



# MACS 30000 3, MACS 10000 3 - Perspectives on Computational Analysis - Instructor(s) Fabricio Vasselai

Project Title: **Graduate Course Feedback - Autumn 2024**

Number Enrolled: **18**

Number of Responses: **10**

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## Report Comments

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

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Creation Date: **Tuesday, January 14, 2025**

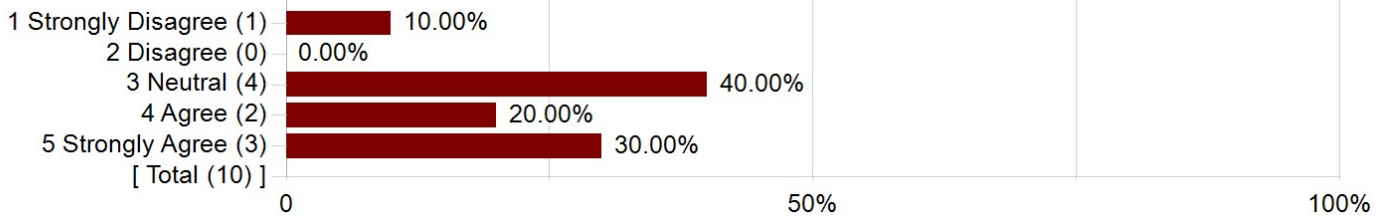
## Please review and evaluate your work in this course overall.

Comments
I didn't need this course
This course's workload includes 3 components: daily readings (I think they are interesting, but a lot to read), 2 midterms (well-designed), and the final proposal (less about a "proposal", more like an application of computational methods, which makes sense for this courses).
This course focuses on introducing computational social science research. There is an adequate amount of workload. The grading policy lacks consistency across different lecture groups. Graders for different groups seem to lack a shared understanding of the grading criteria.

## Please review and evaluate the course on the following:

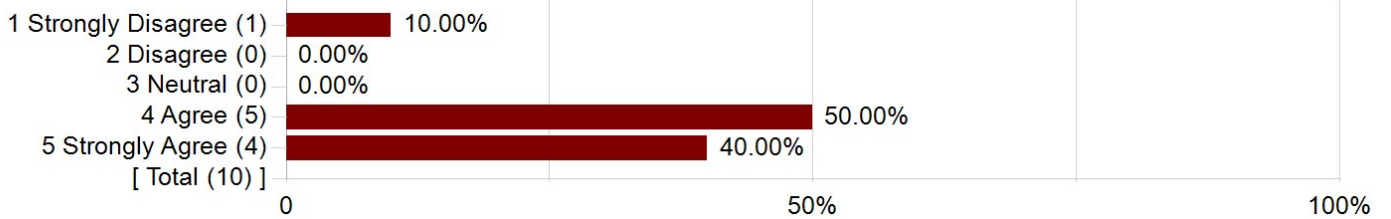
1. I took away useful tools, concepts, knowledge, or insights from this course.		
1 Strongly Disagree (1)	10.00%	
2 Disagree (0)	0.00%	
3 Neutral (1)	10.00%	
4 Agree (4)	40.00%	
5 Strongly Agree (4)	40.00%	
[ Total (10) ]		
0	50%	100%
Statistics	Value	
Response Count	10	
Mean	4.00	
Standard Deviation	1.25	
Standard Error (base on SD)	0.39	
2. I received regular, effective feedback to help me understand where I was in the learning process.		
1 Strongly Disagree (0)	0.00%	
2 Disagree (0)	0.00%	
3 Neutral (2)	20.00%	
4 Agree (4)	40.00%	
5 Strongly Agree (4)	40.00%	
[ Total (10) ]		
0	50%	100%
Statistics	Value	
Response Count	10	
Mean	4.20	
Standard Deviation	0.79	
Standard Error (base on SD)	0.25	

3. I would recommend this course to other students.



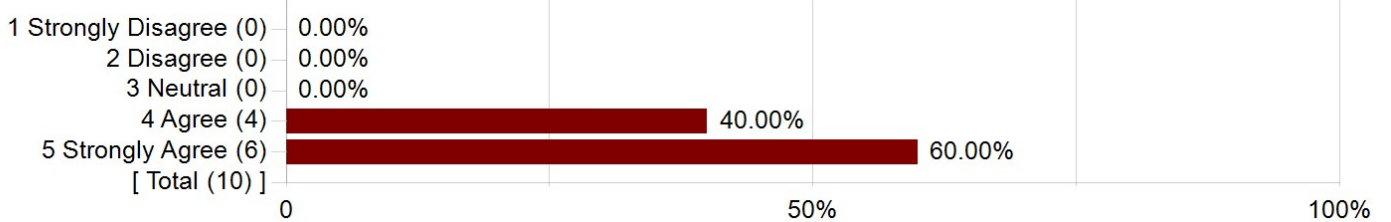
Statistics	Value
Response Count	10
Mean	3.60
Standard Deviation	1.26
Standard Error (base on SD)	0.40

4. The material in this course was constructively challenging.



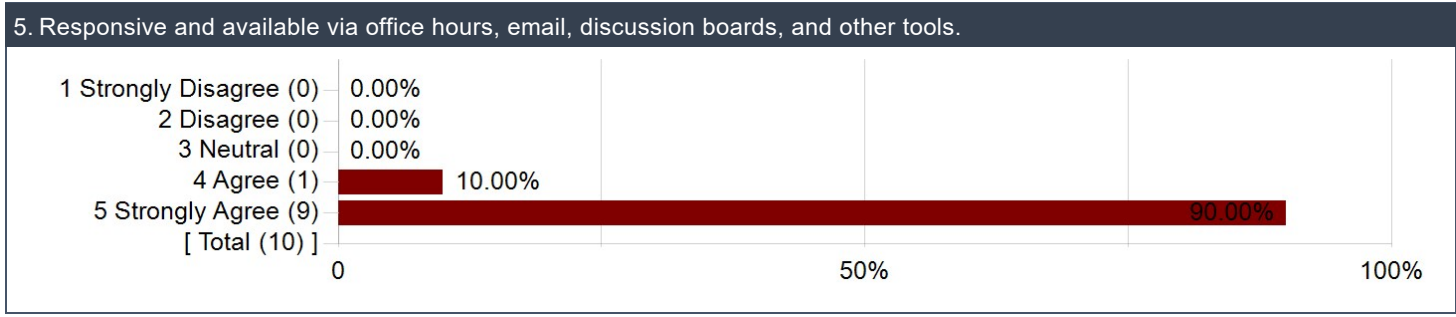
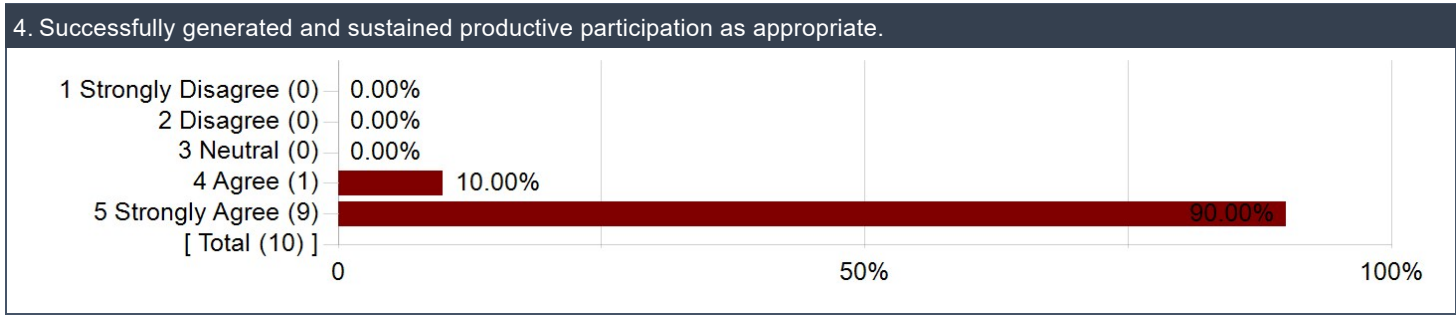
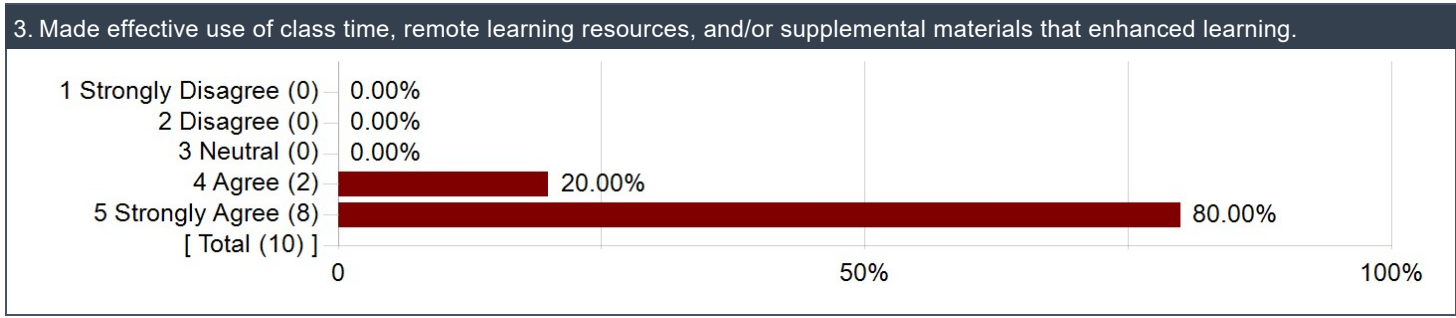
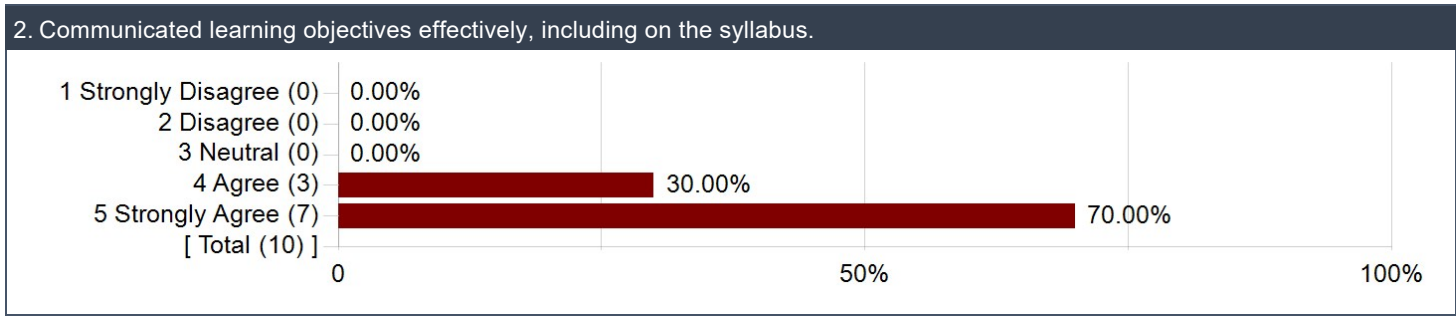
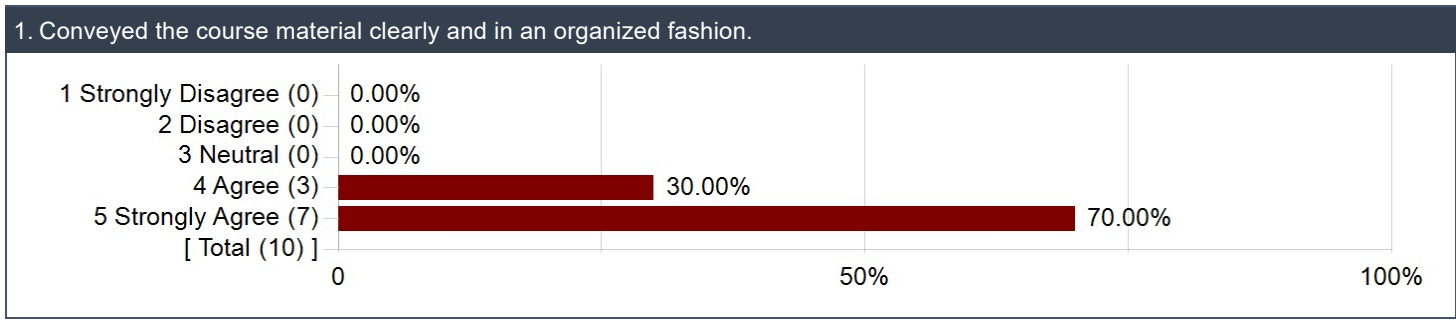
Statistics	Value
Response Count	10
Mean	4.10
Standard Deviation	1.20
Standard Error (base on SD)	0.38

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



Statistics	Value
Response Count	10
Mean	4.60
Standard Deviation	0.52
Standard Error (base on SD)	0.16

Please review and evaluate the faculty on the following:



## Please elaborate on any of your responses above.

Comments
The instructor is great, is just that the concepts are really basic and should be learned autonomously by someone who wants to do research. Also this is useless for economics students, and since I am MACSS–Econ this was useless for me
The professor is really accessible and really cares about our research. He gave me a lot of advice and different creative approaches, which opened my horizons.

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

Comments
Most: his kindness, passion, and easy to approach. Also, though this is a discussion based class, he makes it easy to cover all the important content systematically, which is necessary for my learning
The very open discussions that were facilitated about each topic were the biggest strength. The biggest weakness was that in some cases the larger focus in discussing papers was on their particular findings rather than their methods.
The instructor is very passionate about the topic.
Professor Vasselai is always so helpful and whenever you go to him to discuss research projects, he will give you great feedback and guide you to think more. He's a great Professor.
Fabricio was very welcoming and encouraging and I feel like that made students more comfortable to participate in class

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

Comments
I think we can talk about different computational methods earlier in the course, such as when to use machine learning, what is web scraping, different models, etc. It is not until talking with the professor at the end of the semester for my proposal that I could visualize my research and know how to do my research.
I think inclusion of some guidance for what aspects of the papers are most critical to pay attention to would be useful.
The course grades largely depend on three assignments, graded by the same group of graders for each section(4 sections with different instructors but the same contents). Graders across sections do not share the same understanding of grading criteria. There is a regrade policy that allows the instructor to review the work but limits the highest possible point to $(90 - \text{current grade}) / 2$ out of 100 for regrade. The grading policy design imposes more pressure on students who happen to be registered in a section with stricter graders. This results in unfair assessment of student performance. I have two suggestions. First, there should be more communication among graders about the grading criteria. Second, each part of the submitted assignments should be graded by two graders, and if there is a significant difference in scores assigned (2+ points), the instructor should step in to review the grades.
A common theme from this course was that the methods in our readings would be too advanced for us to understand, and while that did not really hinder me from the main takeaways of the course, it was a little bit confounding

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

Comments
great
Respected, everyone participates, and professor would respond and build upon students' discussion, which let me feel respected
I felt extremely comfortable in the class in every way. I felt very able to participate.
The learning environment is very inclusive and welcomes all opinions.
I felt very respected; I liked that Fabricio never made students feel dumb or "wrong" for whatever they had to offer in terms of participation, and he tried to engage meaningfully with every single student's contribution