

# Teaching Portfolio

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# 1 Teaching Statement

In my role as an educator, I am committed to moving beyond traditional lecture-based instruction in economics by creating inclusive, dynamic classroom environments where students engage deeply with economic theory and real-world applications. I foster a culture that is approachable, professional, and responsive to student needs, supporting the development of both critical thinking and practical application skills. Because economics often feels abstract or intimidating, I deliberately design lessons that make content accessible and meaningful while maintaining intellectual rigor. My teaching is guided by active learning principles and grounded in structure and clarity. Each class is organized into 15 to 20-minute segments that incorporate varied engagement strategies such as interactive questions, brief videos, Kahoot quizzes, or relevant visual humor to help reset attention and sustain participation. This pacing is intentionally aligned with research on attention and cognitive load, enabling students to absorb material more effectively while fostering deeper engagement.

In my Principles of Microeconomics courses, I incorporate classroom experiments and games to make abstract concepts more tangible. A student favorite is the “Trading in a Pit Market” simulation from Holt (1996), where I divide students into buyers and sellers and recreate a live trading environment. We then graph supply and demand and observe how prices converge toward equilibrium. This activity has proven effective in both small and large sections. In a class of 297 students, I used 30 volunteers as active participants while others observed and made predictions. The experiment consistently helps students visualize core concepts in action.

I also applied an experiment called the “Paper Bag” trading game. Each student receives a small surprise item and rates its value from 1 to 5. Using Post-its, we build a histogram of initial preferences. In the next round, students may trade only with the person to their right, simulating a restricted market. In the final round, they can trade freely. The resulting histogram almost always skews to the right, toward 5, the highest value, visually illustrating the gains from voluntary trade. This activity combines economic insight with a low-stakes, high-engagement format that encourages student interaction.

I incorporate interactive tools such as Kahoot and Pear Deck to check understanding in real time. Kahoot is particularly popular with students, and I often use small incentives like candy to boost engagement. These tools are especially useful in larger classes, allowing me to assess comprehension quickly and identify areas that need review or reinforcement.

For upper-level classes, which are typically field courses designed for senior students, my emphasis shifts toward applied research and analytical depth. In a course such as Health Economics, I plan to design scaffolded projects such as policy briefs and research proposals that help students build both technical and communication skills. Although I have not yet taught this course, my planned approach is grounded in the scholarship of teaching and learning. I draw on evidence-based strategies from *Teaching at Its Best* by Nilson (2016), which supports the use of active learning, project-based assignments, and real-world application to foster deeper student engagement. These assignments are intentionally open-ended, allowing students to explore topics that are personally meaningful, such as evaluating the Medicaid/Medicare federal health insurance programs or analyzing hospital pricing.

I have begun integrating AI tools into my courses in a thoughtful and structured manner. In introductory classes, I encourage students to use generative AI tools such as ChatGPT and Quizlet to create flashcards or generate review summaries based on the course textbook. These tools are

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particularly useful for English as a Second Language (ESL) students and others who may benefit from structured study aids. For upper-level writing assignments, I plan to guide students in using AI to support brainstorming, outlining, and editing, while clearly emphasizing that original content must be their own. This approach promotes digital literacy and supports diverse learners while upholding academic integrity.

I approach every class with the understanding that learner variability is the norm, not the exception. My students come from a wide range of academic backgrounds, learning styles, cultural experiences, and personal circumstances. Because of this, I intentionally design my courses to be inclusive, adaptable, and responsive to diverse student needs. Since each student learns differently, I strive to include a mix of instructional formats such as lectures, videos, games, and practice-based sessions to provide multiple entry points for understanding the material. From the first day of class, I use tools such as Pear Deck to gather information about where students are from, what their major is, which year they are in, and what interests them. These insights help me better understand the cohort and adjust my instruction, accordingly, including examples in class that they can relate to directly.

I prioritize open communication and clarity in every course I teach, beginning with a well-organized syllabus, clearly defined deadlines, and consistent reminders. I maintain regular office hours and offer additional meetings over Zoom to accommodate students' schedules. I provide detailed feedback on assignments and devote class time to exam preparation, including sample questions and collaborative review. At the beginning of the semester, I ask students to share their learning goals and expectations, which I reference throughout the course to support their progress and engagement.

I take an inclusive approach to assessment that balances academic rigor with student support. I use a mix of traditional evaluations, such as quizzes, exams, and homework, alongside collaborative assignments like group projects and paired presentations. I incorporate low-stakes quizzes as formative checkpoints and build in time during class for students to begin assignments, which allows me to identify areas where additional support is needed. Flexibility is a core value in my teaching, particularly for students with disabilities or chronic conditions. I follow all university accommodations, offering extended time or remote exam options as appropriate. For students who are unable to participate in class discussions due to specific restrictions, I provide alternative participation formats, such as asking them to find a short real-life video example related to a course topic and submit a brief written explanation. This balance of structure and adaptability ensures that students understand what is expected and have multiple pathways to succeed.

I am committed to continuous improvement in my teaching practice and view effective instruction as an evolving craft shaped by evidence, reflection, and responsiveness. I draw on the training I received through my university teaching certificate and stay current with research on economics education to guide my instructional decisions. I regularly use pre- and post-tests, as well as student feedback from mid-semester and end-of-term evaluations, to make thoughtful adjustments to course design and delivery. When something is not working, I revise my approach mid-semester, always prioritizing learning over coverage. I am especially interested in inclusive pedagogy and in making economics more accessible and meaningful to students from diverse backgrounds. My goal is to create a learning environment where students feel seen and supported, where economic thinking becomes a tool for understanding the world, and where they gain confidence not only in the material but in themselves.

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## 2 Course Syllabus

This syllabus is for an upper-level Health Economics course that I will teach in Spring 2023 at West Virginia University. Health Economics is one of my primary fields of specialization, and I am eager to continue teaching this course in future academic appointments. While I drew upon past versions of this course offered at WVU, I redesigned the structure and content to emphasize applied learning and policy engagement. Notably, I introduced a policy brief assignment to help students critically apply economic theory to real-world issues—an essential skill for both public and private sector careers. This course reflects my commitment to integrating research-based teaching with market-relevant training and fills a curricular gap by offering students an opportunity to analyze healthcare systems through an economic lens.

### Health Economics

ECON 465 (3 Credits)

West Virginia University – Department of Economics

#### Instructor Information

**Instructor:** Caroline A. Welter

**E-mail:** caw00024@mix.wvu.edu

**Office:** Reynolds Hall 6002

**Term:** Spring 2026

**Class Meeting Time:** MWF 10:30 – 11:20 AM

**Office Hours:** MWF 11:30 AM - 12:30 PM

**Class Location:**

**Prerequisite Courses:**

- ECON 201 - Principles of Microeconomics
- ECON 225 - Elementary Business & Economics Statistics, or
- STAT 211 - Elementary Statistical Inference.

#### Course Description

This course analyzes and evaluates critical questions in health, health care, and health care policy using economic theory and tools. Topics covered include: the demand for health and health care; economic approaches to studying healthy and risky behaviors; the economic causes and correlates of risky health behaviors and health disparities; the design and incentive structures of health care policy.

#### Learning Outcomes

By the end of this course, you should be able to:

- Analyze and apply economic concepts and models to evaluate decisions related to health, health behaviors, and health care choices.

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- Evaluate the role of economics in shaping and informing health and healthcare policy decisions at local, national, and global levels.
  - Interpret and apply economic models to identify and explain the causes and consequences of health disparities across populations.
  - Analyze the demand for health insurance and assess how concepts like moral hazard and adverse selection influence health insurance markets.
  - Compare and contrast the structure, function, and economic behavior of key healthcare industries, including hospitals, physicians, insurers, and pharmaceutical companies.
  - Critique the role of government in regulating, financing, and delivering healthcare, and propose policy solutions to improve healthcare outcomes and efficiency.

## **Textbook**

We will primarily be following the textbook listed below. I highly recommend that you do not purchase the textbook until you attend class.

### **Health Economics by Bhattacharya, Hyde and Tu**

- ISBN 10: 113702996X
- ISBN 13: 9781137029966

## **Assessments**

### **Assignments (30%)**

There are four assignments in this course, collectively accounting for 30% of your final grade. Each assignment is worth up to 7.5% of the overall grade. All assignments will be available on eCampus and are due by 11:59 PM on the Sunday of the week they are assigned. Assignments will consist of a variety of question formats, including multiple-choice, short-answer, graphing exercises, and writing prompts. They will be graded based on accuracy and effort.

### **Exams (30%)**

There are two exams in this course, making up 30% of your final grade. Each exam is worth 15% of the overall course grade. All exams will be proctored in the classroom during regularly scheduled class time. There will be no make-up exams. Each exam will consist of approximately 25 questions, including multiple-choice, calculation-based, and short-answer formats.

### **Policy Brief Project (40%)**

For your final group project, you will work with up to four classmates to complete a policy brief on a topic covered during the semester. This assignment is designed to help you apply the economic concepts learned in class to a real-world policy issue. You will research the topic using reliable academic and policy sources, evaluate the effectiveness of a specific policy using empirical evidence, and develop clear, potential recommendations. Over the course of the semester, you will submit

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several components of the project: an abstract, an outline, a written policy brief, presentation slides, and a 10-minute group presentation. The written policy brief should be no more than 10 pages in total (including references and appendices), formatted with 1.5 spacing, 12-point Times New Roman font, and 1-inch margins. This policy brief must include a literature review and demonstrate critical thinking and evidence-based reasoning. This project is your chance to explore a policy topic in depth, connect theory with practice, and develop skills in research, writing, collaboration, and presentation.

Portion of Assignment	Weight	Due Date
Abstract	10%	TBD
Outline	10%	TBD
Literature Review	10%	TBD
Slides	10%	TBD
Presentation	10%	TBD
Final Policy Brief	50%	TBD
<b>Total</b>	<b>100%</b>	

## Grading Policy

The following grading scale will be used to determine course grades:

A: 90% – 100%  
B: 80% – 89%  
C: 70% – 79%  
D: 60% – 69%  
F: 0% – 59%

Course grades will be weighted averages of your performance using the following weights:

30% of course grades will be determined by 4 assignments.

30% of course grades will be determined by 2 exams.

40% of course grades will be determined by the policy brief project.

## Grading Timeline and Feedback

You can generally expect your grades to be posted approximately one week after the due date. However, please be aware that occasional delays can occur. Your understanding and patience in such situations are greatly appreciated.

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## Course Schedule

Week	Topic	Material	Due Dates
1	Introduction/ Demand for Health	Ch 1 and 2	
2	Grossman Model	Ch 3	
3	Disparities/ Supply for Health	Ch 4 and 5	Assignment 1
4	Supply for Health /Insurance	Ch 6 and 7	Abstract (Policy Brief)
5	Adverse Selection	Ch 10	
6	Moral Hazard	Ch 11	Assignment 2
7	Innovation / Technology	Ch 12 and 13	Exam 1
8	Health Technology	Ch 14	Outline (Policy Brief)
9	Health Policy	Ch 15	Assignment 3
10	Spring Recess		
11	Nationalized Health Care	Ch 16 and 17	Literature Review (Policy Brief)
12	The American Model	Ch 18	Assignment 4
13	Aging/ Public Health	Ch 19 and 20	Exam 2
14	Special Topics		
15	Policy Brief Presentations		Slides and Presentations (Policy Brief)
16	Policy Brief Presentations		Slides and Presentations (Policy Brief)
Finals Week			Final Policy Brief

## Course Policy

### Communication Policy

If you have any questions about course policies or your grade at any point during the semester, please attend my office hours, as in-person discussions are the most effective way to address concerns. If you are unable to attend, you may email me using your official WVU email (name@mix.wvu.edu), as I cannot respond to non-WVU email accounts. Email exchanges should be concise and used for clarifications rather than lengthy discussions.

Emails sent during business hours (Monday–Friday, 9 AM–5 PM) will typically receive a response within 24 hours. Emails sent over the weekend will be addressed by 5 PM on Monday. Emails should not include confidential information such as grades or personal identifying information.

### Classroom and Participation Policy

Active participation in class is essential for learning and success in this course. While attendance will not be taken for points, you are strongly encouraged to engage in discussions and activities to reinforce course concepts. You should arrive on time and remain for the entire class session, as consistent attendance and participation contribute to a productive learning environment. In the case of a missed class, it is your responsibility to catch up on any missed work by reviewing materials on eCampus or coordinating with classmates.



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## **No Late Assignment Policy**

All assignments must be submitted by the stated deadline. Late submissions will not be accepted under any circumstances. You are expected to manage your time effectively and plan ahead to ensure timely submission. If an emergency arises that prevents on-time submission, you should reach out to me as soon as possible to discuss their situation.

## **Exam Policy**

All exams are strictly closed book, and the use of electronic devices, including smartphones and tablets, as calculators is prohibited. Only non-programmable calculators are permitted. Cheating and plagiarism will not be tolerated under any circumstances, and any violation of the WVU Academic Policy will be reported to the Dean of Students' Office for appropriate action, which may include academic penalties and disciplinary consequences.

Makeup exams will not be granted unless prior approval has been obtained. If you are facing exceptional circumstances, you must contact me in advance to make appropriate arrangements. In cases of unexpected absences, verifiable documentation must be provided to justify the absence; failure to do so will result in a zero for the missed exam.

## **Use of Artificial Intelligence (AI)**

You may use AI tools to support their research and writing process, such as for brainstorming, structuring ideas, or refining language. However, AI-generated content should not replace original analysis, critical thinking, or proper citation of sources. You are responsible for ensuring that all submitted work is your own and adheres to academic integrity standards. Any misuse of AI, including plagiarism or over-reliance on generated content, may be subject to academic penalties.

## **Institutional Policy**

### **Academic Integrity**

The following free tutorials allow you to better understand academic integrity at WVU. If you are unfamiliar with WVU policies concerning Academic Integrity, the University has produced a couple of easy-to-follow tutorials.

- [WVU Academic Integrity Tutorial](#).
- [WVU Plagiarism Avoidance Tutorial](#)

### **Institutional Policies**

You are responsible for reviewing policies on inclusivity, academic integrity, incompletes, sale of course materials, sexual misconduct, adverse weather, as well as student evaluation of instruction, and days of special concern/religious holiday statements.

## **Instructor's Authority and Flexibility**

Please note that I reserve the right to make decisions and adjustments regarding course policies, assignments, and grading as necessary to ensure the best learning experience for all students. While

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this syllabus provides a framework for the course, my decisions are final and may supersede any information not explicitly stated in the syllabus. It is your responsibility to stay informed of any updates or changes announced in class or through course communications.

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## 3 Active Learning Technique

### Introduction and Context

In my *Principles of Microeconomics* course, I implemented an active learning technique titled Trading in a Pit Market, originally developed by [Holt, 1996]. I used this activity at a pivotal point in the semester, immediately after covering the foundational concepts of supply and demand. My goal was to transform abstract textbook theory into tangible experience by allowing students to become buyers and sellers and personally navigate the forces of a competitive market.

The activity took place in a large lecture class with 296 students. To manage this scale, I recruited 30 volunteers (15 buyers and 15 sellers) to participate in front of the classroom. These students received extra credit as an incentive. The remainder of the class watched and learned as the trading simulation unfolded in real time.

### Description of the Technique

The core of the game mimics a real-world labor market in which buyers (firms) purchase one hour of labor from sellers (households). Students were randomly assigned to buyer or seller roles and given a record sheet and a color-coded post-it note with a hidden dollar amount. Buyers (pink notes) had a “value” representing their willingness to pay for labor. Sellers (green notes) had a “cost” representing their minimum acceptable price.

Each round of trading took place in “**the Pit**”, the open space in the center of the classroom. Trades had to satisfy the rule:

$$\text{Cost} \leq \text{Price} \leq \text{Value}$$

As the instructor, I played the role of auctioneer, validating or rejecting each deal based on the rule. Students recorded their trades and calculated their earnings (surplus) as the difference between their post-it note value and the negotiated price. Those who did not trade earned zero surplus for the round.

The simulation began with six rounds of free-market trade, each lasting approximately two minutes. As students navigated the activity, they learned by doing: buyers began to understand they had to negotiate a price below their value to earn surplus, and sellers realized they had to negotiate above their cost to benefit. Interestingly, it was not until the third round that most students grasped this concept clearly, demonstrating the power of active learning to surface misunderstandings that a lecture alone might miss.

In round seven, I introduced a policy intervention: a minimum wage of \$9. Suddenly, certain trades were no longer permitted, and students who had previously made deals now found themselves priced out of the market. This sparked a visible shift in student strategy and deepened their appreciation for how policy can affect market outcomes.

Behind the scenes, after we finished all rounds, my teaching assistants collected the post-it notes and plotted the cost and value points on a whiteboard graph. This allowed us to construct supply and demand curves in real time. By the end of the activity, most trades converged around a price of \$6, helping students visually and intuitively discover the market equilibrium.



Figure 1: Students making a deal in “the Pit” and validating it with the auctioneer (the instructor).

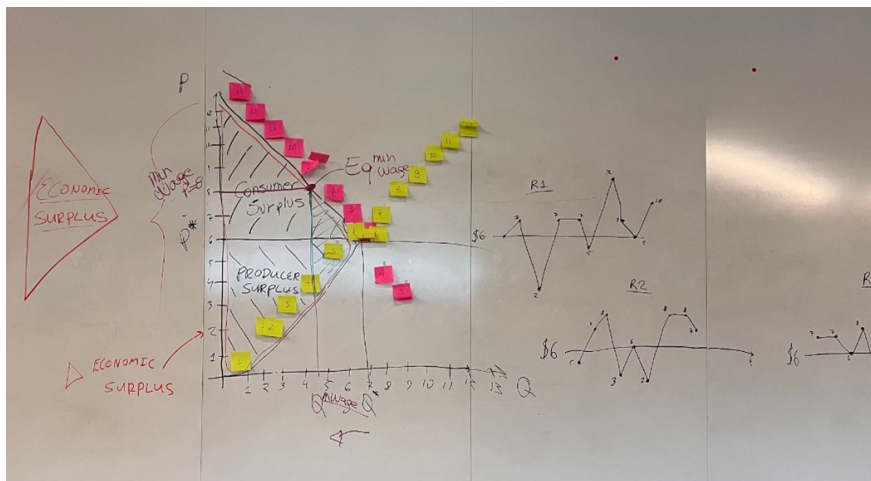


Figure 2: Plot of the demand and supply curves using the post-it note values assigned to students.

## Learning Goals

Through this activity, I aimed to:

- Reinforce the core economic concept that buyers and sellers act in their own self-interest to maximize surplus.
- Help students internalize the definitions of consumer surplus and producer surplus through firsthand experience.
- Demonstrate how individual decision-making in a competitive environment leads to equilibrium pricing.
- Illustrate the effects of price controls (e.g., minimum wage) on market outcomes such as unemployment or inefficiency.

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## Reflection on Effectiveness

This activity was a high point of the semester in terms of student engagement and learning. Volunteers in the “pit” were visibly energized, calling out offers and counteroffers with real urgency. The rest of the class observed the negotiation process, and I narrated each trade aloud so that non-participants could still follow the dynamics.

While it took students a few rounds to internalize the idea of surplus and how their note values related to pricing strategy, by round three, the room buzzed with strategic thinking. When the minimum wage was introduced in round seven, students immediately noticed the consequences: deals could not happen, even when both parties wanted to trade. That moment was particularly powerful in showing how market interventions, while well-intentioned, can create inefficiencies.

After class, I collected the record sheets and tabulated the outcomes. In the next session, I displayed a graph of the demand and supply curves constructed from the post-it notes, then explained how to visually compute consumer and producer surplus using the triangular areas between the curves and the equilibrium price. Students’ retention of these concepts was noticeably stronger in subsequent assessments.

## What I Would Improve

While the activity was successful overall, I would make a few changes in future iterations:

- **Reduce the number of rounds** from six to four, to streamline the activity while retaining its pedagogical power.
- **Delay the formal explanation of surplus concepts** to a following class, so students are not cognitively overloaded.
- **Increase engagement for non-participants**, possibly by having audience members bet on what the equilibrium price will be or predict the number of successful trades each round. In smaller class sizes, I would ideally have every student participate.

## Hand-outs

**Instructions** [[Access it here](#)]

**Record-sheets** [[Access it here](#)]

**Post-it notes**

**Slides** [[Access it here](#)]

## References

[Holt, 1996] Holt, C. A. (1996). Classroom games: Trading in a pit market. *Journal of Economic Perspectives*, 10(1):193–203.

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## 4 Summary of Teaching Experience and Course Evaluations

### 4.1 Overview of Teaching Background

I have been teaching at West Virginia University as the primary instructor for both asynchronous and synchronous sections of Principles of Microeconomics since Summer 2024. I began with an online course, then progressed to teaching a small in-person class of 60 students, considered average by WVU standards. Most recently, I have taught a large in-person section with 296 students. Principles of Microeconomics is a required course for many majors on campus, and I hold full responsibility for preparing and delivering lecture materials, grading assignments and exams, and providing prompt feedback to students to help ensure their success.

As a Ph.D. student, I work under the guidance of a supervisor who structures the overall curriculum and syllabus. As a result, certain aspects of the course, such as the choice of textbook, the pacing of content, and the assessment structure, are outside of my control. While these features can influence how students perceive the course, they do not reflect my autonomy or dedication in the classroom. Despite these constraints, I strive to create a dynamic and supportive learning environment that fosters engagement and promotes mastery of the material.

### 4.2 Teaching Experience and Course Evaluations

#### 4.2.1 Spring 2025: ECON 201 – Principles of Microeconomics

West Virginia University

**Date:** Spring 2025 – Synchronous, In-Person

**Level of Students:** Undergraduate

**Number of Students:** 296 students

**Required or Elective:** Required

**Responsibilities:**

- Served as the primary instructor for the course.
- Developed all course lectures and in-class materials.
- Held full responsibility for grading assessments and determining how to structure and deliver instruction, as long as all syllabus content was covered.
- Offered regular office hours and provided immediate feedback to students.
- Graded all student work.
- Managed the eCampus platform and the Pearson MyLab learning environment, which included the course textbook and its integrated tools.
- Created assignments and prepared supplementary materials to help students succeed on exams.

#### Teaching Strengths

Based on the feedback I received while teaching this course in Fall 2024, I implemented a variety of active learning techniques that deeply resonated with students. While I structure my lectures using slides, I regularly break up content delivery with interactive tools such as short videos, Kahoots, Pear Deck activities, and in-class demonstrations or games that reinforce core economic concepts.

I have seen firsthand that students become more engaged when they can interact with the material in hands-on ways. Below is a list of some active learning strategies and demonstrations I

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have successfully used in this course:

- **Kahoots!:** I use Kahoots regularly to check for understanding during and after lectures. It's a fun, competitive format that students enjoy. I often reward the top scorers with chocolate or a small extra credit in class participation points, depending on the activity.
- **Post-Pit Market Game (based on [Holt, 1996]):** This simulation divides the class into buyers and sellers who trade in a "pit market" to discover prices that fall between the buyer's willingness to pay and the seller's cost. After several trading rounds, we plot the resulting supply and demand curves on the whiteboard to demonstrate how equilibrium emerges. This activity works especially well in smaller classes, but I have adapted it for large lectures (e.g., 30 volunteers in a class of 296).

Access here the *instructional slides and photos*.

- **"Paper Bag" Trade Activity:** Each student receives a paper bag with a small gift inside. In Round 1, students rate their satisfaction on a scale from 1 (dislike) to 5 (love) and post it on the whiteboard as a histogram. In Round 2, they trade only with the person next to them (restricted trade). In Round 3, they trade freely with anyone. The final histogram typically skews right, illustrating how voluntary trade increases perceived value. This activity is fun and encourages interaction.

Access here the *activity instructions and photos*.

- **Elastic Rubber Bands for Elasticity:** I use rubber bands to visually demonstrate elasticity: the more stretchable the band, the more elastic the good; tighter bands represent inelasticity. It's a simple but memorable analogy.
- **Tennis Ball Production Game:** This exercise illustrates diminishing marginal returns. Students pass tennis balls in a line as "workers" are added. We track total output, marginal product of labor, and other costs to the firm.

Access here the *materials and photos*.

Overall, I worked to create an inclusive, supportive, and engaging learning environment. By mixing traditional lectures with active learning and real-time feedback, I help students stay involved and reinforce their understanding of economic concepts.

### Area for Improvement:

Based on student feedback, one clear area for improvement in this course is the clarity and depth of graph explanations. Many students found the graphical material challenging and expressed a desire for more step-by-step instruction and supplementary resources. Additionally, I recognize that strict adherence to the university-provided syllabus structure sometimes limited my ability to emphasize the content I found most important. In future iterations, I would adjust the course structure to allow for more focused delivery of core concepts, dedicating additional time to the visual and analytical tools essential to teaching principles of microeconomics. I also plan to improve the grading structure by incorporating more low-stakes assessments (e.g., quizzes or graded homework) that reinforce learning and reduce pressure from high-stakes exams. These changes would also help me provide more accessible support and ensure students have multiple opportunities to check their understanding, ultimately improving both comprehension and engagement.

Course Name: Economics-201-001 - Spring 2025

Instructor: Caroline Welter

## Response Rate

Raters	Student FO
Responded	84
Invited	247
Response Ratio	34.01%

## Default In Person Questions

	Beneficial	% Beneficial	Neutral	% Neutral	Not Helpful	% Not Helpful	NA	% NA
The manner in which concepts were presented was...	56	67.47%	18	21.69%	9	10.84%	0	0.00%
The methods the instructor used to present information (Discussions, visual, recorded lecture, case studies, charts, reading assignments, etc.) were...	54	65.85%	19	23.17%	9	10.98%	0	0.00%
The variety of assessment methods used by the instructor (quizzes, in class activities, multiple-choice questions, exams, research paper, etc.) that determine the overall course grade was...	57	69.51%	18	21.95%	7	8.54%	0	0.00%
The instructor response to questions (in-class, on-line, office hours) was...	66	81.48%	11	13.58%	3	3.70%	1	1.23%
The ways that my instructor let me know how well I was doing in this course was...	51	62.20%	19	23.17%	9	10.98%	3	3.66%

## Did any of the following external conditions of the class compromise your learning? (select all that apply)

Class size	Technology	Learning Tools	Time of Day	Length of Class
32	8	9	12	26

## Optional Selectable Questions

	Beneficial	% Beneficial	Neutral	% Neutral	Not Helpful	% Not Helpful	NA	% NA
The way the instructor was available during posted office hours was ....	58	71.60%	13	16.05%	2	2.47%	8	9.88%
The way the instructor kept an up-to-date syllabus posted on eCampus was...	65	79.27%	12	14.63%	5	6.10%	0	0.00%
The way in which course content relevance was connected to everyday life/the world beyond the classroom was...	62	75.61%	15	18.29%	4	4.88%	1	1.22%

## Please provide constructive suggestions in terms of how this course could be changed to improve your learning:

Comments
I think this course can go into depth when it comes down to the graphs and explain what each step means and why it's moving. Also the homework's only being 10% of grades but they helped me a lot for exams.



SPOT Individual Instructor Survey for Welter, Caroline - Economics-201-001 - Spring 2025

Comments
This course could change the way that they tell you to study which is studying everything that we learned in the past to weeks, and instead they should narrow down what exactly is going to be on the test.
Everything was good!
I feel as though a smaller class size would be more beneficial with hands-on activities. With a large class that we had, it felt a bit disconnected in some parts.
But overall, she did a really good job of working with everyone and encouraging volunteers for demonstrations. She was very lenient and helpful for those who struggled with the coursework and provided multiple help options multiple times throughout the day. She was patient and listened to what we needed help on and improved her teaching tactics to fit what we needed the most. Honestly, she was the most cooperative and understanding teacher I've had so far, and I really appreciate that.
This class being held on T/Th makes it over an hour long. This for me is a long time to sit in one spot and focus my attention on one place. I think maybe a small planned intermission would be beneficial for me when attending the long classes like this.
Make the dynamic study modules graded and do not do the solved problem graded ones. They were weird and confusing and did not help. The DSM's helped learn a lot.
In my opinion, this course was very beneficial for my learning. Caroline Welter did everything she could to help improve the classes way of learning. She accommodated to our needs and helped us understand the study of Economics in the ways that was most beneficial.
None, this class was taught well, and my questions were often answered as she lectured
I enjoyed this course. The professor was able to teach the topics in various, engaging ways that kept our attention throughout the entire lecture. She was willing to work with students if they needed accommodations for something. The one piece of advice I would give is to add graded quizzes to the course. That way students can have opportunities to boost their grade and take away some of the stress of exams. Also, these quizzes could serve as a knowledge check so students can get an idea of what they know and what they need to study before the bigger exams.
I think this course limited Professor Welter as an educator and I feel that I would have been more comfortable and successful if she had the liberty to go about the course in the way she saw best fit rather than how she was told to teach
I thought that the course was presented relatively well overall. I think that student participation was maximized, as kahoots and joinpd slideshows were common. I did alright in this class giving very little effort. I think the class should offer more bonus activities for students who want to do better. A lot of kids failed tests in this class. The numbers coming up on the television after each exam were pretty staggering. I am not sure of a direct solution for this, as it is more likely the fault of the student, rather than the teacher. Emphasize attendance, and add rigor to homework/assignments.
I think everything in this class was beneficial to my learning. I think the best part of the class was that the review was similar to the exam. A lot of my classes before did not make a review or made a review that was nothing like the exam and resulted in me not getting a high grade even if i studying a lot.
Nothing specifically comes to mind in order to improve the learning experience in class. Overall, I find that the methods used in class were quite successful and the only things which might improve it aren't exactly controllable like class size and length. The class was appropriately challenging for a 200 level and interesting for me as someone who isn't majoring in anything economics related.
: )
Really emphasize how important office hours really are from the start and really encourage students to go, once I started going I saw a significant change in my work.
I think the length of the class made it hard to stay engaged with the material. The professor did a good job at providing visual learning objectives.
I don't have any complaints about this course or the way it was taught. It was all very good
I liked the set up of this class. My instructor really tried to help me learn and prepare me for the assignments. I do think adding a little more content from the textbook and more examples of harder problems would be beneficial. I also think this class might be better as 50 minute sessions.
I would recommend more extra credit opportunities
Instead of spending a lot of time doing a class activity, we should have focused on learning the material because while the activities were fun, it did not help our learning. Also, we should start class on time rather than waiting for more people to show up.
I think Professor Welter did a great job at presenting and explaining the given information.
N/A
Good curve at final exam

Comments
<p>This course was definitely more challenging than any other economics or math course I have taken. I've taken a few college-level courses in math while I was still in high school and have been taking economics courses in college, but this course was by far the most challenging. That said, the instructor assigned to this course was outstanding, especially considering the limitations she had to work with.</p> <p>The course is quite difficult by itself, and the university put incredibly strict constraints on how it had to be organized and how things were graded. Despite all that, she did her best to help us. She responded quickly to emails, presented the material really well, provided additional information (aside from what the university gave her), held regular office hours and review sessions, and left us with lots of review notes. She even created Kahoots, in-class games, and interactive activities to help us with learning the material.</p> <p>In my opinion, the way the university designed this course almost felt like it was set up for students to fail. If it were not for the additional effort and dedication of Professor Welter many of us—myself included—would have failed. I truly appreciate all the time and effort she put into ensuring we understood the material, considering the fact that she herself is a student and balancing multiple responsibilities. She clearly wanted nothing but success for her students.</p>
<p>This is out of her control but more grades besides tests would be nice. However considering we didn't have them, she did everything and more to make passing possible for us students.</p>
<p>I think that the teacher was just reading off slides and assigning homework assignments for most of the course. I had to attend class because of participation but sitting in class was a waste of time because the slides are posted and I could review them better at my own pace. Each lecture slides were over 50 slides and even though the class was longer, not every slide was covered. She definitely did switch up teaching at times, but it still only vaguely covers information.</p>
<p>The professors office hours were during a time that I had another class that required attendance so it was pretty much impossible for me to meet with her without my grade in another class drop.</p>
<p>Sometimes it is a little bit to understand what teacher talking about. But everything is good except this</p>
<p>don't feel like she was given enough information especially exam material to succeed</p>
<p>I wish there was more available resources outside of class on the graphs. I feel like they were just briefly touched and I needed it to be more in depth.</p>
<p>The class was formatted very poorly, and the instructor had a hard time explaining a topic or problem in a way we understood. She did not take her time, and it was difficult to know the topic and keep up.</p>
<p>The Course Curriculum needs to be corrected. When the average grade is a 65% across the class that is a problem.</p>
<p>It seemed like a very well setup course. She was able to communicate very clearly and explained the material in an understandable way. I really appreciate how consistent she was about upcoming assignments and exams.</p>
<p>I haven't learned anything in this class, I haven't been forced to really put in any real effort because of how easy it is to complete the homework assignments and keep a decent grade. My teacher doesn't seem able to keep the attention of my class and because of her inability to clarify topics i haven't gone to class in three weeks.</p>
<p>I think by providing more practice examples, and going over the movements within the graphs would be beneficial to improve the learning. I found the graphs to be one of the hardest concepts in this course, so taking extra time to explain would help improve the overall understanding of ECON.</p>
<p>My professor was wonderful and made me switch my major to economics because I enjoyed the course thoroughly.</p>
<p>This class was really hard for me. At times I couldn't understand her because of her accent. At times during the reviews she would often go over charts a lot and there were only a few charts on the tests. I also don't understand why I am struggling. I did all the homework, practice tests, study plans, and looked over the review slides as well. I felt more prepared for the tests but didn't see the outcome I was expecting.</p>
<p>Clearer and more concise wording of the concepts trying to be taught. Staying focused on topic, really just working on being engaging while speaking.</p>
<p>The course was structured very well. not much to change</p>

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#### 4.2.2 Fall 2024: ECON 201 – Principles of Microeconomics

West Virginia University

**Date:** Fall 2024 – Synchronous, In-Person

**Level of Students:** Undergraduate

**Number of Students:** 60

**Required or Elective:** Required

**Responsibilities:**

- Served as the primary instructor for the course.
- Developed all course lectures and in-class materials.
- Held full responsibility for grading assessments and determining how to structure and deliver instruction, as long as all syllabus content was covered.
- Offered regular office hours and provided immediate feedback to students.
- Graded all student work.
- Managed the eCampus platform and the Pearson MyLab learning environment, which included the course textbook and its integrated tools.
- Created assignments and prepared supplementary materials to help students succeed on exams.

#### **Teaching Strengths:**

My teaching philosophy emphasizes flexibility and adapting instruction to help students succeed. I incorporate a variety of assessments and active learning techniques to foster deeper engagement with the material. I always implement a midterm feedback survey to ask students what is helping them and what could be improved. I have used practice tests, Pear Deck (which functions like a clicker tool for real-time feedback), and review sessions before exams. The more students practice with questions, the more they engage with the material, and this has been reflected in the positive comments I have received in SPOT survey.

#### **Area for Improvement:**

I would like to include more breaks during lectures, incorporating short videos, games, or live demonstrations to give students a chance to reset and engage more interactively during our 1-hour and 15-minute class sessions.

Course Name: Economics-201-006 - Fall 2024

Instructor: Caroline Welter

**Response Rate**

Raters	Student FO
Responded	20
Invited	47
Response Ratio	42.55%

**Default In Person Questions**

	Beneficial	% Beneficial	Neutral	% Neutral	Not Helpful	% Not Helpful	NA	% NA
The manner in which concepts were presented was...	11	57.89%	7	36.84%	1	5.26%	0	0.00%
The methods the instructor used to present information (Discussions, visual, recorded lecture, case studies, charts, reading assignments, etc.) were...	12	63.16%	6	31.58%	1	5.26%	0	0.00%
The variety of assessment methods used by the instructor (quizzes, in class activities, multiple-choice questions, exams, research paper, etc.) that determine the overall course grade was...	14	73.68%	1	5.26%	3	15.79%	1	5.26%
The instructor response to questions (in-class, on-line, office hours) was...	14	73.68%	2	10.53%	1	5.26%	2	10.53%
The ways that my instructor let me know how well I was doing in this course was...	9	47.37%	7	36.84%	2	10.53%	1	5.26%

**Did any of the following external conditions of the class compromise your learning? (select all that apply)**

Class size	Technology	Learning Tools	Time of Day	Length of Class
2	2	3	2	3

**Optional Selectable Questions**

	Beneficial	% Beneficial	Neutral	% Neutral	Not Helpful	% Not Helpful	NA	% NA
The way the instructor was available during posted office hours was ....	14	73.68%	1	5.26%	1	5.26%	3	15.79%
The way the instructor kept an up-to-date syllabus posted on eCampus was...	16	84.21%	1	5.26%	1	5.26%	1	5.26%

**Please provide constructive suggestions in terms of how this course could be changed to improve your learning:**

Comments
She is very nice but a very bad teacher, she teaches in a hard way to understand. The concepts are so easy and she shouldn't make it that difficult. Grade went up after I stopped going to class.
Dr. Welter did an amazing job for her first semester teaching, she was able to explain the topics. She definitely improved over the semester as we gave her feedback and listened to what we asked her to help us. When we asked for practice tests for the exam, she took time out of her day to make us a practice test. She has done an amazing job throughout the semester teaching us all the topics we needed to know.
How the course was set up (at the higher level) made it difficult to get an A in the class. It was practically solely based on tests. This course set up put many people in bad positions. Caroline Welter saw how much the class was struggling and asked us for feedback. Once she had gotten our feedback, she adjusted the methods she used to teach the course. Our grades since that point have been significantly higher. The fact that she listened to our feedback and was willing to apply methods that would better help the class learn gives her the true mark of a great teacher.
I think that Caroline did an excellent job trying to circulate around Pearson's complicated setup and gave us many options to do well in the class. I think that tests should weigh less so that students can focus more on the material and have better comprehension of the content rather than worrying about HUGELY weighted tests.
Use the Pearson material/examples more in class
Caroline Welter was the best teacher I have ever had before. She was so helpful and always available during all hours to help me and all my questions.
This class I was struggling a lot at first I think mainly It was slightly confusing what to study, but after I went to my proffesours office hours it strongly improved my grade in the class and her explanations for things I was struggling on was extreamly benefical.
While the Pearson modules were very beneficial to my learning, I feel that varying the due times of these modules, as opposed to making them all due on the test date, may have been beneficial to my learning. Additionally, many of the group activities were not particularly helpful for me, as I felt that my classmates often had little to add to the discussions. It may have been helpful to review these activities as a class instead of in small groups.
I think that tests should not be weighted as heavily. Nobody shows up to class, so if attendance was counted into the grades, I think overall grades would be higher (including tests grades).

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### 4.2.3 Summer 2024: ECON 201 – Principles of Microeconomics

West Virginia University

**Date:** Summer 2024 – Asynchronous, Online

**Level of Students:** Undergraduate

**Number of Students:** 44 students

**Required or Elective:** Required

**Responsibilities:**

- Served as the primary instructor for the course.
- Developed all course lectures and in-class materials.
- Held full responsibility for grading assessments and determining how to structure and deliver instruction, as long as all syllabus content was covered.
- Offered regular office hours and provided immediate feedback to students.
- Graded all student work.
- Managed the eCampus platform and the Pearson MyLab learning environment, which included the course textbook and its integrated tools.
- Created assignments and prepared supplementary materials to help students succeed on exams.

#### **Teaching Strengths:**

Strong organizational skills and effective communication with students, particularly in an asynchronous environment where no live lectures were available. I ensured regular student support by setting up dedicated office hours for those seeking additional help or clarification.

#### **Area for Improvement:**

One area for growth is providing concise lecture notes that summarize key concepts from each chapter to reinforce student learning. Additionally, I aim to guide students more intentionally toward specific assignments to help them focus their efforts and better engage with the course material.

Course Name: Economics-201-702 - Summer 2024

## Mandatory Questions

The overall quality of the course was:

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
Course content was related to graded assignments.	3	0	1	0	1	1	3.67	4.00	1.53
Course content was thought-provoking.	3	0	0	2	0	1	3.67	3.25	1.15
The course materials were useful to course objectives.	3	0	2	0	0	1	3.00	2.25	1.73

Overall my learning in the course was:

	Count	Very Poor	Poor	Avg or Fair	Good	Excellent	Mean*	Std Dev
I would rate my learning in this course as	3	0	1	1	1	0	3.00	1.00

The instructors overall teaching effectiveness was:

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
The instructor fostered a positive learning environment.	3	0	1	1	0	1	3.33	3.00	1.53
The instructor was well organized.	3	0	0	1	2	0	3.67	3.75	0.58
The instructor provided helpful feedback.	2	0	1	0	1	0	3.00	3.00	1.41

\* For an explanation of the *interpolated median*, please see [http://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](http://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

## Custom Likert Scale Questions

How well did the professor connect course content to its relevance to everyday life and the world beyond the classroom?

Count	Not well at all	Slightly well	Moderately well	Very well	Extremely well	Mean	Median	Std Dev
1	0	0	0	0	1	5.00	5.00	N/A

## General Comments

What recommendations do you have for changes? Principles of Microeconomics

Comments
The homework, graded and ungraded, didn't encapsulate the test questions very well. The homework assigned was too easy and then the test would ask more complex questions that were not found in the homework assigned or in the homework practice. The quizzes did a better job of reflecting the complexity of the test questions, and I think using the quiz questions would be a better route to take for preparing for the tests.
Please go over specific topics that will be on the test and help us in the course. The DSMs and study plans were helpful to a certain degree but truly didn't make me learn anything. There were multiple things I was told to learn and practice through those assignments that NEVER showed up on any of the tests. And the stuff I was never tested on (and therefore didn't learn as well) would always show up. Even after asking for help and going to tutoring, my average test grade didn't improve. Also, the fact that tests/exams make up 90% of this course when I spent hours every single day going over the ungraded assignments and other ungraded coursework is unfair to the student.

**What helped you learn in this course? Principles of Microeconomics**

Comments
The textbook videos were helpful, and so where the quizzes, and guided study plan.
The actual assignments were helpful, but not the study plans.



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## References

- [Holt, 1996] Holt, C. A. (1996). Classroom games: Trading in a pit market. *Journal of Economic Perspectives*, 10(1):193–203.