9.07 Statistics for Brain and Cognitive Science

Term Evaluated: Fall 2010
Response Rate: 7 responses out of 41 students

Recommended Pre-requisites: Most responded that basic calculus was necessary; some suggested prior knowledge of MATLAB; one person suggested 18.03 and 18.06 as well

Motivation for taking the course: A requirement for course 9

*Overall Subject Rating*

- Students said that they learned a lot, but that the quality of teaching was not very good.
- The lectures were not well-organized and information wasn’t posted in a timely manner. Most students agreed that it was very hard and fast-paced. Some said that recitations and office hours were very helpful.

*Subject Difficulty Rating*

- Many felt that lectures did not prepare them to be able to do the problem sets, so that made them very difficult. Some said that they felt more prepared for the tests, but others said they still needed to office hours to be able to understand them.

Best things about the course:
- Recitations and office hours were really helpful
- Some of the TA’s were really helpful (shout out to Paymon)
- Learn a lot and learn new things – different from other course 9 classes
- Prof. Brown is really nice

Worst things about the course:
- Lectures were not helpful and the expectations of what you should have learned from each lecture was unclear
- Problem sets were really hard
The Readings: Students agreed that the textbook was necessary for the problem sets, but not useful otherwise; many said that reading the lecture notes was important.

Grading: Most said that it was graded fairly, on a generous curve. One student also mentioned that problem sets were 40% of the grade, so if you take the time and make the effort to do well, you can do well in the class.

What future students should know about this course:
- Consider taking an alternative class, like 9.52 or try to take another stats class before this one
- Go to office hours and do the problem sets

Students said Prof. Brown was really nice and cares about his students, but isn’t always a very good teacher. They felt he didn’t emphasize what is important, moves too fast, doesn’t provide enough examples, and often makes mistakes in problems which can be very confusing, especially if you’re just trying to keep up.