**APPENDIX 3. Students’ satisfaction with the course, changes in course dynamics and beyond**

In the standardized (university-level) students’ evaluation questionnaires with each course, the satisfaction scale ranges from 1 to 10, with 10 being the highest value. Scores are provided for both the course ‘Introduction to Statistics’ as well as for the average of all courses of the major given in the same term.

The problem-solving approach to ‘Introduction to Statistics’ was introduced in the course 2012-2013. As can be seen, students’ satisfaction substantially increased (from 5.69 in 2010-2011 to 7.35 in 2014-2015). In the 2014-2015 academic year, the course obtained a satisfaction score slightly above the average of the major for that term, which I consider to be a significant milestone given that methods courses typically present poorer scores than non-methodological courses.

|  |  |  |
| --- | --- | --- |
|  | 2010-2011 | 2014-2015 |
|  | Course  | Instructor | Course  | Instructor |
| Introduction to Statistics | 5.69 | 6.31 | 7.35 | 7.67 |
| Average of the major | 6.79 | 7.15 | 7.23 | 7.67 |
| Difference | -1.1 | -0.84 | 0.12 | 0.0 |

Although I have no specific metrics on students’ participation in lecture sessions, I have observed an increased participation by female students in class discussions. Also, whereas male students tended to outnumber female students in traditional oral presentations of research portfolios, a gender balance has always been found in the poster session as regards students presenting their group work.