

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2018.Fall

Course: EN.580.697.01.FA18: Neuro Data Design I
Instructor: Joshua Vogelstein *
Response Rate: 20/21 (95.24 %)

1 - The overall quality of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.42		4.06		3.82		
Weak		(2)	0	0.00%								
Satisfactory		(3)	2	10.53%								
Good		(4)	7	36.84%								
Excellent		(5)	10	52.63%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School Level	Department Level
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
19/21 (90.48%)	4.42	0.69	5.00	10082	4.06	1.01	4.00	1292	3.82	1.01	4.00	

2 - The instructor's teaching effectiveness is:												
Joshua Vogelstein												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.37		4.13		4.02		
Weak		(2)	0	0.00%								
Satisfactory		(3)	3	15.79%								
Good		(4)	6	31.58%								
Excellent		(5)	10	52.63%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School Level	Department Level
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
19/21 (90.48%)	4.37	0.76	5.00	10702	4.13	1.03	4.00	1893	4.02	1.01	4.00	

3 - The intellectual challenge of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		5.00		4.18		4.21		
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	0	0.00%								
Excellent		(5)	19	100.00%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School Level	Department Level
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
19/21 (90.48%)	5.00	0.00	5.00	10032	4.18	0.90	4.00	1290	4.21	0.86	4.00	

4 - The teaching assistant for this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.44		4.16		4.23		
Weak		(2)	1	5.26%								
Satisfactory		(3)	1	5.26%								
Good		(4)	5	26.32%								
Excellent		(5)	11	57.89%								
N/A		(0)	1	5.26%								
						0	25	50	100	Question	School Level	Department Level
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
19/21 (90.48%)	4.44	0.86	5.00	10025	4.16	1.01	4.00	1290	4.23	0.96	4.00	

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5 - Please enter the name of the TA you evaluated in question 4:	
Response Rate	16/21 (76.19%)
<ul style="list-style-type: none"> • Vikram • Vikram • Vikram Chandrashekhar • Vikram • Vikram Chandrashekhar • Vikram Chandrashekhar • Vikram • Vikram • Vikram Chandrashekhar • Vikram Chandrasekhar • vikram • Vikram Chandrashekar • Vikram • Vikram • VikramChandrashekhar • Vikram 	

6 - Feedback on my work for this course is useful:												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Disagree strongly	(1)	0	0.00%		4.30							
Disagree somewhat	(2)	2	10.00%		3.89							
Neither agree nor disagree	(3)	1	5.00%		3.73							
Agree somewhat	(4)	6	30.00%									
Agree strongly	(5)	11	55.00%									
N/A	(0)	0	0.00%									
					0	25	50	100	Question	School Level	Department Level	
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
20/21 (95.24%)	4.30	0.98	5.00	9971	3.89	1.07	4.00	1291	3.73	1.03	4.00	

7 - Compared to other Hopkins courses at this level, the workload for this course is:												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Much lighter	(1)	0	0.00%		4.40							
Somewhat lighter	(2)	0	0.00%		3.34							
Typical	(3)	1	5.00%		3.71							
Somewhat heavier	(4)	10	50.00%									
Much heavier	(5)	9	45.00%									
N/A	(0)	0	0.00%									
					0	25	50	100	Question	School Level	Department Level	
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
20/21 (95.24%)	4.40	0.60	4.00	9984	3.34	1.03	3.00	1289	3.71	0.98	4.00	

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8 - What are the best aspects of this course?

Response Rate	16/21 (76.19%)
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- You get the opportunity to scope and dive into a significant research project. Jovo and Vikram are both extremely helpful in providing relevant feedback. There are mini-lectures on a bunch of interesting and important concepts in data science, statistics, life, etc. Class is also very open to suggestions from the students and student feedback is quickly integrated.
- - Highly devoted instructor - Chance to do incredible work - You learn and incredible amount
- Students have independence to work on things they enjoy; students can make contributions to existing projects
- Choice of design topic
- The course content is very engaging. The instructor lets you choose your own path within reason.
- Open ended, people get to work on what they are interested in, technical details of the course are very interesting and relevant to actual problems
- The instructor is very receptive and flexible to make you are excited about what you are doing.
- I really enjoyed the ability in this course to steer your own path. If you enjoy data science and want to work in the neuroscience realm to do anything at all this is a great course. You can choose your teams goals. I also enjoyed the relevance of the course. You work on data and code that is new and very relevant to current scientific progress.
- Freedom to explore and try new things
- opportunity to work on real research problems in computational neuroscience and get hands-on experiences in developing tools that get used in practice. an instructor who strives for open communication, and who is able to teach interesting materials with great clarity.
- Research based, Weekly presentations, Open topics for lectures, Well structured coursework (organized into sprints), immediate feedback (for us and to the faculty), supportive, enthusiastic and inspiring faculty, and finally free food at the end of each sprint. Overall I loved taking this course and am taking the part two of it the next semester as well.
- Professor is very accommodating, understanding and approachable. Feedback is very constructive. Choosing our own projects is exciting and choosing our weekly goals is very productive. The 15 minute lectures are great, because students are engaged the whole time. Weekly feedback forms are very useful and helpful. Weekly presentations are also great because we can give/receive feedback and it's a good thing to practice.
- The subject matter is very interesting, and you get to work at your own pace.
- The classes were informal and we were encouraged to learn about a lot of different aspects of data science. Also the frequent presentations helped improve my presenting skills and reduced my stage fright.
- Doing real work in a group environment.
- independent thinking, literature research and freedom to explore our own fields of interest

9 - What are the worst aspects of this course?

Response Rate	16/21 (76.19%)
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- This isn't a bad aspect, but students should be aware that they should be actively putting in a lot of work and thought into their projects. Professor + TA are not there to hand hold the students. Students must constantly make it clear what they want to do and what they've accomplished.
- - Requires devotion of a lot of effort and time
- Workload
- Unclear what to do sometimes
- Sometimes the lack of direction from the instructor can be challenging, especially in the early stages of planning.
- Some knowledge of CS or stats is very useful to accomplish anything useful in the class, have to know your own level before joining. Although some students were able to make progress in this regard it seemed that some did not Nothing known about grades until the end of the course Some classmate presentations were not helpful
- Not very structured, schedule is loose.
- I think it is hard to get used to setting your own goals for the course. You get as much help as you ask for so if you don't ask for help you won't get it. I also sometimes thought that the feedback that was given assumed a level of knowledge I did not possess (it was a little too vague for it to be immediately implemented).
- Lack of direction at the beginning
- it could be challenging to scope one's task and accomplish something meaningful every week. just like doing research, it's more difficult than other classes to allocate a fixed amount of time for the work in NDD, because it will probably take longer than one expects.
- Heavy work load
- Expectations were not always clear, especially at the beginning of the course.
- Sometime it can be difficult to figure out what to prioritize due to the ambiguity of the work.
- the fact that we had to give presentations every week.
- Difficult to get started in the beginning of the semester
- vague feedback; it seems we are graded also depending on our teammates' performances, which doesn't seem very fair if we do our own part well but get poor results only because of incompetent teammates

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10 - What would most improve this class?

Response Rate	14/21 (66.67%)
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- Any improvements can be directly submitted to instructors at any time so nothing needs to be said here.
- NA
- Not sure
- Having a syllabus that sets out what the expectations and schedule will be solidly from day one
- More structure to the beginning so all teams understand the overall task at hand.
- Have some lecture notes before or after class that solidify the content that was talked about during the brief lectures. Does not need to be extensive but something to look back on would be nice. Slightly more time for lecture would also be good.
- Very cemented times
- I think this class would be improved by stricter direction and guidance at the beginning. It takes some time to get used to the course structure and expectations.
- Providing examples of past projects at the start
- i wish we have chances to discuss more topics about neuroscience. after immersing in computational tools, it will be nice to see how they actually translate into useful framework in thinking about questions in neuroscience, and how they prove useful in practical research.
- More guidance at the beginning of the course would have been helpful - for choosing projects/making sprint goals and sprint 0 reports especially. It would have also been helpful to have clearer instructions for sprint deliverables sooner.
- A bit more direction or focus. Instead of having us openly decide what to work on, maybe set some general research goals and have students explore that area.
- I would recommend to have monthly presentations rather than weekly, then the students can concentrate more on the work that on giving a presentation
- it would be easier for the instructor to give effective guidance if projects are restricted to several specific options, instead of letting us inexperienced students choose whatever we like at the beginning of the semester

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	15/21 (71.43%)
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- Students should really be comfortable with Python and numerical computing. If they are not as familiar, then they must be very willing to quickly learn and produce concrete results. Students really need to be self-motivated or they won't produce any meaningful work.
- Be ready to spend a large portion of your time on this class. The investment is well worth it though!
- Students should have a background in programming, preferably Python
- Very helpful to have a good coding background, but not critical.
- Be ready to put in time, especially in the first few weeks. If you do not clearly define what your goal is, you will struggle to know what to do in the coming weeks.
- Course assumes you can do some coding or have some stats knowledge. Possible to take the class without this, but you might not get the most out of it, unless you are very passionate about the course material and really apply yourself to pick up that knowledge along the way. Feedback on data analysis techniques is extremely valuable in this course.
- get excited. You will get a lot done that way
- If you need specific instruction and hard guidelines do not take this class. If you love math, take this class.
- Need to know a programming language like Python or C/C++.
- students need to take initiative in the class and know what knowledge/skills they wish to develop/explore. The individual tasks are largely chosen freely but once chosen requires commitment.
- Students should be strong in statistics and mathematics (linear algebra, graphs, etc). Good coding knowledge is required in R or Python.
- This is an awesome course that allows you to explore an area you are interested in. The class is very collaborative, interactive and helpful. Learning to set your own goals and being able to choose your work every week is great and allows you to work on things you are interested in.
- Take this class if you want to learn more about data science in neurology.
- I feel Jovo has been a very accommodating and understanding professor with our team. Before enrolling however, i recommend that you already have a background in python or matlab and be ready to give a lot of time to the subject
- Matlab is not recommended for this course, R and python basis will help a lot