Katherine Lacy
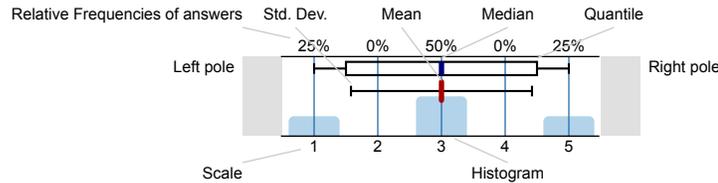
ECON 301 1 (12017) [Katherine Lacy]
No. of course participants = 17
No. of responses = 16

IOWA STATE UNIVERSITY.

Survey Results
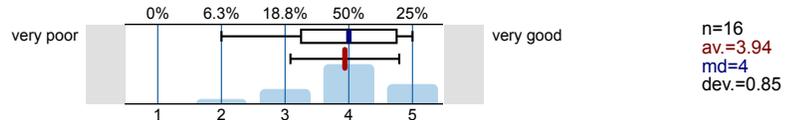
Legend

Relative Frequencies of answers | Std. Dev. | Mean | Median | Quantile

Question text

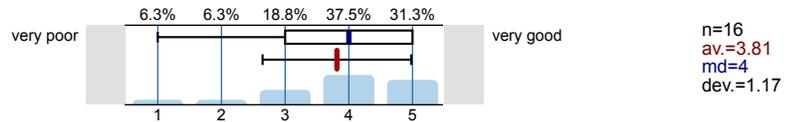Left pole — 25% 0% 50% 0% 25% — Right pole

Scale: 1 2 3 4 5 — Histogram

n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

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1. LAS: Overall (REQUIRED)
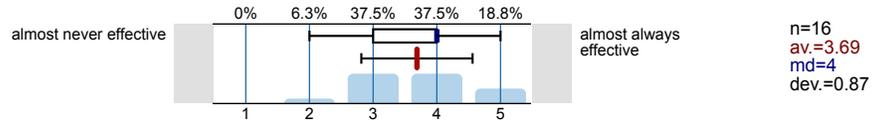
1.1) Your overall rating of this instructor:

0% 6.3% 18.8% 50% 25%

very poor — very good

1 2 3 4 5

n=16
av.=3.94
md=4
dev.=0.85

1.2) Your overall rating of this course is:

6.3% 6.3% 18.8% 37.5% 31.3%

very poor — very good

1 2 3 4 5

n=16
av.=3.81
md=4
dev.=1.17

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2. Teacher and Course

2.1) What is your overall rating of this instructor's teaching effectiveness?

0% 6.3% 37.5% 37.5% 18.8%

almost never effective — almost always effective

1 2 3 4 5

n=16
av.=3.69
md=4
dev.=0.87

2.2) How much do you feel you have learned in this course?

0% 12.5% 12.5% 62.5% 12.5%

almost nothing — an exceptional amount

1 2 3 4 5

n=16
av.=3.75
md=4
dev.=0.86
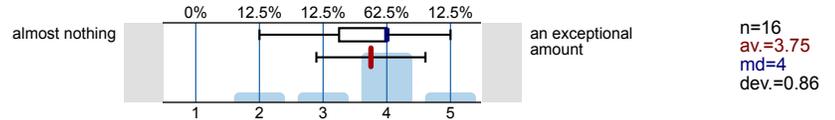
2.3) The instructor speaks clearly and audibly when presenting information.

0% 0% 6.3% 43.8% 50%

almost never — almost always

1 2 3 4 5

n=16
av.=4.44
md=4.5
dev.=0.63
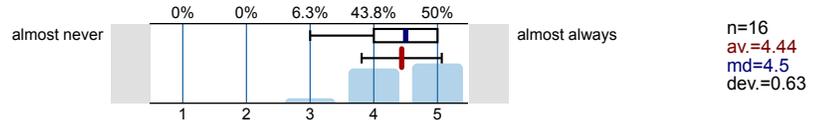
2.4) I was treated with respect in this class.

0% 0% 6.3% 12.5% 81.3%

strongly disagree — strongly agree

1 2 3 4 5

n=16
av.=4.75
md=5
dev.=0.58
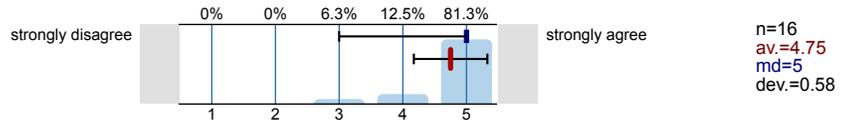
2.5) The textbook(s) and readings used in this course have been effective.

6.3% 0% 18.8% 56.3% 18.8%

almost always useless — almost always useful

1 2 3 4 5

n=16
av.=3.81
md=4
dev.=0.98
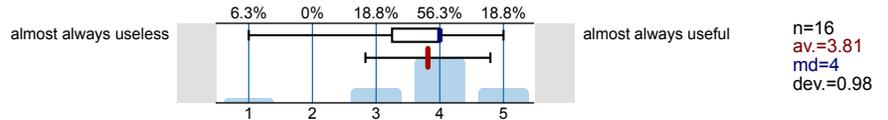
2.6) The OUTSIDE assignments (homework, writings, reports, and special projects, etc.) were useful and helped you learn.

0% 6.3% 12.5% 50% 31.3%

almost always useless — almost always useful

1 2 3 4 5

n=16
av.=4.06
md=4
dev.=0.85
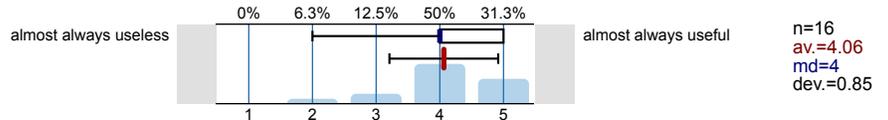
2.7) The **IN-CLASS** activities (lectures, discussions, etc.) were useful and helped you learn.

almost always useless | almost always useful

n=16
av.=3.5
md=3
dev.=1.1
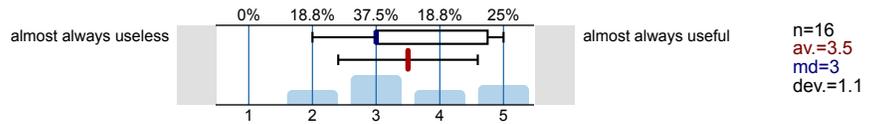
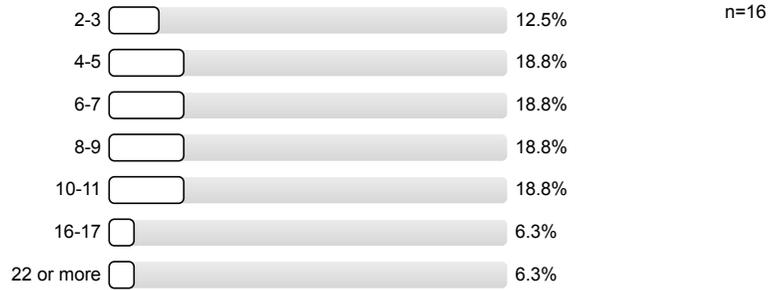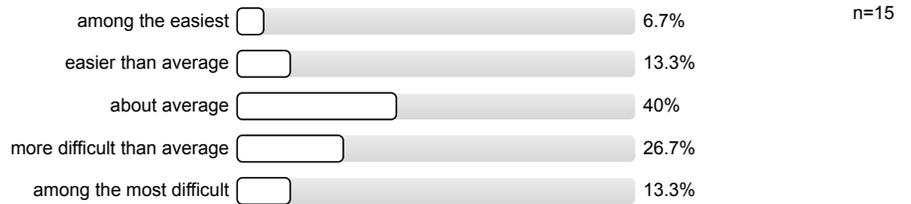2.8) On average, how many hours per week have you spent on this class, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

n=16

2-3	12.5%
4-5	18.8%
6-7	18.8%
8-9	18.8%
10-11	18.8%
16-17	6.3%
22 or more	6.3%

2.9) From the total average hours above, how many do you consider were valuable in advancing your education?

n=16

2-3	18.8%
4-5	25%
6-7	31.3%
8-9	12.5%
10-11	12.5%

2.10) The difficulty level of this course is:

n=15

among the easiest	6.7%
easier than average	13.3%
about average	40%
more difficult than average	26.7%
among the most difficult	13.3%

3. Student Information

3.1) My grade point average is:

n=16

3.26-4.0	50%
2.76-3.25	37.5%
2.26-2.75	6.3%
1.76-2.25	6.3%
1.00-1.75	0%
Satisfactory or Pass (S or P)	0%
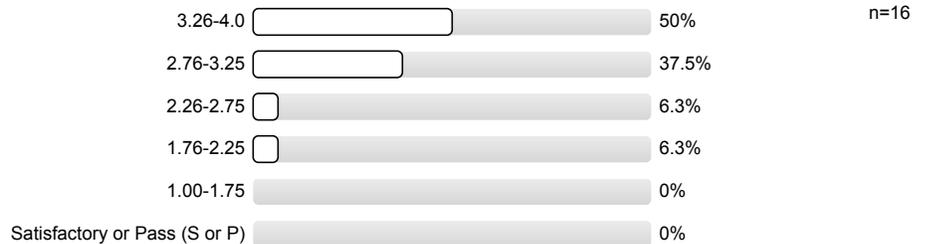
3.2) I expect a final course grade of:

A, or A-		68.8%
B+, B, or B-		6.3%
C+, C, or C-		6.3%
D		18.8%
Fail or Unsatisfactory (F or U)		0%
Satisfatory or Pass (S or P)		0%

n=16
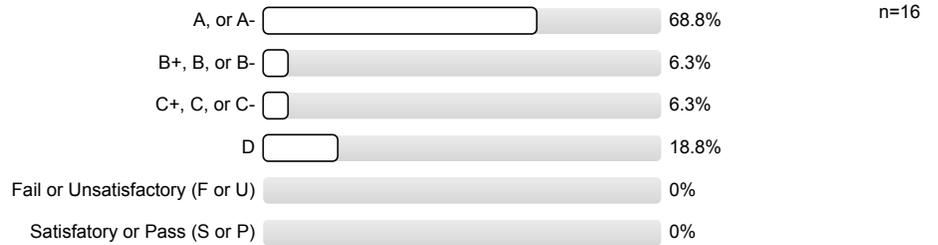
3.3) In my program this course is:

required		43.8%
elective		56.3%

n=16

3.4) My class is:

freshman		0%
sophomore		6.3%
junior		18.8%
senior		50%
graduate student		25%
other		0%

n=16
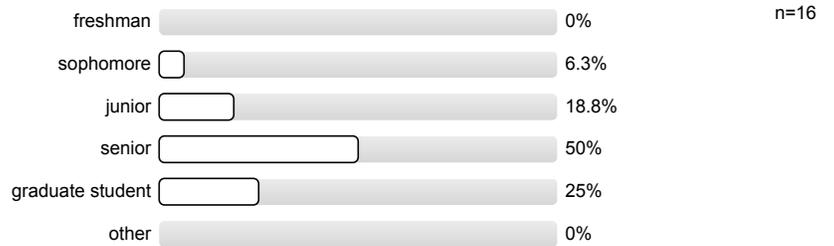
3.5) My major is in the area of:

Agriculture		12.5%
Business		37.5%
Design		6.3%
Engineering		43.8%
Human Sciences		0%
Liberal Arts and Sciences		0%
Veterinary Medicine		0%
Other		0%

n=16

3.6) Gender:

Woman		25%
Man		75%

n=16
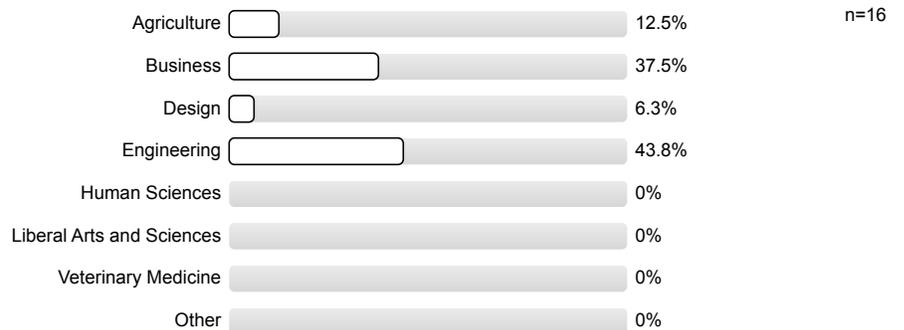
Comments Report

4. Comments:

4.1) What did you like BEST about this class?

- A good amount of the actual class was more of the puzzle-like problems. This is good, because they are the most fun and catch my interest the most. I also rather enjoyed the instructor. Not her teaching style (of which I am probably going to write a lengthy bit of suggestions about in the next question), but her as a person. I started off thinking that she just seemed really bored and didn't want to be there at all, but after being in class for a few weeks I noticed that she just doesn't seem too confident. She definitely has the makings of a good instructor, she just needs some improvement.

- Group activities

- I can apply math in economics

- I have taken 5 different TBL courses and this was the best run TBL course and well planned. I liked lecture days and doing problems along during the lectures. I liked the exam layouts as well.

- I learned a lot! Applications made the tie-ins between what was being discussed in class and real world situations readily apparent, which I enjoyed. Working in teams was a nice change of pace (my team was great, which helped).

- I like how the class time is arranged (group works and class discussions).

- I liked how the homework and problems always reflected the exams. This helped to give us adequate preparation for the exams.

- I liked our group or team activities the most because we all helped each other. Sometimes it was more effective than the teaching style.

- The class was well structured and I felt I learned a lot.

- The instructor herself is very positive and helpful. I believe she did the best she could with the lesson plan of the class.

- Very fun to work in groups. Lectures were very useful and enjoyable.

- it was only an hour each day.

4.2) What did you like LEAST about this class?

- At times I felt that there is an over reliance on group activities and assignments. I feel that there should be a little more emphasis on lectures and taking the time to explain concepts rather than testing students all the time.

- Clarity on some of the test/quiz questions seeming mis-worded

- I disliked being called on randomly in such a difficult class because it was embarrassing to not have much of an idea about how to answer the question. it disrupted my focus and made it difficult to concentrate during class.

- I had to get up a little earlier than I would've liked.

- I hope we could have more study materials other than class book.

- It seems like the instructor needs to learn how to teach better. I have no idea exactly how much say she has in the course structure in general, but even some of her basic teaching methods need some work. Some of the major things that I noticed that could easily be fixed: Reading Assessment Tests. While these are good in theory, my issue is that a lot of them had problems on them that many people wouldn't fully understand by simply reading the chapter. It seemed to get better near the end of the class though, so she may have noticed it. Another thing is the exams. With our homework, we didn't really do all too much with graphs, and in class we touched on some graphs a few times. What concerns me is that there was a graph on every exam (except maybe 4, I have yet to take it), and on some they were a large amount of points. Testing us on things that are challenging is great, testing us on stuff the class didn't prepare us for is not that great. Finally, as someone with social anxiety and a tendency to completely blank out when put on the spot, the random student calling is very stressful. I can see the appeal, but sometimes she would ask the answer to something that she hadn't actually taught yet. When half the class answers questions with "I don't know", maybe take a step back and think of why they don't know. All of these problems are fixable and I think that she has the potential to be a very effective teacher.

- Possibly plan/work class example problems ahead of time to make that portion of the class go more smoothly. No real criticisms though, I enjoyed the class.

- RATS

- The TRAT days. There should be a half plus 5 rule for the TRATs because it was a waste of class sitting around waiting for other classes to finish. I felt like the days we did team things were more sitting around waiting for other people than actually learning material. The course needs more lecture days during the summer because we don't have as much time and need to learn the material a lot quicker. PLEASE post the Exam grades on BlackBoard before the Monday class. It relieves a lot of stress and anxiety with the exams.

- The exams

- This class should NOT be group based. Group based learning requires that everyone be near the same level, which is unrealistic. It is also very hard to do group based learning when the material is so heavily conceptual issues. It is very hard to learn concepts when there is no real lecture, and when you have group based classes, the lecture is very thin, and not very helpful. This class is almost entirely learned by book, so, if that is the case, what is the point of me spending so much money on something that I could have learned in half the time from the textbook only?

- This was my introduction to the RAT system, which has apparently been worming its way in to different classes/departments on campus. Trying to give us experience with team-based work makes sense, but I think most classes already had group based activities when it made sense. During this course the amount of group work felt too much - often forced and a waste of time.

- the pre requisite ate not good at all, they should be harder, such as requiring calc 2