

James Dean

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Summary of Teaching Effectiveness

At both West Virginia University and North Dakota State University, I've had the privilege of teaching several classes with different instruction methods. My classes have ranged in size from 12 (Summer 2019) to 200 (Spring 2023). I've taught introductory classes, upper-level undergraduate classes, MBA classes, and PhD classes. I've also had success teaching in-person, online synchronous, and online asynchronous.

At the end of each semester, students are given the opportunity to complete student evaluations of instruction (SEI) to provide feedback on the instructor and course. Below are the mean scores for the overall quality, learning, and teaching effectiveness in each course I've taught. Each score for each course is above the department average. Ratings are based on a 1-5 scale, with 1 indicating "poor or strongly disagree" and 5 indicating "excellent or strongly agree." The SEI also includes open-response questions, where students respond to questions such as "what helped you learn in this course" or "what recommendations do you have for changes." The bottom of this page provides selected student quotes that are representative of the majority. Complete evaluations for all courses I've taught can be found later in this document.

North Dakota State University

Semester	Class	Students	Quality	Learning	Effectiveness
Fall 2022	Econometric Theory I	7	5.00	5.00	5.00
	Principles of Macroeconomics (Asynch.)	150	4.41	4.24	4.44

West Virginia University

Semester	Class	Students	Quality	Learning	Effectiveness
Summer 2022	Macro and Managerial Econ. (Asynch.)	88	4.69	4.27	4.64
Spring 2022	Money and Banking (Asynch.)	46	4.46	4.00	4.33
Fall 2021	Money and Banking	48	4.80	4.43	4.64
Spring 2021	Money and Banking (Online, Synch.)	41	4.76	4.27	4.76
Fall 2020	Money and Banking (Asynch.)	36	4.39	3.72	4.41
Spring 2020	Intermediate Macro Theory	37	4.76	4.43	4.82
Fall 2019	Intermediate Macro Theory	41	4.49	4.15	4.72
Summer 2019	Principles of Macroeconomics	12	4.63	4.25	4.57

- *Everything was amazing! The homeworks and the way that the class was laid out was great! Professor Dean will be an extremely great candidate for the next job he takes after grad school.*
- *His classes were very informative and fun to watch. It really takes a special person to make econ fun and he did a very good job.*
- *Out of all economic classes I've taken I think that James is able to explain things better and more clearly than any other professor I've had. I liked seeing the graphs he would use and seeing how the concepts we were learning could be applied and seen through graphs and other countries economies.*

- *No changes, Professor Dean set up this course perfectly.*
- *Use of FRED data and real-world scenarios, through the questions and discussion boards, to explain broader economic concepts was fantastic and made abstractions not so abstract – but tangible and easy to understand.*
- *(James) is good at explaining materials and related practical assignments. Great communicator, listener and motivating instructor.*
- *A good instructor and knowledge from prior courses. It is always easier to expand on previously learned topics, even if those topics were not fully understood the first time, seeing them a second time helps, and it helps to further learning on the topic. In addition to that, having a good instructor that takes the time to explain the material helps a lot too because economics has its own terminology that for a non-economics major does not come naturally and economic courses are often saturated with it, so having someone to explain what this curve actually represents or what this formula actually does is extremely helpful.*
- *Professor Dean did a great job in making the course material understanding to those who may not understand. (He) did a great job breaking down the course content in a relatively easy to understand way.*
- *Professor Dean was very helpful and showed fairness to his students. He made the lectures interesting and applicable to modern issues.*