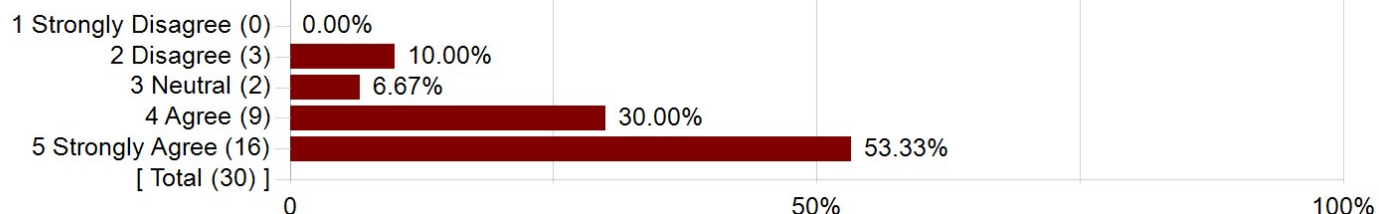
2. Communicated learning objectives effectively, including on the syllabus.



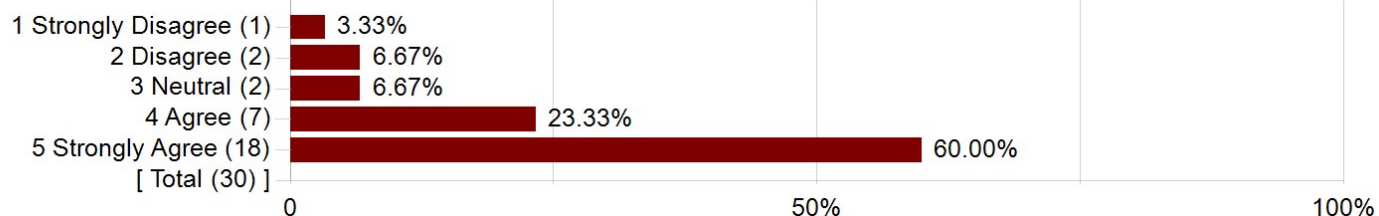
3. Made effective use of class time, remote learning resources, and/or supplemental materials that enhanced learning.



4. Successfully generated and sustained productive participation as appropriate.



5. Responsive and available via office hours, email, discussion boards, and other tools.



Please elaborate on any of your responses above.

Comments
Dr. Ganong is a great professor, and even more a great human. He was kind and a great instructor, i had to go to the hospital early during the quarter and he was a very kind and reasonable person with me.
Reduce the workload on students. We have other subjects. Coding is not the be all end all of this degree. Almost 90% of the class complained about the length of the assignments, the structure of the assignments, the vagueness of the questions, the lack of responses on Ed.
But each time we got some justification about "in real life or jobs, this is what happens", well we are college students, give us challenging stuff but not unnecessarily lengthy stuff. While working, that will be the only thing we will be focusing on. Usually people are employed on one project. In college, we have different commitments and different subjects. This is not the only thing we have to do.
Peter treated his students really differently. I did not feel respected when I asked questions about the course content. He was not taking my questions thoughtfully and spent little time on my doubts without a specific answer but did spend a lot of time on other students. On top of that, he was not trying to answer questions in a timely manner. The learning environment for me was not inclusive. I do not think treated his students equally.
This is a challenging course. However, if you are seriously interested in learning how to use R, this course is a MUST. I came with very little knowledge of R to this course and had to spend a lot of time on it to do well. Nonetheless, because learning R is crucial for my research, I was highly motivated to put in the necessary effort.
Great materials and very structured teaching style. However, there have been many detailed requirements and very long assignments which are hard to follow for some.
The guest lectures were nice, for the most part, but I think we would have benefited more from real lectures. We moved very quickly through the material starting around the same time as the guest lectures started and I definitely felt like I was behind and not understanding what we were doing. The TAs tended to rush through mini-lessons and we hardly had time to process what they were telling us before we moved into office hours-lab. The entire approach to teaching Github also needs to be reevaluated. Having our first and only partnered assignment be the first time we use branching in Github was a nightmare, and it didn't help that we were randomly paired. The lab time should be real labs, where complicated processes are actually demonstrated and where we walk through a portion of the problem sets together. I don't think the google sheet sign-up to have a TA answer your question system was super effective. I left a number of lab sessions without the TAs ever getting to me or my question, and there were a few sessions where everyone in class was having the same issue, but instead of just talking to the whole class about it, the TA individually went to and worked with each student who signed up on the google sheet. We were directed to post questions on Ed Discussion, but sometimes those questions never got answered. Often my questions were asking for clarification on the way some problem set question was worded, and I had to repeatedly submit posts to get a TA to respond. There were other students' questions that went unanswered for a day or two, and were asked well before the deadline. Problem set questions need to be reviewed (probably should be reviewed by Peter) before being assigned. The join fiasco was easily avoidable. This is also a minor thing but drove me crazy all quarter – the numbering system was super inconsistent through the problem sets and sometimes didn't match up to Gradescope. My recommendation would be to pick a single multilevel numbering style (e.g. 1. a. i. or something) and make all the TAs use it.
Peter is a great teacher and very committed to our learning
Peter is very intentional about the structure of this class but is also very adaptive to student needs and pace. This course is a big time commitment with two lectures and two labs each week, but I think this structure is very helpful in creating a supportive learning environment and allowed me to received additional help from the professor and TAs as needed. I started to struggle towards the middle of the course when there were a lot of guest lectures back to back and when we would just have regular lectures canceled, but not really supplemented with any additional teaching or structured TA sessions. This made me lose my momentum, making it hard to effectively build on to my learning. At times the discussion board was really helpful to speak with TAs and other students, and at other times I wish there was more support given the challenge level of some of our PSETS. It would have been really helpful to easily have access to recordings.
Very challenging course
There was high effort in this course on the part of the TAs and Peter. However, sometimes the problem sets were a bit ambitious. Several times, I had my computer crash due to R, and oftentimes the questions were vague and needed clarification via Ed. However, the staff were incredibly responsive on Ed, so this did resolve most issues.
I disagreed that the course was ordered in an organized fashion because (1) the syllabus was fairly chaotic from the beginning of the class and difficult to plan around, and (2) I spent the first couple of weeks fighting with code only for the professors to finally relent and agree to publish the PDF versions of the slides. This seemed like a no-brainer for me and was frustrating that they did not do so for some weeks.
Prof Ganong is one of the most dedicated professors I have ever had. I really appreciate all the effort he puts in the class.
Peter is genuinely so kind and helpful and nice. I appreciated his leadership

What aspects of the instructor's teaching contributed most and least to your learning?

Comments
Hes openness towards questions and wanting us to have no doubts has really helpful.
Slides, classes.
He was very attentive to students' questions.
Problem sets. I learned so much by working out the problem sets. Learning coding is like learning a new language, the only way to improve is by continuous practicing.
Very communicative. Great lectures with accompanying RMDs. High feedback labs. All questions are good questions. The figure it out style of the problem sets helped me learn.
Everything was great
Most: lots of room for questions during lectures; adjusting the curriculum based on the general level of comfort/understanding with the material. Least: The wild inconsistencies and issues I previously mentioned, and what seems to be outsourcing a lot of the problem set generation to TAs.
His attitude, he is very friendly
Labs
The learning methods are engaging, and he understands all of his students.
Instructor open to questions, there are plenty of help available (open lab is most helpful)
It is evident that Peter is very dedicated to his students. He is very thorough in his explanations and is always willing to repeat things and adapt things to help facilitate our learning. I also appreciated MUD cards and other ways he adapted in real time, whether that was changing the pace, adjusting assignments/content, finding alternatives when technical issues arose.
Peter was enthusiastic about the course material and was intentional about encouraging class participation/learning student names.
Professor Ganong encouraged in class questions, and I felt comfortable participating in class.
Positive: Available for questions. Negative: There was excessive micromanagement involved, particularly in regards to taking attendance for non-mandatory lab sessions, which did not support independent learning. Moreover, assigning partners for one of the problem sets posed significant challenges and trouble. The problem sets themselves included a substantial amount of material not covered in class, resulting in excessive time consumption. Additionally, the questions were often unclear, and there were instances where additional instructions were conveyed through Ed, leading to ineffective communication.
Peter had an incredibly interactive teaching style and asked lots of questions. I wish we had done more do-pair-share exercises in class, as those really solidified my understanding of the material.
It was great that we'd have kick off lectures to review some content from previous lectures. I think at times Peter moved very quickly through the course material. Given that most of us hadn't taken R before, it was difficult to keep up.
Most: inclusive class discussion, spending time with us in lab, answering questions, etc. Flexibility when students needed it, changing teaching structure/requirements/policies throughout the quarter to adjust student needs – cannot thank the professor enough for being so accommodating to students. Also bringing in guest lecturers. Least: constantly interrupting said guest lecturers (it was distracting and sometimes bordered on sounding combative – if they are experts in their fields, let them speak!)
His dedication and availability
I'm not really sure

Please suggest any changes that could improve this course (e.g., class material, class structure, assignments, inclusive pedagogy).

Comments
maybe longer psets for the first one to have 2 weeks of class before taking it, so every pset after it has a full week of classes before its due
You really need to either make the number of assignments less or reduce the length of the assignment. Also improve the language of the questions. It is a problem is 80–90% of the class cannot understand the questions or is taking more than 20 hours to complete each assignment.
We were asked to deal with huge datasets which were often incompatible with 4gb ram laptops. A student tried talking to the professor regarding this and got a response – "That sounds like your problem!". Are we supposed to buy a special high processing

Comments
laptop to get through your assignment?
If the rational here is "this is what happens at work", I am sorry we are provided with appropriate devices at work.
Problem sets are too long. 20 hours a week on a problem set is too much, and it makes it very hard for people that need to work to support themselves.
Fewer instructions or instructions with fewer detailed requirements to meet – the current style works best with students who love following instructions and manage micro–tasks well, but not students who enjoy more autonomy (e.g. not having to put peers' names in both google forms and inside the assignments)
Throughout the quarter, I honestly only felt very stressed of quizzes and going to labs. One, I like working out coding myself, and did not really need TAs' help. Sometimes I just prefer to stay at home, but I had to go to lab. It would've been nice if labs are not required. Coding already takes a lot of time, and 3 more hours + commute was a lot to me. Two, those guest lecture quizzes are so hard, I probably got below 50% every time even if I did go to the lectures and I'd actually be sad if I did not get an A because of the quizzes:(
The Saturday night deadlines are tough. This class took up every weekend of the quarter. As it progresses it became inevitable that I would use late coins and was thus using all of Sat and Sun on this class. That can be exhausting.
Everything was great
The skills and applied problem sets are basically the same. If you want these to be differentiated in some way, make the skills problem sets shorter and focused on practicing what we learned in lecture with more direct instruction/less guesswork. Make labs more useful/don't make the TAs run around the classroom answering the same question for 15 different students. Have the first Github branching problem set be an individual one so we can practice branching on our own before trying to navigate it with a partner.
PLEASE change the problem set due dates. It is awful to have to do homework on weekends. I didn't have a break in 10 weeks. During the core, the due dates were Tuesday, Wednesday, and Thursday, and it was good.
Shorten assignments – weekly problem sets took 15–20–hrs and were quite burdensome.
The class can add more context on the policymaking based problem sets
1. I prefer that more time is allocated to technical skills in class, especially function and iteration. It was super hard learning many technical skills on our own during the PSET
2. I was surprised we have to do map/spatial analysis and Github since they were not in Syllabus. Please consider adding it to the syllabus to make us understand the workload more, and maybe dedicate more lessons/mini lessons on them.
Although I enjoyed the guest lectures, I wish they were supplemental and didn't take the place of lectures where we were learning actual content. I wasn't able to go to most of the guest lectures because of my course hour and watching the recordings didn't feel like it deepened my learning. It was challenging to have really long PSETS due each week, even if we only had one structures class of learning content that week. It was very intense having a PSET due each week, and I feel that it really drained my motivation towards the end. For some of the longer PSETs, it would have been nice if they could've been due over two weeks, giving us more time to learn content and not have to rush through. If there is going to be a PSET every week, it would have been nice to have two of those dropped rather than additional late coins added.
I would prefer Sunday pset deadlines (as opposed to Saturday). It also felt like Peter was somewhat combative with guest lecturers.
R for Data Science is good as a free textbook, but doesn't really make sense as a textbook to structure an academic class around. For instance, they front load visualization because that's less of a pain than data processing. But a course has built in accountability mechanisms (e.g. problem sets), so it seems less important to structure material in such a way that people won't get bored.
The lectures included a lot of housekeeping. The labs had mini–lectures and the first 15 minutes were spent on quizzes. 5 classes were substituted for guest lectures. Imagine one kind of class model: a professor reading off of their notes for 10 weeks followed by a final worth that fully determines your grade. This is a terrible way to teach, but it's very straightforward. And moving farther from this model imposes some cognitive cost, as class logistics get more complex. Which is not to say this cost isn't worth it—a professor reading notes aloud is a terrible model—it's just to say that there is a tradeoff being made.
And I think this course could have negotiated this tradeoff better. I would consider shifting guest lectures to Monday's lab. I think labs should only be lab—mini lectures can be posted online or covered in lecture.
Improve the clarity for the problem sets and include in class the content asked in the problem sets.
If the TAs could keep a running doc of changes/clarifications on questions, that would be lovely. I often had a difficult time keeping on top of Ed, when it came to clarifying questions.
I think that the class was too time consuming. I expected to spend 10 hours a week on the problem sets but ended up spending on average 20 hours a week on the problem sets. This made it difficult to have any time to enjoy my other two courses.
Quizzes that do not contain such incredibly niche questions.
Finally, I think it would be great to include in the syllabus that students can expect to be partnered with people for various problem

Comments
sets in the quarter. The second to last problem set assigned partners to us; however, a problem set around the middle of the quarter paired struggling students with excelling students for a "potential collaboration." By that time, I was too embarrassed to reach out to this person who I do not know, because for a "suggested" partnership she could tell me that she is too busy to work with me, or that she does not have the time to walk me through problem set questions. It was not this person's job to help me, even though I would have really benefitted from additional support in the problem set. Assigning partners also is very helpful for those of us who feel are coding inept and might be too embarrassed to ask people to work with them, or feel isolated because their coding skills are not up to par with those of their classmates.
I think it was a lot of material and then the final topics were just too hard to process in such a short time. I think we could maybe focus in some topics more.
Guest speakers during scheduled class time
My biggest issue with this class was time management. I know that this class was always going to be time consuming, but some weeks were just too much. I believe that all the problem sets except Skills 1 and Skills 4 ought to be have 25–30% shorter. Most of the points I got off week to week were due to incomplete sections.

Please comment on how respected, valued, and included you felt as a participant in the course.

Comments
I did not feel respected in this course since Peter treated his students really differently.
Felt very respected and included– the instructor remembers students names very well and always acknowledges all feedback and questions
I felt very well respected, valued and included. Peter takes our feedback very seriously! And he loves us asking questions!
Very. He took the time to get to know everyone in both sections by name and cares a lot about our success.
Very
I felt included and valued; I don't feel my time was respected.
No issues.
I feel that I am valued in the class, and I am sure that most students feel the same.
I felt very respected and valued. Peter is one of the only professors who takes the time to get to know his students' names and creates a learning environment where students feel comfortable asking questions and feel okay if they don't know everything.
I felt respected, valued and included in this course.
I don't know what this question means
Very respected and valued
I felt like I quickly was behind all of my classmates and had a hard time catching up. It was perhaps my own issue
Very valued
I felt valued and respected! Although I did not feel like I had enough time to get the weekly psets done :(

Please include the name of the TA you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA.

Comments
Divij Sinha is the best TA in the WORLD!
The TAs are not very skilled, except for Divij. I never ever got a clear answer from any TA except for Divij. Please keep TAs who can solve our problems rather than telling us oh I don't know how to go about github.
Sushant has been outright rude on multiple occasions. Natalie has been unable to solve any of the problems I have gone to her with. Divij has been extremely helpful. I have not had any experience with any other TA.
There were a lot of TA's, they were all very helpful .
Sushant Banjara has been very helpful throughout the course
Like I said, I enjoyed coding by myself, so I did not ask questions in lab often, but they are very helpful and responsive in answering Ed questions. Respect for them having to work on Saturdays!
Rachel, Sushant, Alexia, Christine, and Divij were all amazing. They put so many hours into the class, were patient and responsive, and wanted us to do well. They were the ideal TAs. Answering questions in lab and holding additional Thurs/Fri office hours was key.
This course had a lot of TAs, but the head TA was Sushant. I think the TAs were doing the best with what they were given, but I don't envy them. Some of them were nice and tried really hard to help us – specifically, I received help from Natalie, Alexia, and Rachel that I found really beneficial and I appreciate their time/energy. But some of the feedback on problem sets was confusing or unclear and since I don't know who graded them, I can't exactly get clarity. Some TAs were also much more responsive on Ed than others, so some consistency there would have been nice.
All the TA are very helpful and helped me very much during the lab
TAs were excellent.
Most of the TAs are really helpful, they dedicate their time in the labs, edstem, and also additional office hours.
The TAs were all excellent, very diligent, and cared about students' performance. The TAs truly made my experience in this class the best I've had on the UChicago campus.
Shushant was the head TA. I felt that he could have been a bit more supportive in helping students deepen their actual coding knowledge when we had lab, rather than encouraging us to figure things out on our own. The rest of the TAs were all very dedicated to the course and I appreciated their willingness to help and transparently communicate things with us.
Divij, Alexia, Natalie, Sushant. All TAs were helpful during lab and on Ed!
There were several TAs. Because of the structure of the class, I didn't have direct experience with all of them.
Sushant Banjara. Lacked kindness and sometimes demonstrated a limited understanding of the details associated with the problem set.
Sushant was great. I wish there were more TA office hours, potentially with time on Friday. The TAs were inconsistently available on Fridays, but having a consistent resource would have been nice.
There were quite a few TAs. All were very helpful and I wish we had more labs.
Sushant – great! Very kind and helpful, very patient. Divij – AMAZING. He even tutored me outside of class on basic R skills. He really cared about my success in the course. And a great, patient teacher. Natalie – also, AMAZING! Always willing to jump in to help, extremely supportive, believed in me when I didn't believe in myself!
They were all super nice and responsive. I really appreciate all of their hard work!
Jo Abd El-Rahman and Natalie Brown