



Spring 2020 Course Report FAS-GOV 1006-Models 001

David Kane

Project Title: **2020 Spring Harvard FAS Course Evaluation**

Course Audience: **38**
Responses Received: **27**
Response Ratio: **71%**

Report Comments

Note:

The order that the questions appear on this report is not the same as the way the questions were displayed to students. The order has been changed to make the report more readable.

Creation Date: **Tuesday, May 26, 2020**

Course Questions

Considering only the first half of the course (on campus), what were the strengths of this course? Please be specific and use concrete examples where possible.

| Comments |
|--|
| Working at tables worked well, as did in-class assignments. |
| Collaboration, study halls, and availability of instructors. The milestone model for the project is also great |
| The cooperative groups were really helpful. Preceptor made the classroom really relaxed despite the fact that the class was difficult. We covered material in a great way. |
| Snacks were good, but better in gov 1005. Liked the ability to learn concepts when actually lectured in class. Milestones were good to make progress. |
| Everyone hates it but the cold calling helps keep everyone engaged. Good source of course community. Like the hands on approach. |
| I enjoyed learning the more advanced modeling techniques and applying them in problem sets. The class required more abstract thinking about approaching different issues and was very collaborative in nature. It is extremely evident how much Preceptor Kane cares about the class itself and his students' success. The problem sets were relevant to the course material being studied in the textbook. |
| collaborating with peers availability of teaching staff to meet snacks fun class |
| good in-class discussion, snacks, and OHs |
| The community built by Preceptor is the strongest aspect of this course, and it is what sets David Kane's classes apart from all of the other classes I have taken at Harvard thus far. In class, students worked in groups of 4 that were switched out every week, going through problems and receiving feedback in class on our coding. This philosophy of practicing in class instead of just lecturing is hugely beneficial for learning but also for getting to know fellow students. Preceptor is an incredible teacher who truly cares about each and every one of his students, and his classes have been some of my favorite academic experiences at Harvard. |
| Also, Dr. Kane's snacks are always delicious, and listening to "We R Who We R" never failed to put a smile on my face as I walked into class! |
| Preceptor absolutely killed it with another fantastic data science course. Taking this right after Gov 1005 made my first-year at Harvard so fulfilling. Hands down, David Kane is the most self-motivating teacher you will meet. This course alongside with gov 1005 provides an amazing R-based intro to data science and you will 100% learn how to apply your skills to the real-world. |
| Expectations were very clearly set in the beginning; things were well organized. |
| Collaboration, hands-on work, time with TFs. |
| Learned more about using R |
| Strong emphasis on problem-solving & more in-depth understanding of techniques like regression and validation. Group work in tables of 4 worked very well. |
| Passionate instructor |
| The instruction, the TFs, the class community. |
| Practical application |
| Problem sets were well targeted to concepts and the course staff were great / helpful. |

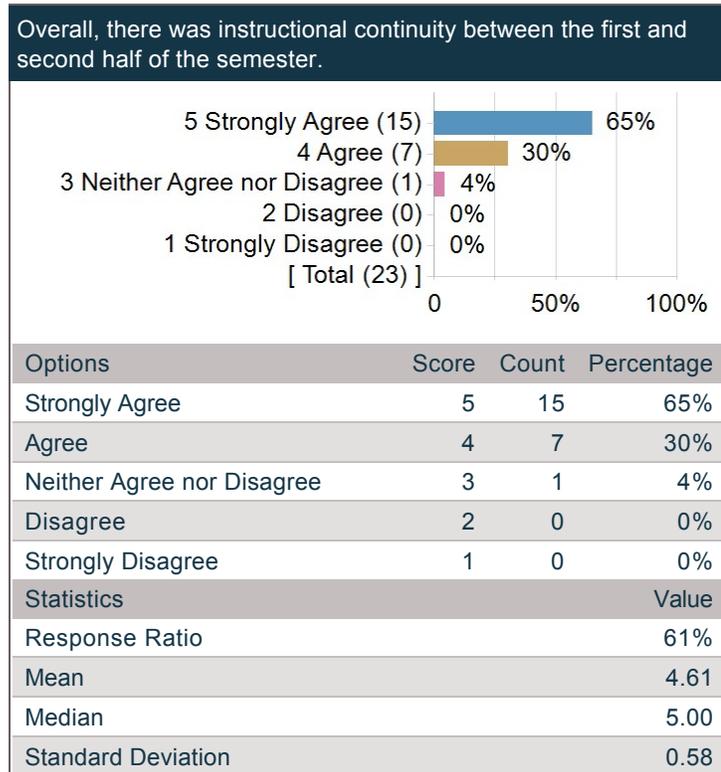
Considering only the first half of the course (on campus), how could this course be improved? Please use concrete examples where possible and provide constructive suggestions.

| Comments |
|---|
| The class is entirely structured around memorizing useless stuff from the textbook, which is also useless. A good class is able to teach content without using the textbook as a cold-calling crutch, and this class was unable to do that. Assignments were full of busywork that required being able to replicate stuff from the textbook and the only thing I learned from doing homework assignments was how to write some stuff in R, which for the majority of the class who already knew R, is entirely useless. |
| More clarity about assignments and better structure. Maybe two courses a week. |
| I wish grading was more clear especially between the staff |

| Comments |
|--|
| <p>Didn't like random group work when nobody knows what to do. Also cold calling people about textbook is unhelpful in pressuring people to do the reading, assignments to apply textbook knowledge is better. There needs to be more lectures.</p> |
| <p>I think there should be two meetings a week. This would allow for more discussion of key concepts/traditional "teaching" without taking away from group work time. Formatting stuff (making nice tables, footnotes, bibliographies, etc.) should be built into the problem sets from the beginning. Need to clarify what final project milestones are. Sometimes they were much longer than the problem sets which was just too much. The workload should be reduced overall, maybe by switching some work from milestones to problem sets, reducing reading, or reducing datacamp.</p> |
| <p>Too much class time was focused on one question occasionally. Sometimes the material that was being covered in the book and/or in the problem sets was not addressed in class.</p> |
| <p>spent too much time in break out rooms less silly assignments like putting your paper in this specific place by this specific time or emailing this person this number of times</p> |
| <p>I know that it does not make sense for all concepts, but instead of having class be in the "reverse classroom" set up where we do work in class together and then look into the concepts on our own, I wish Preceptor took some time to focus on key concepts and lecture on them briefly.</p> |
| <p>more clarity on the goals of each class, more diversity in the data sets used, and either more of an in-class focus on the underlying statistics theory, or get rid of statistics theory questions from psets and exams if it's not going to be covered in class!</p> |
| <p>I think the course would benefit from a slightly more structured approach to class time. We are only in class for 1 two-hour session every week, and towards the beginning of the semester, it sometimes felt like some of that time was wasted either going over concepts that were very easy or going through questions that had little connection to the p-sets we were assigned that week. I think that having some more structure to the ideas and problems worked through every week would make the in-class time more effective.</p> |
| <p>Also, I would appreciate a few short "lectures" on some important topics every week. While I firmly believe in the idea of practicing coding instead of just listening to a lecture, there were a few concepts that started getting much more advanced where I would have appreciated some clarification from Preceptor in class.</p> |
| <p>Finally, I do wish we had had a section for this course where we could basically just bounce ideas for final projects off peers and our TFs. I know that this was not possible this semester due to various complications during the semester (and that originally the class was intended to have section), but I think I would have benefited from regularly scheduled times to discuss final project questions and to clarify important or confusing concepts from the textbook or p-sets with TFs and fellow students.</p> |
| <p>A perfect course.</p> |
| <p>I wanted to do more paper replications as part of the course itself, not just for the final project.</p> |
| <p>Better textbook. The textbook right now can be really confusing to those without a strong background in Statistics and (advanced) Mathematics. However, the TF works hard to clarify.</p> |
| <p>The class felt more like a coding class than a class on models. I would have found it helpful if there was more instruction on the theory behind the models we learned to implement. Specifically, what assumptions are required? How does R mathematically calculate the coefficients, standard errors? What is leave one out cross validation? What is a logistic function? etc. I personally do not feel comfortable drawing conclusions based on results when I do not understand where they came from and in what situations they are valid or invalid. Since this class fulfills a methods requirement and is intended to prepare students to perform original quantitative research whether it is for their thesis, in the work-place, or in graduate school that might actually impact material decisions, I'd hope it would demonstrate greater intellectual integrity than an ethos of "as long as the output looks pretty." The course seems to emphasize skill-building and employability over teaching students to think critically, especially when it comes to math. For example, what does it mean to use p-values to interpret the significance of a coefficient? Do the models we are using to make predictions about Y even satisfy assumptions like normality of errors? How do we make statistically honest choices about what predictors we choose to include in models? Further, the grading was incredibly frustrating... sometimes I'd get taken off for using a hyphen as opposed to an underscore, or because my labels weren't nice-looking enough. Not once did I ever receive feedback on my interpretations or statistical work. The only pset that included theory (calculating expected value from a probability distribution and then an estimator for ATE by hand), was "cancelled." While I understand the importance of presentation and formatting, I did not realize that this would be the highest teaching priority of a course titled "Models." When asked to explain concepts such as "AIC" which is the criterion by which a model we were using was built, the Preceptor would always tell students to refer back to the textbook. I was only ever able to have these questions answered in office hours with the teaching fellows. Perhaps because I am not a government concentrator, I made some false assumptions about what this class would be like.</p> |
| <p>More teacher direction: I like working in small groups, but I think we could have been brought back together more effectively where Preceptor would clarify what exactly we were supposed to have done and what the takeaways are</p> |
| <p>Sometimes felt improvisational (as advertised!), as with the clumping exercise, for example. RAOS was a good way to provide structure to the course in theory, but I would have liked more explanation of some of the more difficult statistical concepts in practice.</p> |
| <p>The directives for the final project were somewhat ambiguous until later in the semester</p> |

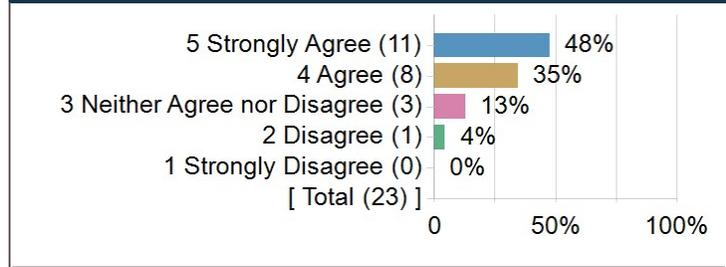
| Comments |
|--|
| More preparation for the final project (more guidance choosing a final paper, more examples of extensions, a more complete introduction into the world of replication) |
| Better text book |
| The course could be improved by a bit more rigor in the underlying mechanics of the regression methods used. I often found myself googling and searching for this |

Overall, there was instructional continuity between the first and second half of the semester.



Although the second half of the course was delivered in an unanticipated format, I was able to meet key learning goals for this course.

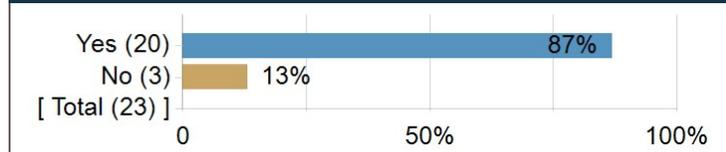
Although the second half of the course was delivered in an unanticipated format, I was able to meet key learning goals for this course.



| Options | Score | Count | Percentage |
|----------------------------|-------|-------|--------------|
| Strongly Agree | 5 | 11 | 48% |
| Agree | 4 | 8 | 35% |
| Neither Agree nor Disagree | 3 | 3 | 13% |
| Disagree | 2 | 1 | 4% |
| Strongly Disagree | 1 | 0 | 0% |
| Statistics | | | Value |
| Response Ratio | | | 61% |
| Mean | | | 4.26 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.86 |

Were there any particularly creative solutions that the faculty or teaching staff used to facilitate remote learning?

Were there any particularly creative solutions that the faculty or teaching staff used to facilitate remote learning?



| Options | Count | Percentage |
|---------|-------|------------|
| Yes | 20 | 87% |
| No | 3 | 13% |

If so, please describe.

| Comments |
|---|
| Breakout rooms to simulate group work that would have been done at tables in class – this worked pretty well actually! It nice being able to return to the same group of students each week as we were able to fall into a routine. |
| The breakout rooms and scenes were very helpful. |
| Heavy use of break-out-groups |
| Break-out rooms functioned basically the same as in-person table groups of four. They worked surprisingly well! And it was nice that Alice and Preceptor could hop between break-out rooms to check-in on us (though Preceptor definitely caught me off guard several times haha) |
| The use of breakrooms replicated the classroom experience more closely than I thought it would |
| Good use of breakout rooms |
| In our classroom, we would sit at tables of 4 to facilitate smaller discussion and partnered learning. When we transitioned online, we used breakout rooms to again separate into groups of 4 and continue our smaller discussions. |
| Half the time in our breakout rooms was just spent talking about random stuff and the other half was doing work. then wed just hope we wouldn't get cold called |
| Breakout rooms in Zoom used very effectively to facilitate discussion. |
| Breakout rooms were utilized with screen sharing to its full potential. We would share our screens and look at each others code to get through that day's problems. |
| breakout rooms were nice |
| I really enjoyed Preceptor's use of breakout rooms to continue the class structure of working in smaller groups and then coming back together to discuss! |
| The use of breakout rooms with your friends in the second semester did a phenomenal job of keeping me engaged and want to attend class! |
| Extensive use of breakout rooms– this was great and fit well with the class. |
| Not sure if this is "particularly creative," but we made extensive use of breakout rooms. Our assigned collaboration groups maintained outside communication to work through difficult concepts outside of class. Increased OH availability and flexibility with deadlines. |
| I appreciated the effective use of Zoom breakout rooms and appreciated being able to choose the roommates |
| Breakout rooms grouped by level of comfort with coding in lieu of group work in tables of 4 was highly effective. |
| Breakout groups and pre-written github activities |
| Classes as group assignments very well structured! |
| David Kane actually wrote in the Crimson about this. Breakout room use was key, doing group coding through shared screens and checking in with the whole class periodically created a Socratic learning environment while having guidance and small informative blurbs. Other classes should certainly take note. |

What was/were your reason(s) for enrolling in this course? (Please check all that apply)

| Options | Count |
|--|-------|
| Elective | 13 |
| Concentration or Department Requirement | 10 |
| Secondary Field or Language Citation Requirement | 4 |
| Undergraduate General Education Requirement | 0 |
| Expository Writing Requirement | 0 |
| Foreign Language Requirement | 0 |
| Pre-Med Requirement | 0 |
| Divisional Distribution Requirement | 0 |
| Quantitative Reasoning with Data Requirement | 1 |

Transition to remote instruction

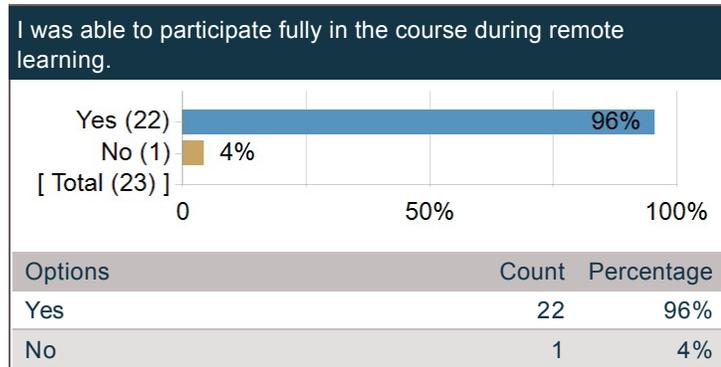
In this course, what aspects of remote learning worked well?

| Comments |
|--|
| Breakout rooms with smaller groups to work on in-class assignments were nice. |
| Breakout rooms and scenes |
| Break out groups |
| break-out rooms in lieu of table groups, virtual individual office hour meetings, sharing screens to look at each other's code |
| Breakout rooms. |
| Class was not much different: split into groups and work on a problem. Faculty were often available to help if you reached out. |
| the breakout rooms were nice— felt like we were in our tables in class |
| breakout rooms were a nice idea |
| The use of breakout rooms to work through practice problems was helpful, and I also appreciated the shift away from very challenging p-sets towards more focus on creating quality replication papers. |
| The use of breakout rooms to put you with your friends helped me stay engaged in class and want to attend class every day! |
| Breakout rooms and share screens. This course probably transitioned the best from a traditional classroom out of my classes this semester. |
| I liked the group collaboration method! Allowing us the opportunity to choose those people (or at least rank them) was also nice. Office hours are always so helpful (specially with Alice!)... wishing we could have more of those. |
| It was still easy to access office hours and other resources. |
| Zoom breakout rooms both in normal class and for Demo Day |
| Using breakout rooms to replace group work in tables worked very well. Remote Demo Day was also effective & in some ways possibly better than in-person, since presentations could be given in individual rooms. |
| Breakout rooms |
| The TFs and CAs all made themselves available for 1-1 meetings on Zoom. Class went reasonably well. |
| Group work |
| Class meetings, project progress/ completion |

In this course, what aspects of remote learning didn't work well?

| Comments |
|--|
| I actually think that remote learning worked really well in this class – breakout rooms to work with a "table" and the full conference to discuss solutions and see Preceptor's screen for answers. |
| Everything worked pretty well actually |
| group office hours (hard to work on projects, problem sets together) though to be fair, we didn't really have any problem sets once we went online |
| Not sure where to put this, so I'll put it here. Advice for future classes: –I think breakout room sessions could be a bit shorter. I also understand that different groups work at different paces so this might not work, but the group sessions (when we discussed a problem with our tables) from the first half of the semester seemed much quicker paced. –It would be useful if there was a way to "summon" Preceptor/TF/CA while in a breakout room. Maybe there was a way to do so through Zoom, but my group never found one. There were a couple of times when we had a question about something, and we just had to sit and wait for an instructor to stop by our breakroom. |
| Too much loud Kesha |
| People didn't always do anything in breakout rooms. Sometimes people just sat around and didn't do anything and if you got put in a room where that was the norm, then your learning was really downgraded. Office hours were much more difficult and restricted because they essentially became 1:1. Maybe create a zoom where people could join during office hour times to work collaboratively also without a tf? In other classes you would just mute unless you were talking to the tf/actively listening and everyone was just still in office hours with 1 tf |
| There was hardly any contact between groups during class, and some people in the class I never talked to again after the transition to online. Office hours were difficult to schedule and only provided a 10–30 minute window to work with a CA or TF and ask questions. Hard to work with other students in a collaborative setting because it just involved switched back and forth between shared screens which used to be much easier when we could sit side by side and help each other find errors. Overall the contact between students was severely hindered which is difficult in a class as collaborative as this one. |
| i needed feedback on my project. It took many meetings with the course staff until i started getting some understanding of what I should be doing. the teaching staff is great but remote learning doesn't let them shine because they can't help as easily |
| this class really works best in an in–person environment. Breakout rooms worked but there was no way to speak between breakout rooms. I loved my room but switching up groups every week in person was really great too. |
| Nothing about remote learning stands out as particularly bad for this course, which surprised me since I was expecting that this class would be one of the most difficult classes to transition online. |
| N/A |
| I thought it went as smoothly as it could have, honestly. |
| I struggled a lot to keep up with book concepts both because we didn't go over them as well in class and because I had less time/ability to read it. :(It would be nice to have a digital version of the book... makes the whole online transition easier. I had originally bought a book in half with another student. Sending phone scans of each chapter was.... quite the struggle! |
| Class felt completely different, I wasn't sure there was much content left in the remaining weeks online. |
| The loss of in–person study halls and tables, where multiple people are having multiple conversations. This can't be replicated in a breakout room. Also, we couldn't get through as much content. |
| course rigor decreased |
| Office hours were less efficient, as you miss out on cross–conversations with other people at the table. That isn't necessarily a fault of the course, but it's real |

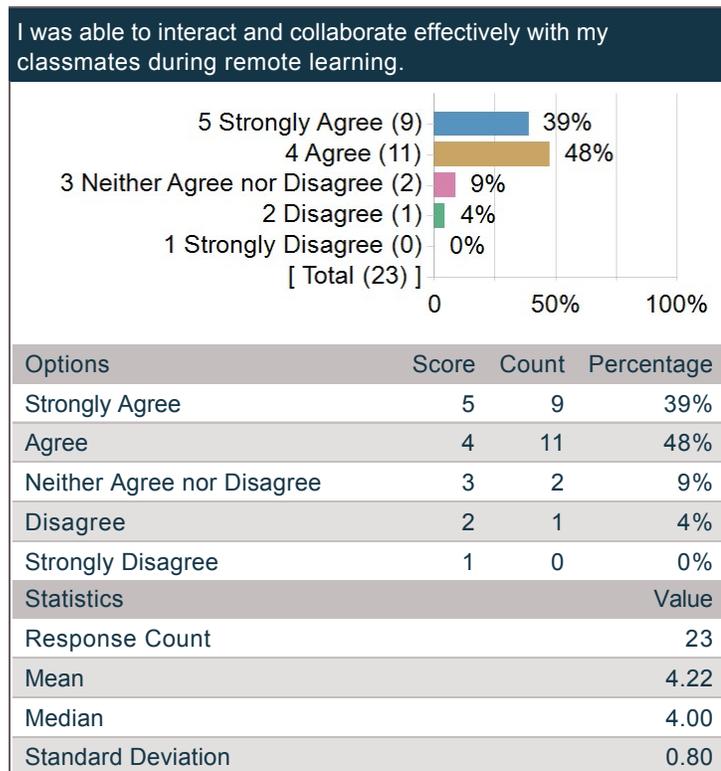
I was able to participate fully in the course during remote learning.



Please Explain:

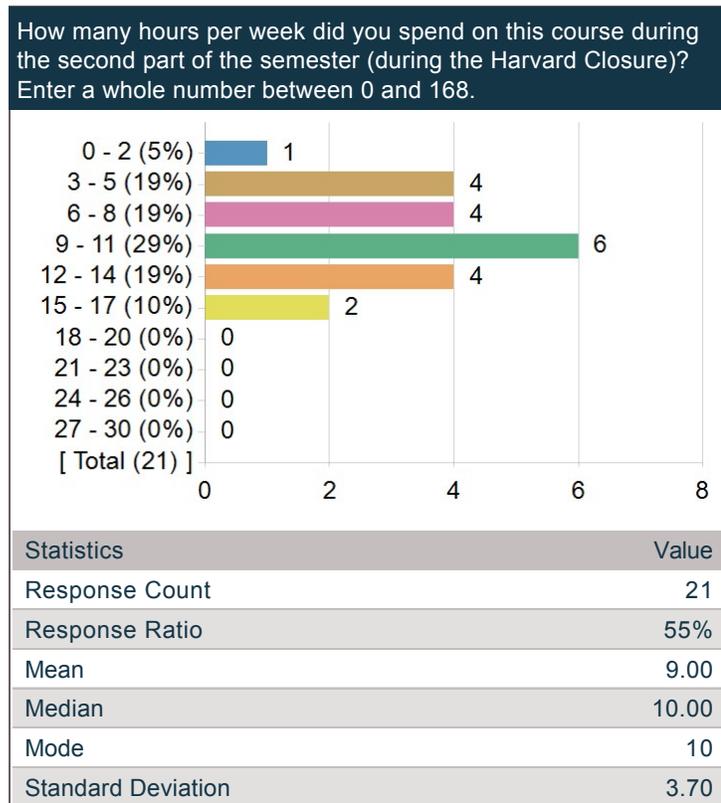
| Comments |
|--|
| I went to class and did the assignments required from me. |
| lectures were fine, the milestones and annoying little assignments made it easy to keep up with the work |
| Due to unforeseen life circumstances, I did end up falling behind in some assignments. My laptop is also not the strongest and so I had relied on using the computers on campus occasionally to work through assignments. With both of these issues, I did feel at a bit of a disadvantage in staying on top of the course. Preceptor and Alice provided great support and help, but I wished that I had been able to participate more fully in the class than I ultimately was after the transition online. |
| I was able to participate fully in the course during remote learning. |

I was able to interact and collaborate effectively with my classmates during remote learning.



How many hours per week did you spend on this course during the second part of the semester (during the Harvard Closure)? Enter a whole number between 0 and 168.

Frequency chart and mean excludes students who answered 31 or more hours.

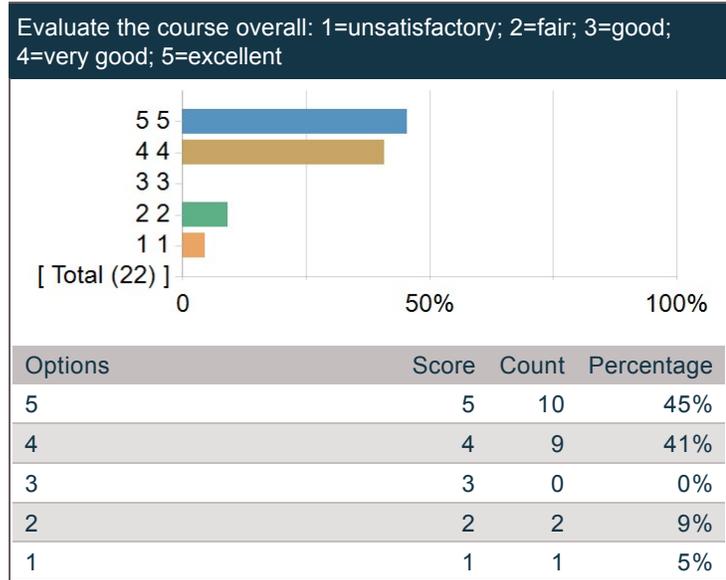


What did you have to do differently as a learner to adapt to remote instruction?

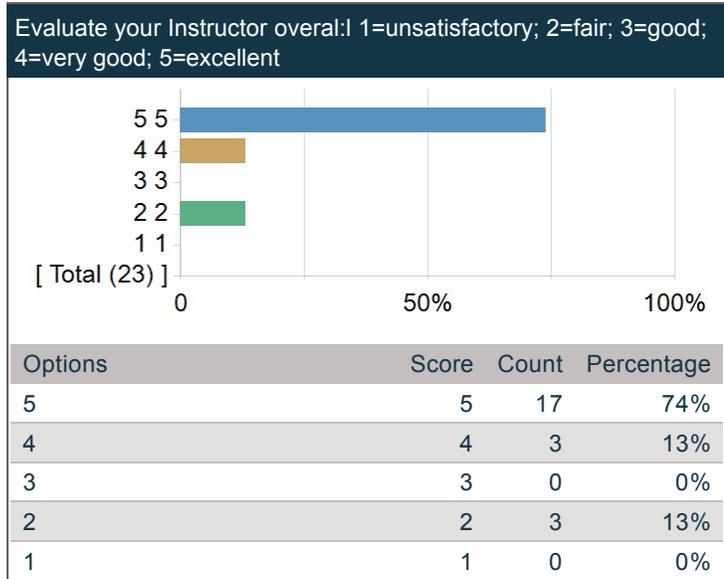
| Comments |
|---|
| It's hard to stay fully engaged with a small group of people when we're not physically there together, but 4 people seemed to be a good number and it turned out pretty well. |
| stricter routine |
| N/a |
| Cry |
| I had to set aside more time to getting help, as it became difficult to contact and receive help from my peers, and TFs/CAs had limited windows for office hours. |
| reaching out to the course staff constantly |
| work on the psets and final project more without normal OHs. |
| Nothing particularly comes to mind that is unique to this course– as with all other classes, I had to get used to online office hours, to breakout rooms, to Zoom class, etc. |
| N/A |
| Set up rules at home with my family (knocking, meeting schedule, etc.). |
| I had to explain quite a few times that being home did not mean school was over. Often worked at night when home was quieter and internet was faster. |
| n/a |
| I had to do things on my own that I would usually collaborate on. |
| Less work at home |
| More googling and emailing questions / use of piazza |

Custom Questions

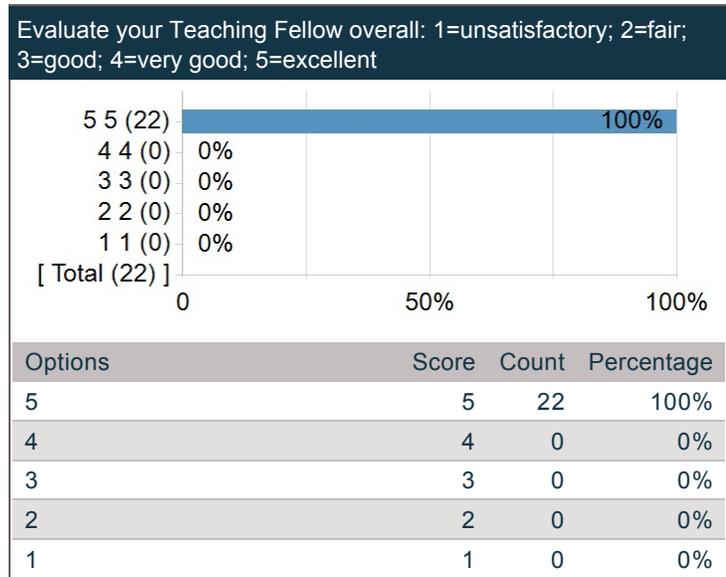
Evaluate the course overall: 1=unsatisfactory; 2=fair; 3=good; 4=very good; 5=excellent



Evaluate your Instructor overall: 1=unsatisfactory; 2=fair; 3=good; 4=very good; 5=excellent



Evaluate your Teaching Fellow overall: 1=unsatisfactory; 2=fair; 3=good; 4=very good; 5=excellent



What would you like to tell future students about this class?

| Comments |
|--|
| <p>This class is hands–down THE worst class I've taken during my four years at Harvard. I was using it as a course to finish up a Government secondary, but I guarantee you that there are dozens of better options out there if you're in the same boat as me. If you want to learn about any type of modeling, you won't learn that here – perhaps try a real stats class instead. If you want an easy class, this is also not it because it is full of useless busy work both in class and for homework. The entire class is based around how to use a single R library and just plug the data in to produce some numbers and maybe some lines. Preceptor does little to no teaching in class and uses the textbook as a crutch for cold–calling and homework assignments. I don't know any more than I already did about linear regressions and modeling before I took the class, although there was immense potential for the class to teach us about different modeling methods and walk us through how to use R to implement said models (disclaimer: this class did NOT do that). The class somehow felt like a high school class and was super hand–holdy with lots of small Datacamp and interim assignments, but was also completely unhelpful at the same time: be warned that you'll receive basically no feedback on your assignments. Please understand that the actual content of the class was not difficult and that's not why I disliked the class – the coding is fairly simple and R makes it pretty straightforward to create models and manipulate data.</p> <p>The one redeeming feature of this class may have been the final project, where you are expected to replicate and extend the findings of a published paper which, both from a political science and statistics perspective, was a useful and rewarding exercise. The teaching staff does a great job of walking you through the steps of proper replication and are generally available and willing to answer questions. I think the teaching staff do care about the students, but ultimately don't actually teach anything at all over the course of the semester.</p> |
| <p>Take this class! You'll be able to fully replicate published papers and understand the models within them.</p> |
| <p>It is a lot of work but I learned so much. I'm proud of my final project and fully intend to continue with data science because of how much I enjoyed this class.</p> |
| <p>Good course, probably could have used more lectures, but teaches you how to teach yourself which is an infinity useful skills than anything you could learn in class. Kane is very dedicated and will be one of those people you meet at Harvard and don't forget for a long time. TA Alice is a SAINT and amazingly helpful and smart. Great class environment and very good for your life to experience this type of class at least once at Harvard.</p> |
| <p>This is a great class. You will actually understand regressions and gain some really practical skills. You will be prepared to write a full–fledged research paper by the end of this class. You will put in a lot of work, but it will be worthwhile.</p> |
| <p>A great follow–up to Gov 1005 that dives deeper into data analysis techniques previously used, and teaches new, more advanced techniques as well. A ton of emphasis is placed on regression analysis, interpreting output, and term definitions/application. The final project is the replication of a published paper, but I don't think we ever spent class time discussing the methods of completing this replication which made it quite difficult. The final project was almost entirely disconnected from any lessons we learned in class, the book, or even anything we did on problem sets. You're going to have to roll up your sleeves and learn a lot from Google, also expect to spend long hours on assignments, but overall it was a rewarding experience.</p> |
| <p>like 1005 but a bit less interesting topics, but a bit less technical work. nice because you get to know the people in the class better than the large class in 1005</p> |
| <p>This class is great, but you are gonna have to make sure you understand some of the stats stuff on your own.</p> |
| <p>this class is still growing/learning what it is about. Preceptor is an amazing teacher and really smart guy, and although the class can sometimes seem unstructured and confusing, you will still learn a lot/more than you feel like you are learning in the moment.</p> |
| <p>This course will only get better in the future (as per Preceptor's promise: he consistently listens to student feedback and applies constructive criticism to make every class better than the last). Though the last half of the course had to occur online, I honestly felt that 1006 was the class that made the best transition online out of all 5 classes I took this semester. I still felt the same sense of community and support that I experienced on campus, and I absolutely loved the course. I feel well prepared now to write an empirical, data–driven senior thesis and am excited to see all the ways I will use the skills I gained in this course in the future!</p> |
| <p>TAKE THIS COURSE AFTER GOV 1005! Preceptor absolutely killed it with another fantastic data science course. Taking this right after Gov 1005 made my first–year at Harvard so fulfilling. Hands down, David Kane is the most self–motivating teacher you will meet. This course alongside with gov 1005 provides an amazing R–based intro to data science and you will 100% learn how to apply your skills to the real–world.</p> |
| <p>This course was a good follow up to Gov 1005. As someone with a weak stats background, I feel comfortable with the subject now. And I got a little better at R. The final paper replication is really fun, and I made a valuable connection with one of the authors (because Preceptor forced us to contact them).</p> |
| <p>This class is hard! But it is also rewarding if you are willing to put in the work. You feel really proud when you see that your final product is a decent piece of academic work! Although there is a lot of work, preceptor is generous in grading.</p> |
| <p>The class felt more like a coding class than a class on models. If you want a conceptual understanding of statistics including how to interpret the results you get in R, do not take this class. You are expected to learn all of this on your own by "reading the textbook."</p> |
| <p>The class needs some reworking. Not very much work this year, but also not much rigorous learning of the statistical methods that were supposed to be taught.</p> |

| Comments |
|---|
| Would highly recommend overall. Felt improvisational at times, but I expect it will become more structured in the future. Course is centered on the final replication project, which is genuinely very instructive—you learn many useful skills about modeling, presenting statistical results, & engaging with published academic research. RAOS textbook was good at teaching material but had a very specific philosophy that might not be shared by other stats courses. Preceptor was fantastic & really cares about students. |
| Great prep for a quantitative thesis or even if you're just passionate about research |
| Only take this after Gov1005 if you are looking to learn about academic paper replication and continue down the Gov/Data Science track. |
| This is a lot of work |
| Bring your independent learner hat, because this course requires a degree of bootstrapping yourself through learning some of the material. You will learn a lot, and if you care to pay attention you will have a solid and respectable contribution to social science employing new data science developments and methods. Kane is great, and he is 2-for-2 (my opinion) in picking amazing TFs. |

Provide some comments about your Teaching Fellow

| Comments |
|---|
| Thank you Alice for being so available and helpful! You are the best! |
| Alice was amazing! Incredibly helpful and supportive throughout the entire semester. Really impressive work and everyone in the class is grateful to her. |
| Alice is an AMAZING teaching fellow! She is so incredibly patient and explains things in such a clear way. I set up so many meetings with her during office hours, usually entering the meeting with so many questions and leaving with all of them answered. She's also so quick to suggest a cool package or paper to check out when approaching your final project, which made it very obvious that she is super knowledgeable. She is also incredibly empathetic and encouraging and really seems to care deeply about her students. During each of our conversations, Alice always seemed to remember exactly what my project was about and all its details, which is so impressive considering how many students are in our class. She gives such specific and personal advice on our work, which also shows just how much attention she gives to each individual student. It's also hard for me to express just how much her kindness in emails and office hours meant to me as we all dealt with the crazy transition to online classes and other challenges wrought by the pandemic. |
| Alice was absolutely wonderful. She provided detailed feedback on project ideas and milestones and was always kind and understanding. Without her help, I would have had a lot of difficulty trying to even just select a topic for the final project. |
| AMAZING AMAZING AMAZING! Very kind and smart, flexible in the right times and supportive when you need her. Sometimes I think she could have done some lecturing herself and highlighted important things which were not mentioned during class but brought up during office hours. Course would not have been as enjoyable without Alice!! |
| Alice was 110% above and beyond. Definitely one of the best teaching fellows ever we all love Alice! |
| Preceptor Kane cares a lot about the well-being of his students and encourages growth by never giving anyone an easy way out. He brings great energy to class every week and will help students with any problem, whether it is related to the class or not. He genuinely wants his students to become better people from taking his class. |
| ALICE IS THE BEST!! so willing to help students and so supportive and encouraging. |
| Alice is amazing and goes above and beyond in everything she does. She is very receptive to student concerns and will do everything to make sure you understand the content. Truly Amazing. |
| Alice is the best TF ever!!! She is so nice and cares so much about each student and their success in the class. She met with me so many times when we went virtually and helped explain confusing aspects of my final project that were outside the scope of the course so many times. She is amazing! |
| I cannot say enough good things about Alice. Alice is without a doubt the best TF I have ever worked with. She consistently went the extra mile for me and all other students to provide support, help, and answers about any concerns we had. Even outside of scheduled office hours, if I had questions or needed help with something related to the course, Alice would do everything possible to make herself available, both on campus and after the switch online. We once spent nearly an hour debugging my computer despite the fact that this was not during her normal office hours and she had other things on her schedule that afternoon. Any time I emailed her with questions or asked to meet, she would respond almost immediately and provide me with detailed and helpful answers. She has a gift for teaching and does everything in her power to make students feel supported. I am so very grateful for all the ways that she went above and beyond to help me through the course, especially after moving online. She is incredible! |
| Huge shout-out to Alice, Jack, and Enxhi for continuing to make the class fantastic after the switch to remote-learning. |
| Alice- you were wonderful! I'm amazed at how helpful, knowledgeable, and available you were. I wish we could have interacted more, so then maybe I would have constructive feedback for you, but from what I saw, I don't have any. I'm sure this course took a ton of work, so thanks for juggling it so well with all of the other things I know you had going on. We couldn't have asked for a better TF! |
| Alice is absolutely amazing. She is incredibly knowledgeable, but also always willing to go the extra mile and help you figure out concepts, fix R issues, code explosions... you name it! And well, if Preceptor is the brain of the 1006 machine, Alice is the heart. If I ever had an issue, I always knew I could reach out to Alice. |
| I just wanted to express what an incredible instructor Alice was. She was so kind and supportive and always went out of her way to make sure we were doing okay in the class — for example, she'd always check-in, follow up about meetings, and send along articles/papers that she thought might be helpful. I can't imagine how busy it was finishing her dissertation, but she always made herself available to meet and responded to emails quickly. She explained things with extreme clarity, and made complicated concepts seem simple. And I could tell she really cared that we overcame what we were struggling with. Anyways, I would not have been able to get through this course were it not for her, and I really haven't encountered a TF who was so invested in their students as people. |
| Alice was really great. Always helpful and eager to talk over big ideas or small fixes in her office hours. Best part of the class! |
| Alice was an amazing TF. Very approachable & obviously knowledgeable about the research—she gave many helpful suggestions about approaching the replication project and extending the author's results. |
| Alice Xu is excellent, maybe the most engaged and helpful TF I've had at Harvard. |
| She was extremely helpful, extremely caring and dedicated, and called to meet with me to get me out of a tight spot more than once. |

Comments

Alice is fantastic!

Alice is one of the best TFs I've worked with in my 3 years at Harvard. She is extremely competent and insightful in assisting with the final project as well as in helping to solidify fundamentals and other concepts throughout the course. Very responsive. She easily has my unreserved recommendation