



Report for Kenneth Elzinga - All courses

Project Title: **2023 Fall Student Experience of Teaching**

Course Audience: **941**

Responses Received: **802**

Response Ratio: **85.23%**

Report Comments

Fall 2023 Individual Instructor Report - Aggregate All courses

Creation Date: **Wednesday, December 20, 2023**

Fall 2023 Questionnaire

Course Preparation:

1. The average number of hours (per week) that I spent outside of class preparing for ECON 2010 - 090 Principles of Econ: Microecon, ECON 2010 - 091 Principles of Econ: Microecon :

- Less than 1
- 1-3
- 4-6
- 7-9
- 10 or more

Course Questions:

Answer the following questions based on your experience in ECON 2010 - 090 Principles of Econ: Microecon, ECON 2010 - 091 Principles of Econ: Microecon.

(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

1)The course increased my enthusiasm for the topic.

2)Through this course I gained a deeper understanding of the subject matter.

3)I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.

*** If the above question generates a negative response, a branching question will be generated:**

3-A) You disagreed or strongly disagreed that you did not have access to the course materials you needed to learn. Please review the options below and select any of the reasons that may better describe what affected your access to course materials.

- Internet speed and reliability
- Internet connectivity
- It was difficult to obtain hand-on materials needed for the course
- I didn't have the funds to purchase the course materials
- The instructor didn't provide the course materials needed to learn
- Other: Please Specify

Learning Activities Question:

To what extent did the following learning activities contribute to your learning? (A Lot, A Moderate Amount, A Little, Not At All)

- Real-time lecture
- Recorded lectures
- Recorded video demonstrations
- Hands-on activities
- Real-time, whole-class discussion
- Real-time small-group discussion
- Online discussion boards
- Office hours

Open Comment Questions (Course):

1) Please tell us briefly how any of the above learning activities (or other activities not included above) contributed to your learning in this course.

2) What would you like the instructor and university administrators to know about your experience in this course?

Instructor Questions:

Answer the following questions based on your experience with Kenneth Elzinga. Your constructive feedback will help your instructor identify what went well and ways to improve the course in the future.

(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- 1) The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).
- 2) The instructor clearly communicated the course learning objectives.
- 3) The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.
- 4) The instructor provided me prompt and useful feedback on my learning.
- 5) The instructor provided opportunities for my active participation.
- 6) The instructor was available to help support my learning.
- 7) The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.
- 8) Overall, the instructor was an effective teacher.
- 9) The instructor created an environment that respected difference and welcomed diverse perspectives.

*** A positive or negative response to the above question will generate a follow-up comment question.**

9A) You selected "AGREE or STRONGLY AGREE" on the previous question: Please give specific examples as to how Kenneth Elzinga created an environment that respected difference and welcomed diverse perspectives.

9B) You selected "DISAGREE or STRONGLY DISAGREE" on the previous question: Please give specific examples as to how Kenneth Elzinga did not create an environment that respected difference and welcomed diverse perspectives.

Open Comment Question (Instructor):

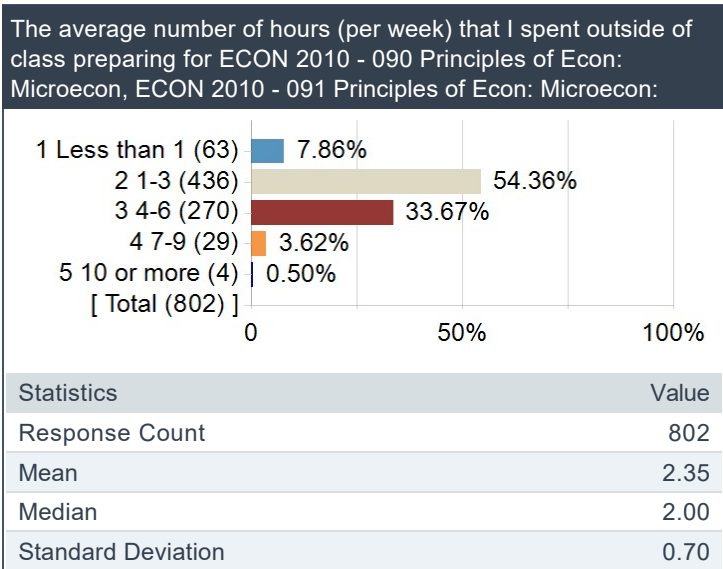
Your response to the open-ended question below will be shared only with Kenneth Elzinga. If this course was taught by multiple instructors, you will have the opportunity to provide feedback to each. Please avoid using instructors' names in your responses to ensure confidentiality.

- 1) What constructive suggestions do you have to help Kenneth Elzinga improve this course for future students?
-

Course(s) in this report.

| COURSE_NAME | Count | Percentage |
|---------------|-------|------------|
| ECON 2010 090 | 1 | 50.00% |
| ECON 2010 091 | 1 | 50.00% |

Student Preparation



Course Questions

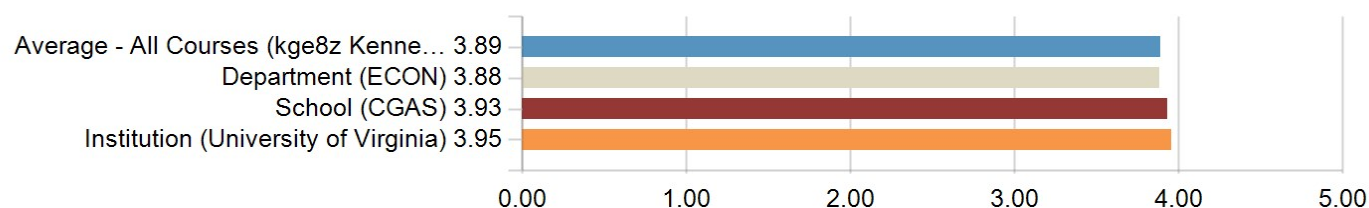
Mean values are displayed below.

Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

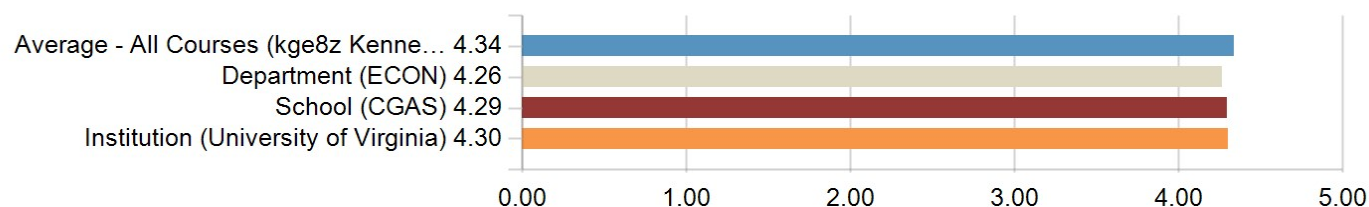
ECON

| Question | Average - All Courses (kge8z Kenneth Elzinga) | | Department (ECON) | | School (CGAS) | | Institution (University of Virginia) | |
|---|---|------|-------------------|------|----------------|------|--------------------------------------|------|
| | Response Count | Mean | Response Count | Mean | Response Count | Mean | Response Count | Mean |
| The course increased my enthusiasm for the topic. | 801 | 3.89 | 4469 | 3.88 | 40316 | 3.93 | 67987 | 3.95 |
| Through this course I gained a deeper understanding of the subject matter. | 800 | 4.34 | 4471 | 4.26 | 40304 | 4.29 | 67963 | 4.30 |
| I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects. | 800 | 4.42 | 4469 | 4.39 | 40302 | 4.48 | 67971 | 4.47 |

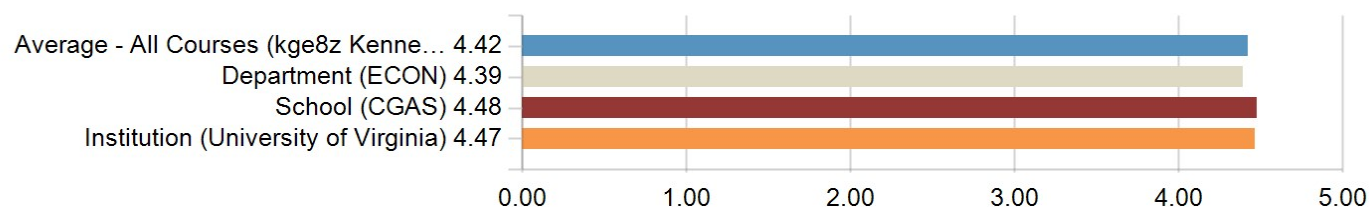
1. The course increased my enthusiasm for the topic.

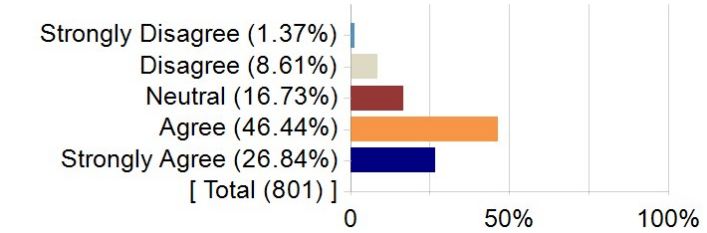
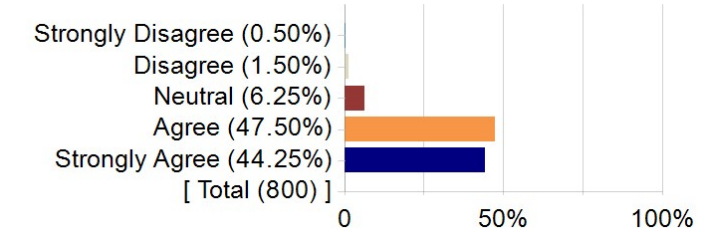
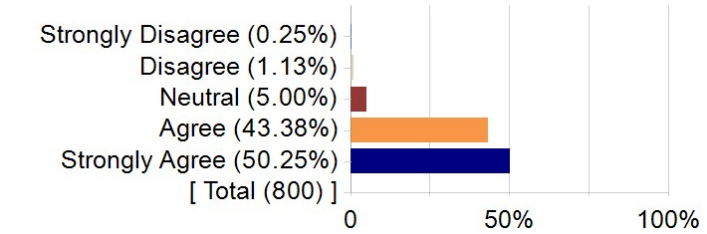


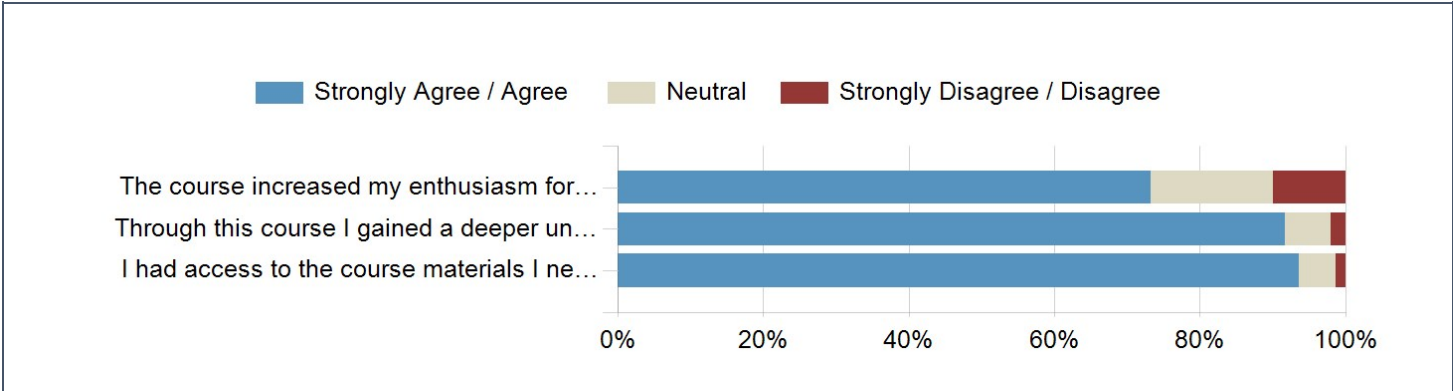
2. Through this course I gained a deeper understanding of the subject matter.



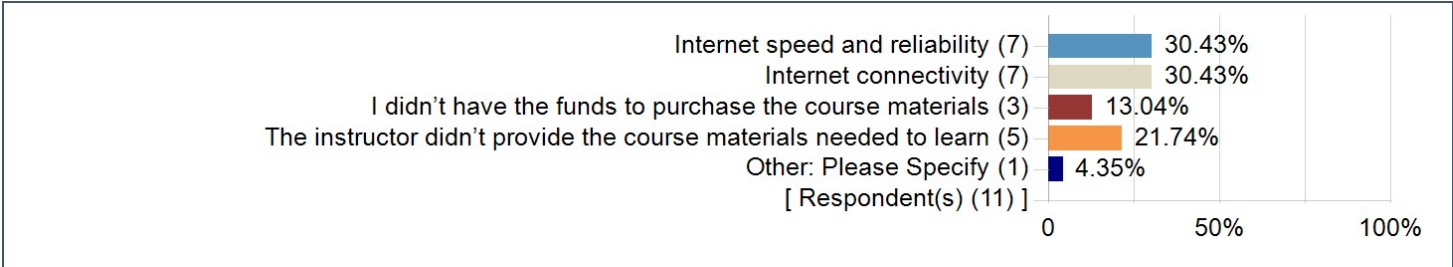
3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



| | | | | | | | |
|--|-------|-------|------------|--|-------|-------|------------|
| 1. The course increased my enthusiasm for the topic. | | | | 2. Through this course I gained a deeper understanding of the subject matter. | | | |
|  | | | |  | | | |
| Options | Score | Count | Percentage | Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 11 | 1.37% | Strongly Disagree | 1 | 4 | 0.50% |
| Disagree | 2 | 69 | 8.61% | Disagree | 2 | 12 | 1.50% |
| Neutral | 3 | 134 | 16.73% | Neutral | 3 | 50 | 6.25% |
| Agree | 4 | 372 | 46.44% | Agree | 4 | 380 | 47.50% |
| Strongly Agree | 5 | 215 | 26.84% | Strongly Agree | 5 | 354 | 44.25% |
| Statistics | | | Value | Statistics | | | Value |
| Mean | | | 3.89 | Mean | | | 4.34 |
| Median | | | 4.00 | Median | | | 4.00 |
| Standard Deviation | | | 0.94 | Standard Deviation | | | 0.71 |
| 3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects. | | | | | | | |
|  | | | | | | | |
| Options | Score | Count | Percentage | | | | |
| Strongly Disagree | 1 | 2 | 0.25% | | | | |
| Disagree | 2 | 9 | 1.13% | | | | |
| Neutral | 3 | 40 | 5.00% | | | | |
| Agree | 4 | 347 | 43.38% | | | | |
| Strongly Agree | 5 | 402 | 50.25% | | | | |
| Statistics | | | Value | | | | |
| Mean | | | 4.42 | | | | |
| Median | | | 5.00 | | | | |
| Standard Deviation | | | 0.66 | | | | |



You disagreed or strongly disagreed that you did not have access to the course materials you needed to learn. Please review the options below and select any of the reasons that may better describe what affected your access to course materials.



Learning Activities

Mean values are displayed below.

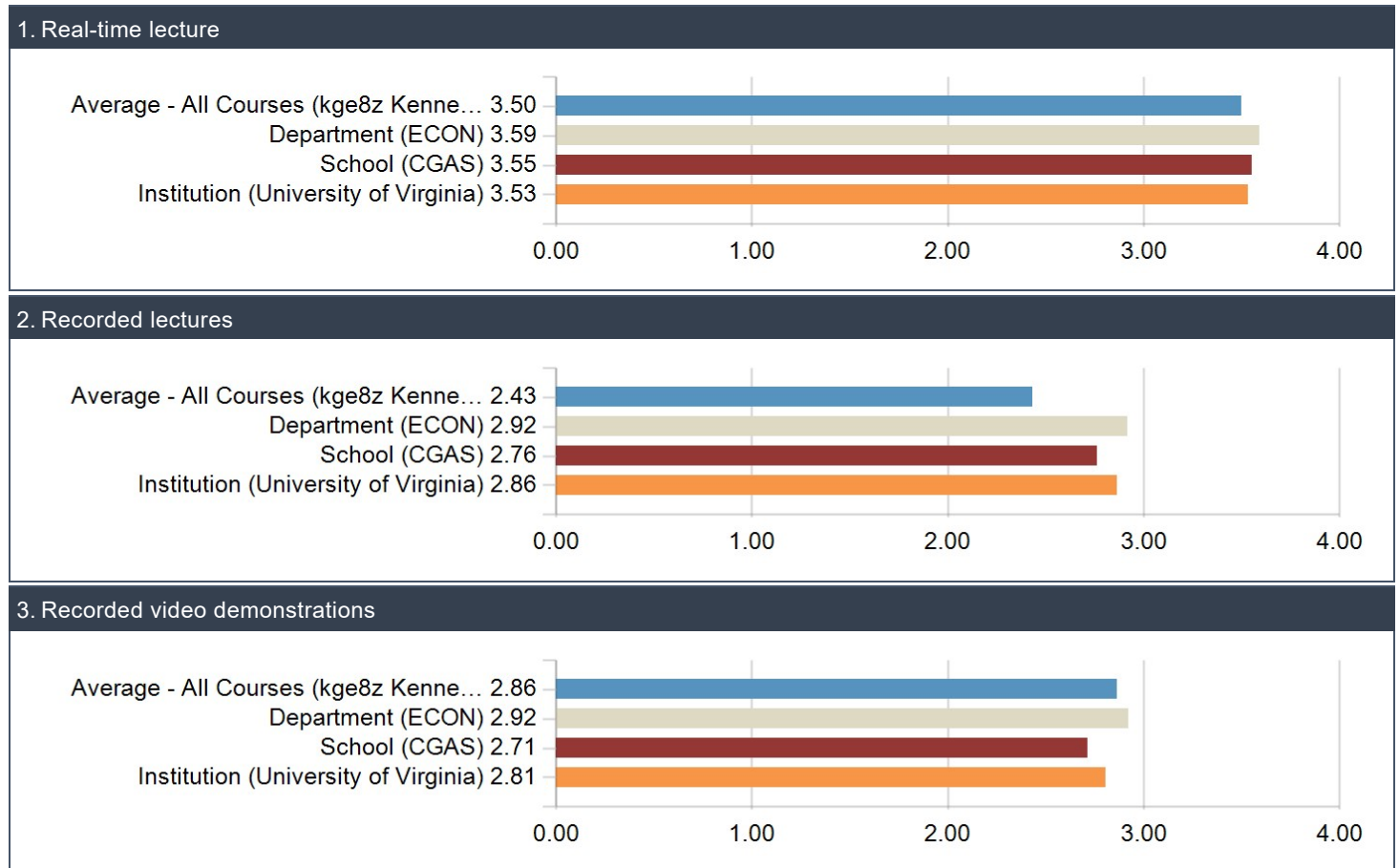
Scale: 1 = Not at All 2 = A Little 3 = A Moderate Amount 4 = A Lot

ECON

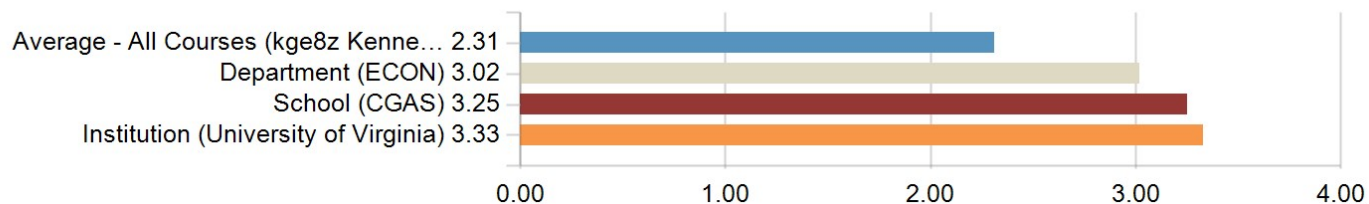
Learning Activities: To what extent did the following learning activities contribute to your learning?

| Question | Average - All Courses (kge8z Kenneth Elzinga) | | Department (ECON) | | School (CGAS) | | Institution (University of Virginia) | |
|----------------------------------|---|------|-------------------|------|----------------|------|--------------------------------------|------|
| | Response Count | Mean | Response Count | Mean | Response Count | Mean | Response Count | Mean |
| Real-time lecture | 798 | 3.50 | 4264 | 3.59 | 37069 | 3.55 | 61965 | 3.53 |
| Recorded lectures | 438 | 2.43 | 2207 | 2.92 | 17299 | 2.76 | 32003 | 2.86 |
| Recorded video demonstrations | 595 | 2.86 | 2033 | 2.92 | 15880 | 2.71 | 28519 | 2.81 |
| Hands-on activities | 339 | 2.31 | 2351 | 3.02 | 25937 | 3.25 | 47171 | 3.33 |
| Real-time whole-class discussion | 348 | 2.57 | 2817 | 3.08 | 31152 | 3.30 | 52210 | 3.26 |
| Real-time small-group discussion | 457 | 2.93 | 2442 | 3.02 | 29546 | 3.31 | 49252 | 3.26 |
| Online discussion boards | 290 | 2.04 | 1496 | 2.54 | 16041 | 2.62 | 28698 | 2.67 |
| Office hours | 558 | 2.75 | 3187 | 3.09 | 24427 | 2.86 | 42248 | 2.91 |

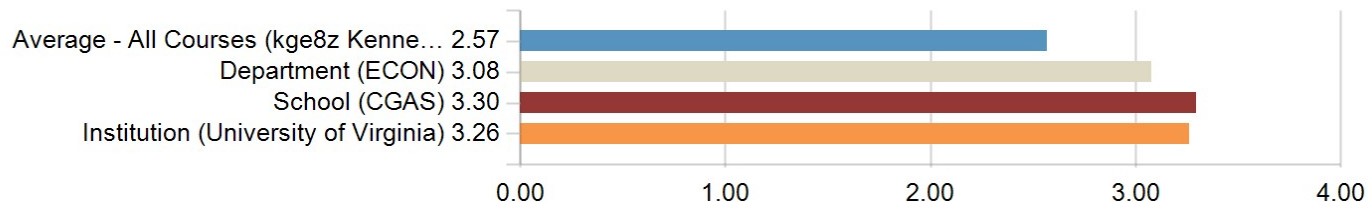
Learning Activities: To what extent did the following learning activities contribute to your learning?



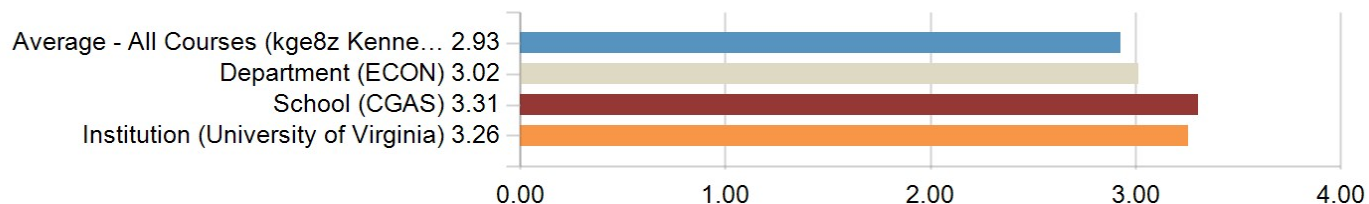
4. Hands-on activities



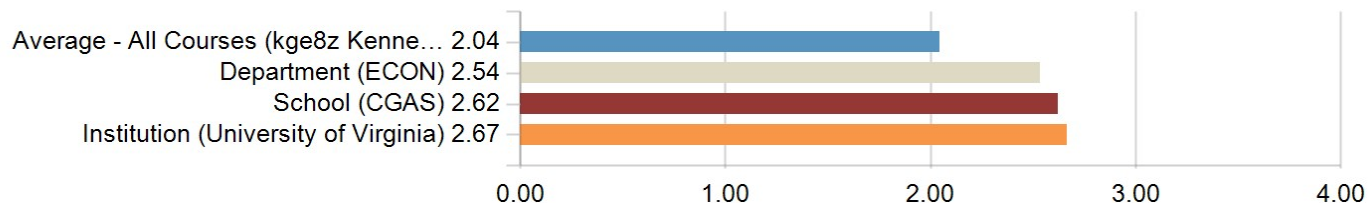
5. Real-time whole-class discussion



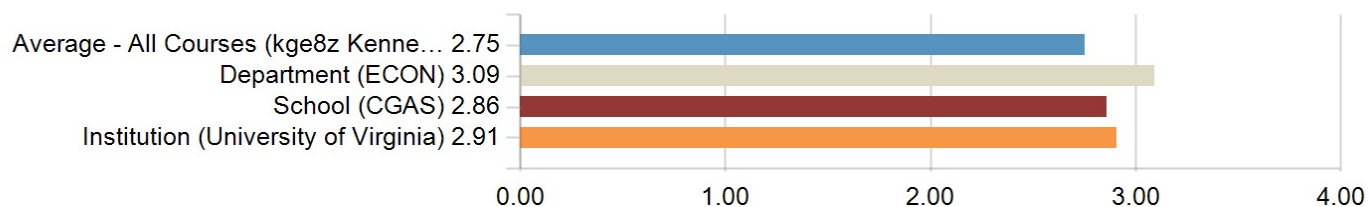
6. Real-time small-group discussion



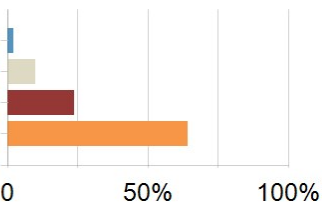
7. Online discussion boards

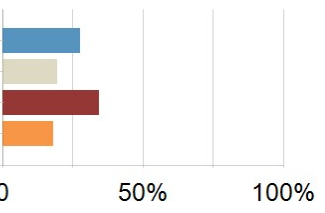


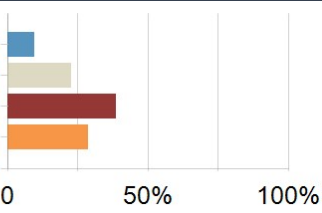
8. Office hours

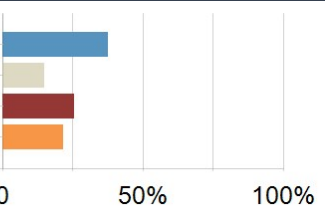


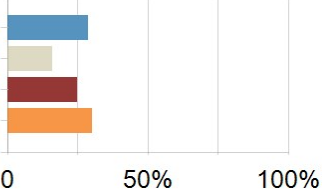
Learning Activities: To what extent did the following learning activities contribute to your learning?

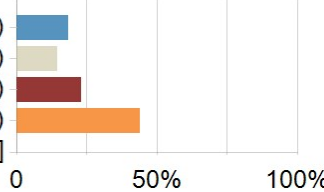
| 1. Real-time lecture | | | |
|---|-------|-------|------------|
| <div><div><div>Not At All (2.26%)</div><div>A Little (9.77%)</div><div>A Moderate Amount (23.81%)</div><div>A Lot (64.16%)</div><div>[Total (798)]</div></div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 18 | 2.26% |
| A Little | 2 | 78 | 9.77% |
| A Moderate Amount | 3 | 190 | 23.81% |
| A Lot | 4 | 512 | 64.16% |
| Statistics | | | Value |
| Mean | | | 3.50 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.76 |
| Standard Error (base on PSD) | | | 0.03 |

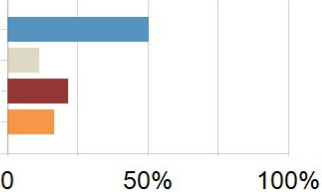
| 2. Recorded lectures | | | |
|---|-------|-------|------------|
| <div><div><div>Not At All (27.63%)</div><div>A Little (19.63%)</div><div>A Moderate Amount (34.47%)</div><div>A Lot (18.26%)</div><div>[Total (438)]</div></div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 121 | 27.63% |
| A Little | 2 | 86 | 19.63% |
| A Moderate Amount | 3 | 151 | 34.47% |
| A Lot | 4 | 80 | 18.26% |
| Statistics | | | Value |
| Mean | | | 2.43 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.08 |
| Standard Error (base on PSD) | | | 0.05 |

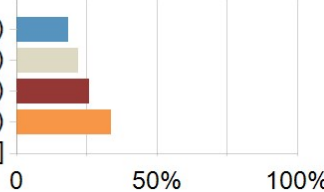
| 3. Recorded video demonstrations | | | |
|---|-------|-------|------------|
| <div><div><div>Not At All (9.75%)</div><div>A Little (22.86%)</div><div>A Moderate Amount (38.66%)</div><div>A Lot (28.74%)</div><div>[Total (595)]</div></div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 58 | 9.75% |
| A Little | 2 | 136 | 22.86% |
| A Moderate Amount | 3 | 230 | 38.66% |
| A Lot | 4 | 171 | 28.74% |
| Statistics | | | Value |
| Mean | | | 2.86 |
| Median | | | 3.00 |
| Standard Deviation | | | 0.94 |
| Standard Error (base on PSD) | | | 0.04 |

| 4. Hands-on activities | | | |
|--|-------|-------|------------|
| <div><div><div>Not At All (37.76%)</div><div>A Little (15.04%)</div><div>A Moderate Amount (25.66%)</div><div>A Lot (21.53%)</div><div>[Total (339)]</div></div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 128 | 37.76% |
| A Little | 2 | 51 | 15.04% |
| A Moderate Amount | 3 | 87 | 25.66% |
| A Lot | 4 | 73 | 21.53% |
| Statistics | | | Value |
| Mean | | | 2.31 |
| Median | | | 2.00 |
| Standard Deviation | | | 1.18 |
| Standard Error (base on PSD) | | | 0.06 |

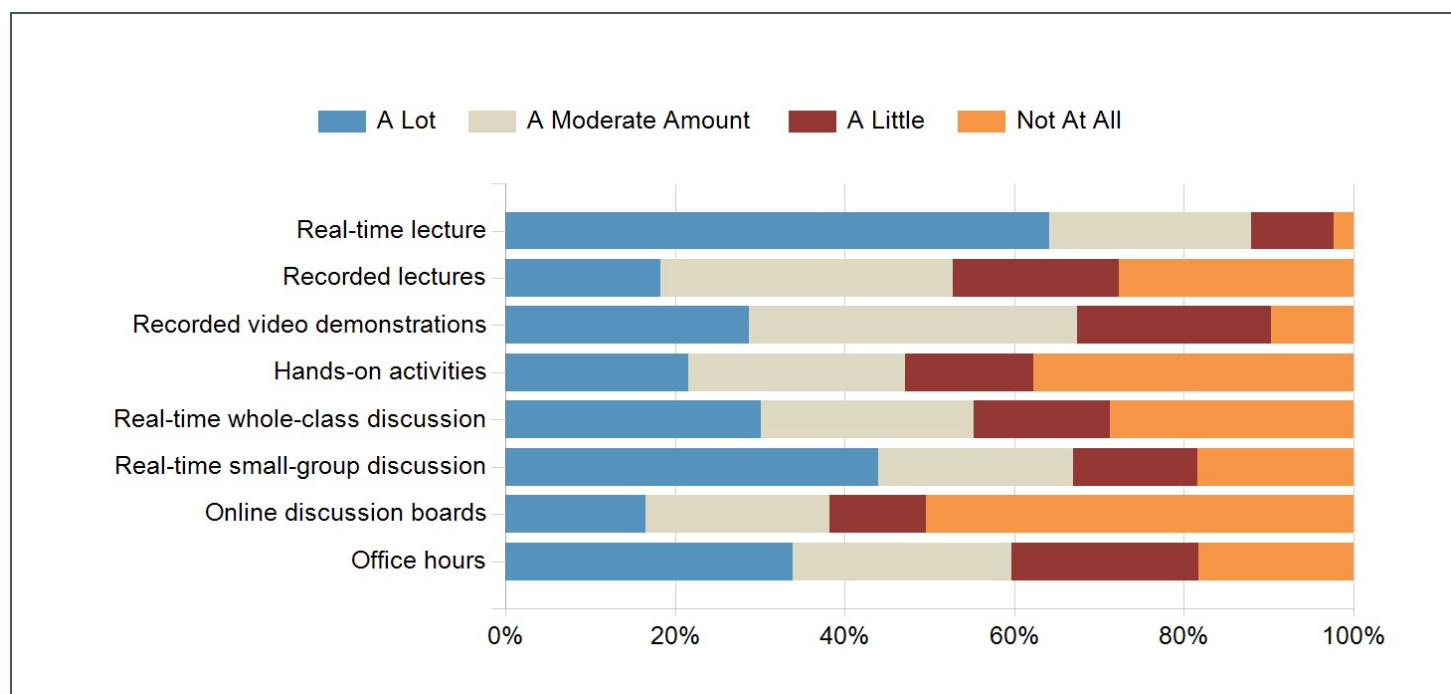
| 5. Real-time whole-class discussion | | | |
|--|-------|-------|------------|
| <div><div>Not At All (28.74%)</div><div>A Little (16.09%)</div><div>A Moderate Amount (25.00%)</div><div>A Lot (30.17%)</div><div>[Total (348)]</div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 100 | 28.74% |
| A Little | 2 | 56 | 16.09% |
| A Moderate Amount | 3 | 87 | 25.00% |
| A Lot | 4 | 105 | 30.17% |
| Statistics | | | Value |
| Mean | | | 2.57 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.19 |
| Standard Error (base on PSD) | | | 0.06 |

| 6. Real-time small-group discussion | | | |
|--|-------|-------|------------|
| <div><div>Not At All (18.38%)</div><div>A Little (14.66%)</div><div>A Moderate Amount (22.98%)</div><div>A Lot (43.98%)</div><div>[Total (457)]</div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 84 | 18.38% |
| A Little | 2 | 67 | 14.66% |
| A Moderate Amount | 3 | 105 | 22.98% |
| A Lot | 4 | 201 | 43.98% |
| Statistics | | | Value |
| Mean | | | 2.93 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.15 |
| Standard Error (base on PSD) | | | 0.05 |

| 7. Online discussion boards | | | |
|---|-------|-------|------------|
| <div><div>Not At All (50.34%)</div><div>A Little (11.38%)</div><div>A Moderate Amount (21.72%)</div><div>A Lot (16.55%)</div><div>[Total (290)]</div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 146 | 50.34% |
| A Little | 2 | 33 | 11.38% |
| A Moderate Amount | 3 | 63 | 21.72% |
| A Lot | 4 | 48 | 16.55% |
| Statistics | | | Value |
| Mean | | | 2.04 |
| Median | | | 1.00 |
| Standard Deviation | | | 1.18 |
| Standard Error (base on PSD) | | | 0.07 |

| 8. Office hours | | | |
|---|-------|-------|------------|
| <div><div>Not At All (18.28%)</div><div>A Little (22.04%)</div><div>A Moderate Amount (25.81%)</div><div>A Lot (33.87%)</div><div>[Total (558)]</div></div> | | | |
| Options | Score | Count | Percentage |
| Not At All | 1 | 102 | 18.28% |
| A Little | 2 | 123 | 22.04% |
| A Moderate Amount | 3 | 144 | 25.81% |
| A Lot | 4 | 189 | 33.87% |
| Statistics | | | Value |
| Mean | | | 2.75 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.11 |
| Standard Error (base on PSD) | | | 0.05 |

Learning Activities: To what extent did the following learning activities contribute to your learning?



Please tell us briefly how any of the above learning activities (or other activities not included above) contributed to your learning in this course.

| Comments |
|--|
| I mainly learned a lot of material through lecture and textbook review. |
| The discussions were somewhat helpful but overall the lectures were by far the most interesting and I learned a lot from them. |
| El Zinga's lectures were very helpful. Liked all the personal anecdotes |
| It did not help. I benefitted from using khan academy. |
| The lectures helped a lot. |
| Discussions were helpful |
| As it is a lecture course most of my understanding came from Professor Elzinga lecturing but I honestly think that while the textbook readings may have helped some people they only made my personal understanding of the topics more convoluted because Professor Elzinga and the textbook explained concepts very differently a majority of the time. |
| Lecture was useful but the textbook is where I spent most of my time learning the material. |
| Discussion groups were the most helpful resource in this class. |
| I found my discussion section to be the most helpful in contribution to my learning. |
| I think the econ minutes were very helpful and interesting and allowed me to apply concepts from the textbook and lectures to the real world. |
| Lectures were helpful, discussions were even more helpful |
| iclicker questions |
| Real time lecture helped develop my understanding of the material. |
| Elzinga's lectures were always very captivating since he was always able to weave real life examples into the concepts he taught in order to make it more understandable, and they vides (the econ minutes) were helpful since they shined more light on specific examples within economics. |
| I would say office hours with my TA helped a ton and attending and getting extra help was definitely something that had helped as well. I would say the lectures would help, but I needed to go back and review to really understand the topic. The small group discussions helped me gain a better understanding of the topics because we could ask questions. Being hands-on by drawing graphs assisted me by allowing me to visually see the supply and demand curves more. |
| Lectures: Lectures substantiated my understanding of the content within economics considerably. It really clarified the information presented within our course textbook and also was fascinating (and even sometimes fun) to watch. |

| Comments |
|--|
| Recorded video demonstrations: For this section, I am considering the Econ Minutes. They also allowed me to learn more information about economics that was outside the scope of the textbook, but it felt more of a requirement rather than something I would actually want to listen to. |
| Real-time whole-class discussion: The discussion sections on Friday also helped clarify the material presented in the lectures and the textbook. However, while our TA summarized the content presented every week quite elegantly in her slideshows, they lacked real-time discussion and conversation among my peers in the class. |
| – |
| the lectures were entertaining. |
| Small group discussions allowed students to get more one on one assistance. It was also good review from the past lecture. |
| Real-time lectures were beneficial to gain a better understanding of certain material that was not found in the textbook. |
| The Lecture were by the famous Elzinga, they were good but sometimes boring. |
| I thought my TA was very good and made sure to explain so many things from lecture in our discussion section. She was willing to set up another time to meet when I couldn't make it to office hours which was very helpful. |
| econ minutes explained unique topics quickly |
| Office Hours with Mr. Elzinga were so beneficial for my college career planning. |
| They all contributed to an overall understanding but, the Econ minutes needed to be more accessible. I couldn't find most of them and then they were unavailable. |
| Lectures and the textbook were the most helpful. Alongside discussion |
| I think lectures were super helpful and important. You have a great way of explaining course materials. However, I feel like when I was sick and had to miss class I wasn't able to learn the material because the posted slides don't give a lot of information since most of it is in lecture. |
| We would review lecture material in a slideshow. It was very helpful to reinforce the material. We would do practice problems and then take a weekly quiz. |
| The lectures briefly taught us what we were going to be the exams, and we were expected to deepen our learning through the discussion sessions and reading the textbook. |
| Discussion group and office hours helped me so much. I felt that was the only resource that allowed me to learn. |
| The lectures were engaging, clear, and helped me gain a deep understanding of the subject. |
| I had my own tutor. |
| n/a |
| I loved this course! I'm not going to be able to say something that someone else didn't, but overall it was a great class. |
| The lecture helped reinforce ideas in textbook |
| Professor Elzinga's lectures are truly incredible. He's one of the greatest of all time. I also really loved his econ-minutes. They are so entertaining and funny. Additionally, attending Professor Elzinga's office hours convinced me to major in Econ. I hope to emulate his approach to the field as I continue studying it. |
| All of these activities helped me throughout this course. The ones I put not at all for, were not part of the course and I was fine with that. |
| Professor Elzinga does a great job of including interesting in class examples that help to deepen our understanding of basic econ concepts. |
| The lectures were very interesting and the teacher was very funny |
| The lectures clearly and reliably conveyed the necessary information for the course. |
| The lectures were well-put-together and involved many examples to support the concepts. |
| The iclicker was a great tool for teaching strategy and answering questions more efficiently. |
| Lectures were well organized and helpful to attend. |
| The lectures were always interesting but were usually just long-winded examples of the textbook concepts. I definitely learned the most from my discussion section and the textbook readings. |
| Lectures were important to attend in order to succeed. |
| The lecture, combined with the small discussion groups made it so that weekly material was reviewed to ensure understanding |
| The lectures were where we learned the information. |
| discussions helped a lot |
| Lectures and Econ minutes were the most help with this course and provided me with the bulk of information needed to know. I felt |

| Comments |
|--|
| that it was very straight forward. |
| the office hours were extremely helpful to go over homework and review |
| I mostly learned in lecture which reinforced the textbook readings |
| The majority of this course was based on lectures and textbook readings paired with a discussion section. |
| I think the econ minutes were super helpful |
| His office hours are not for learning, but for talking with Mr. Elzinga. I struggled to learn a lot from lecture – I understand his use of examples to try and get students to understand the topics but it often felt silly instead of educational. Lecture is often not very interesting. Sometimes I felt that he would go over topics briefly that would be very relevant but spend time on things that were irrelevant. Most of what I learned was from the textbook. |
| The lectures I think were taught at the perfect pace to really understand the material. The demonstrations, stories and online videos were also helpful. |
| I found the textbook and discussions helped me the most |
| The lectures were helpful but sometimes the odd examples and methods could confuse an otherwise simple topic. |
| He was very interesting in the lectures. |
| Somewhat standard big lecture, mainly sink-or-swim but Elzinga taught the material well and made himself available. My discussion section filled any holes that might've been left. |
| real time lectures and textbook readings contributed to the majority of my learning in this class. |
| lectures were informative. |
| I appreciated the structure of the course and being given the textbook and the chapters to know for the following lectures, where the content from the textbook would be expanded on. |
| I really appreciated the recorded "Econ Minutes" because they showed the real world application of what we have been learning. I also liked the setup of the clicker questions because they tested my knowledge in a lower stakes way than exams would and showed me what I retained from the lectures vs what I needed to go back and study more. The lecture was definitely helpful, but I found that the smaller setting of the discussion section was more beneficial to me since I could ask questions. |
| The lecture was the majority of learning in this course. |
| The lectures with Elzinga provided the theory behind what we were learning and the discussion section provided the concrete information we were supposed to know in the form of PowerPoints and explanations. This system worked very well for me and both the Professor and my TA were great instructors. |
| Most of the learning was done through discussion section and external use of the textbook. |
| The lecture was good. Generally there are not enough opportunities for evaluation to get a sense of where you are at. Understandable based on class size. |
| I think the textbook contributed the most |
| Professor Elzinga's lectures were very interesting. |
| The lectures were helpful sometimes, but other times the professor would announce that a topic wouldn't be on the exam and then spend the rest of class time talking about it. Could sometimes go off on random topics. |
| Most of my learning came from the textbook, but I enjoyed some of the examples from the lectures. Sometimes he would go on a tangent and discuss some topics that were too loosely related to the subject matter. Overall, the lectures supplemented the learning from the textbook. |
| I loved Professor Elzinga's lectures and found the content to be deeply interesting. He made difficult concepts easy to digest with many real world examples, and his dry sense of humor made the class very engaging and something I always looked forward to. |
| Having review sessions that the Head TA hosted before exams helped a lot. |
| I learned most by doing reading and taking notes on the textbook and doing practice problems. Most of the material on the tests comes from the textbook. |
| Office hours and the discussion lectures were excellent. |
| Quick and concise explanations, provide a more intuitive approach to topics that were more dense and overexplained in the textbook. |
| The lectures were the most important. |
| Professor Elzinga was very helpful in my understanding of economics because of how long he has been teaching this class and how well he knows the topics. His explanations and examples in lectures made me understand the topics better. |
| I think that the textbook was the most influential in learning the content for this course and then is supplemental by the lecture material and discussion groups. |
| The lectures were very informative |

| Comments |
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| The lectures were very engaging, and the discussion sections allowed for questions on subject matter covered in lecture. |
| Lectures were occasionally engaging but always connected to a relatable concept. The material was dulled down to an introductory level yet exams did not reflect this. For these reasons, lectures were only moderately helpful. Reading the textbook was the most helpful. |
| Of course, Professor Elzinga's course is entirely lecture based, therefore all of my learning came from lectures, the textbook, and occasional recorded lectures (econ minutes). I also went to TA office hours twice which I found to be helpful. |
| The lectures were very helpful and so were the Econ minutes when it came to real world application. |
| I love it! |
| The lectures were very engaging, the little facts and insight Professor Elzinga provides are my favorite. |
| The lectures were organized and thorough and my TA came up with ways to focus in on the specifics of the topics in smaller discussions |
| The most helpful learning tool for me has been the text book and other activities. Lecture and discussion did not unfortunately help all that much, although I did like the examples given in lecture. |
| Most of the learning and engagement occurred during the lecture itself, which was so big that it was hard to facilitate class discussions. Nevertheless, I appreciated Prof Elzinga's teaching style and enthusiasm for the subject matter. |
| The lectures all were really insightful and helpful in connecting real world examples to the economics problems which we were learning |
| The small discussion class helped give deeper understanding of the broad concepts talked about during lecture. |
| The recorded video demonstrations covered niche economic situations that could not be explained by the textbook or general models taught in lecture. With high importance in an overarching principle, the content of the video demonstrations also known as "Econ Minute(s)" helped bridge the gap of understanding and application while providing sophistication. |
| Prof. Elzinga's lectures were great, and I found I not only gained deeper understanding of Economics, but also of the world around me. |
| I really only feel like I learned in my TA discussion, not the lectures. |
| The in class lectures were the biggest part of learning and were a huge help in teaching me the material and reinforcing what I had read in the assigned text book readings |
| Lecture helped talk through some of the textbook topics I was unclear on. Things can get complicated when you toss a bunch of economic jargon around, but Elzinga helped simplify and apply the concepts introduced in the textbook. |
| I didn't think the lectures themselves provided much material for me to study with for the exams, but the lectures did provide a basic framework to what I should be studying in the textbook. |
| The small-group discussions were very helpful to me because it gave me the chance to ask questions and get explanations from the TA because our lecture is far too big for that to be possible. |
| I really enjoyed the in person lectures and econ minutes which helped bring to life some complicated economic topics. |
| Along with the regular lectures, the study sessions before the exams were extremely helpful. |
| Absolutely adored every single lecture. Professor Elzinga is simply a fantastic economics professor which I realize is a shock to no one, and he does such a beautifully eloquent job at explaining the material. |
| I got my most help from office hours but sometimes it is hard to make those work! The lecture is huge so it can be hard to focus |
| The lectures gave us opportunities to clear up any misunderstandings from the readings. |
| The discussions helped clarify topics discussed in lectures |
| The real-time lectures were helpful—it would have been helpful to have a little more text on the slides because sometimes it was hard to keep up with note-taking and how quickly Prof Elzinga went through things. |
| The lectures covered most course material and were necessary in learning this course. |
| The econ minutes were very helpful to expand on what we learned in lecture, and I liked that we could watch them in our own time. |
| I just like the format of Econ Minutes because they apply a specific topic we learned in class to a real-life example. |
| I think the textbook readings were the most beneficial learning activity for me. The lectures were also helpful but a little hard to follow at times. |
| The lectures were a big help and so were the discussion sessions. |
| The discussion greatly impacted my learning ability as I was able to understand the material easier. |
| I really enjoyed Professor Elzinga's lecture style. The lectures were very helpful in understanding the course content. The slides were a harder to follow along with as they possessed little writing on them, but Professor Elzinga's teaching style made the slides more comprehensible. |

| Comments |
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| Discussions were the best |
| Meeting with my TA during office hours proved to be beneficial. |
| Lectures were helpful in introducing concepts from the textbook. |
| I really liked Elzinga's lectures, they were always super interesting! It is also nice how he likes to chat with people during office hours! |
| I liked the Econ minutes – they were clear and informative. |
| The lectures were very informative and interesting. |
| I deeply enjoyed how the class integrated engaging lectures and discussions. The lectures were interesting explorations of economics, and the discussion was immensely useful for demystifying any questions. |
| Quizzes, problem sets, and practice exams gave me real experience working with the problems and concepts covered in econ 201. The examples used to explain concepts in the lecture made it easier to understand and apply the information covered. |
| I believe my discussion helped me immensely in preparing me for this course. |
| The econ minues were very helpful and I like how you could watch them over and over or pause them to understand. |
| Real–time lecture was why I chose this class and this professor. Not only is Elzinga knowledgeable, but he is humorous and engaging with his students (no easy feat). I really enjoyed the econ minutes as well! |
| The lectures by Elzinga were very eye opening and insightful, |
| The lectures were very helpful and cleared up information that may have been confusing from the textbook readings. |
| n/a |
| The lectures were important and the textbook made it easier to understand the lectures |
| the lecture helped me review and understand the content in the readings. |
| I learned the most during lecture and was able to get things reinforced during discussion. |
| there were none. Just long lectures. |
| Going through the notes in the textbook in lecture in class helped to clarify and refresh the information. |
| The lectures were the most helpful for learning |
| I learned the most from lectures as our class was large and small group discussions were not possible. |
| The lectures were interesting but sometimes strayed off topic. The small–group discussions with my TA were very helpful. There were no recorded lectures, but that would have been very helpful. |
| Reading the textbook and attending lectutres were the main sources that contributed to my learning in this course. |
| I used the lectures to supplement my textbook reading. I could go more in–depth and digest the material at my own pace, but the lectures were still helpful and engaging . |
| Personally, the style of lecture made it difficult for me to learn the material well. |
| The class was mostly lecture based which reinforced the concepts in the homework reading. |
| I learned pretty much everything straight from the lectures or from the textbook/ |
| i think the iclicker questions helped a lot by giving examples of the terminology that Elzinga uses. |
| The lectures were the most important part of the class by far and gave me a good understanding. |
| It was mostly the lectures that contributed to my learning, and I supplemented material from the lectures with the textbook readinds. |
| the lectures were the most interesting element of the course! |
| A lot of topics were discussed in class but further elaborated in the homework |
| Real–time lectures were very in–depth. |
| Lecture was excellent, engaging, and fun |
| The econ minutes were very helpful, clear and concise. |
| The lectures were really helpful in my learning. I really enjoyed Professor Elzinga's teaching style and he made economics really engaging.I |
| All in all, the lectures were very interesting. My favorite part was going to office hours, in which Elzinga gave me some great advice. |
| The lectures were good but just really short so hard to stay motivated to go to them. |
| It was a lecture class so the lectures were helpful |
| I believe only the lectures and textbook helped with me learning. The discussion led by TAs were not very helpful. |
| Discussion section helped a lot to learn the material in a deeper meaning. |

| Comments |
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| It was great for providing an introductory level of econ |
| I found the lectures crucial to understanding the material because they combined graphs and definitions with real-world concepts. |
| They allowed me to continue to grow and improve my understanding of the topic of Economics. |
| I always attended lecture and found it helpful. My discussion leader was always willing to help. |
| Most of the content and material came from textbook and lectures only |
| Econ minutes were very interesting. |
| I feel as though most of my learning came from discussion, the textbook, and TA office hours. |
| I think that lecture was really helpful but posting a recording could be very beneficial. |
| Lectures and the textbook was very good and straightforward. TAs were good for explaining concepts that you didn't understand from the textbook or lecture. |
| Elzinga clearly knows his stuff. Great class!! |
| The econ minutes really helped me understand economic concepts. They allowed me to understand our learning material in the context of everyday life which is always especially helpful for me. |
| The textbook was helpful |
| not much other than the textbook and lecture |
| I really enjoyed the lectures, as they felt relevant and engaging. I think they best helped me understand this course. I also really enjoyed ECON minutes, as I thought they were great examples of economic principles at work. |
| The lectures really helped me to understand the course material more. |
| Lectures and the textbook helped me understand course content the most. |
| This course is very lecture heavy but with the addition of the discussion section, I think that purely lecture was helpful. |
| The lecture were engaging and thoughtful |
| I believe that real-time whole class discussion was pertinent to my learning in this course as examples that were engaging helped me facilitate my learning and understand the content to a deeper level. |
| Office hours with my TA was one of the most beneficial times that I learned the most from. Lectures were good for the most times. |
| The clicker questions did help me test my knowledge and understanding of the material so I really liked the clicker questions. The lectures in general were not as helpful compared to the textbook since we were going over the textbook, but the professor would include specific topics or vocabulary that may have been not part of the textbook so that made me very attentive to the class. |
| The discussions helped me review lecture and textbook material a lot. |
| I think the discussions for economics helped me learn the most because they are more personalized instruction. |
| The Real-time small-group discussions were very useful. |
| This was a lecture focused class. The lecture was very insightful and taught me a lot about the course. |
| I mostly had to rely on the sourcebook. The lectures were fun, reliant on examples but though to follow without previous knowledge of the subject. Same goes with discussions. |
| The lectures helped contextualize the information in the textbooks. |
| The group discussion helps a lot for understanding the concepts. |
| The lectures were the most helpful, but the review sessions with the head TA were very helpful as well as you could ask questions. |
| I learned a lot through lectures and textbook readings, Discussion was also helpful |
| Although lecture was helpful to learn, I found that discussion section was much more helpful. |
| There was limited discussion and engagement during class. |
| I learned the most from the engaging lectures. |
| The lectures helped me understand the textbook. |
| I think I learned the most in our discussion sections because I do better with more one-on-one learning. |
| The lectures were super interesting. |
| Lectures really helped me better grasp Concepts in Econ 2010 and allowed me to remember things. The Lectures were fun an engaging and I always looked forward to attending the lectures because they were that great, |
| Elzinga is a legend. His lectures are amazing |
| the discussion classes is where I learned and understood most of the material |
| The lectures did a really good job at not repeating textbook material but rather expanding on it. |
| Discussion sections were useful to reiterate lectures and econ minutes were typically interesting and helped retain information |

| Comments |
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| Discussion groups were by far the most helpful resource in this class. |
| We only had lectures but they were very informative! I learned a lot in those 55 minute lectures which is way more than I would have learned in 55 minutes without Mr. Elzinga |
| Fairly standard lecture based class, no small group or discussion because that was saved for the discussion section. There were pre-recorded lectures we would be assigned sometimes called econ minutes and they were fairly interesting however the means of accessing them is best described as arcane. |
| The lectures did an amazing job of keeping me engaged in the material and the discussion helped me gain a deeper, more clarified understanding of the content. Overall, they worked well hand in hand because Professor Elzinga helped us apply the concepts to the real world and the discussion class helped us understand the basic fundamentals. |
| The lectures along with the discussion sessions were my main way of learning the course material and heavily reinforced what I had read in the textbook. This made me feel confident and prepared and very comfortable with the course material. |
| The main component of the class was the real time lectures. I found the lectures to be very interesting and I found they balanced a good amount of theory and concepts where I was able to remain engaged. |
| The way Elzinga explains things just makes a lot of sense. He incorporates a lot of real world examples that help you thinking about the concepts in an applicable way. Also, instead of just teaching the standard curriculum he definitely throws in a lot of interesting and slightly more complex information that gets you thinking on a deeper level. |
| lecture was important but often only tangentially related to the material of the course/exams. The real learning was in the discussion section and textbook. |
| I wish there is more interaction in class. |
| The lectures, textbook, and small-group discussions helped a lot. |
| The lecturers provided some information on the concepts for the exams that was helpful. The Econ Minutes were also short and simple and helped teach about a separate topic. |
| Elzinga does great in large scale lectures to organize the intuitive nature of economics. |
| I really found the lectures extremely helpful in learning the material – they were very engaging. |
| I think that Professor Elzinga did a great job explaining content in the lectures, and the content in the textbook helped me gain a better understanding of economic concepts too. |
| Talking with TAs and classmates in discussions were especially helpful |
| the lectures were very helpful, everything was not very helpful or not applicable |
| I think office hours are extremely useful. Professor Elzinga told me about cartels and even if it didn't show up on the tests, it boost my interests in antitrust and helped me to have a clearer view of economics. |
| The real-time lecture didn't really help me grasp information as the examples discussed in lecture didn't pertain to the exams or information. Office hours helped moderately as it helped me grasp difficult topics. |
| small group discussion reviewing the content that was covered was most useful. |
| Lectures were not beneficial to learning content. |
| Office hours were very helpful |
| It was really fun how Elzinga uses the most unexpected examples to help us understand Econ. It is funny but also memorable. |
| The lectures helped me understand what we were learning about but not at a very deep level, but the discussion sections really helped me gain a deeper understanding of the material. |
| the lectures taught me information i was confused about in the textbook. it clarified a lot for me. |
| Econ minutes helped a lot! |
| I was able to absorb more information in a small group setting compared to a big lecture. |
| For the midterms, the textbook was more effective than the lectures |
| The economics lectures were great in introducing the topic to me, rounded out by the supplementary reading. However, I noticed my deep-level comprehension of the topic really came from discussion activities like the problem sets and quizzes. |
| My discussion group helped to clarify information. |
| The recorded video demonstrations, the econ minutes, were my favorite. They were clear and used simple terms as well as interesting real-life examples. The lectures were very engaging at times, I occasionally zoned out and then felt lost but that was likely my own fault. |
| This is a lecture based class, great hearing from Professor Elzinga who is so clearly a titan in the field and beyond knowledgeable. |
| The in-person lectures were the most helpful. |
| In this learning course, the discussions outside of the lecture contributed most to my learning of in-class time. That being said, |

| Comments |
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| most of the learning done in this class is independently by reading the textbook. |
| The lecture was long but interesting, and Prof. Elzinga brought a sense of knowledge and passion for the course material. |
| This class was taught fully through real-time lectures. The lectures were informational and necessary to listen to do well in the class. |
| The lectures and videos (econ minutes) helped me to greater understand the textbook content. |
| Not much as I didn't use them. |
| Professor Elzinga has amazing lectures!! |
| Only Justin Garrison knew what he was doing and Elzinga's lectures were not notable. |
| I learned the most out of the lectures but the econ minutes were also helpful although I wish econ minutes were available indefinitely after they were posted instead of for a limited time. |
| Great! |
| The bulk of my learning for this course came from the lectures in class and also from reading the assigned textbook chapters to fill in any gaps in knowledge. |
| Real-time lectures were hard to follow, and most of my learning was completed during discussion sections with my TA where we went over textbook topics |
| I believe that the textbook contributed significantly as it provided an area where I learned the most. The lectures were sometimes all over the place and hard to follow so I liked that the discussion summarized and helped me with that. |
| Loved the lectures |
| Discussion sections made me understand the lecture material a lot more than without it. |
| Real time small group discussion helped me a lot as everything was explained very specifically and I was able to ask questions. |
| The lectures greatly assisted in my learning, professor Elzinga is able to take material from the textbook and simplify it in a way that is easily digestible. |
| The lectures were informative but challenging to focus on due to the minimal slide content. I Clicker questions aided recall, and Econ Minutes videos were insightful. However, having access to the videos throughout the semester for review would have been more beneficial. |
| The in-person lectures I found to be extremely helpful. Professor Elzinga used applicable examples and conveyed the material in a way that was easily understood. |
| They gave me a better understanding of economics and economics in practice. |
| TBH I found his tone super boring- I had to drink a celcius to stay awake during lecture. The textbook was more entertaining than the lecture. I had to fight everything me to show up to this class because his voice made fall asleep. On top of that the clicker questions were so annoying because you could not see them from your phone and on top of that they were that many |
| The lectures, office hours, and recorded informational videos were integral to my learning in the course. Although textbook readings were assigned to help me learn the material, I found that my key understanding of various topics came from the in-person lectures that I attended and the readings helped to supplement the information. |
| the lectures and discussions were helpful in learning more info on the material |
| The lectures were very helpful, as they helped me digest the material in the textbook in a more understandable way. |
| Discussion definitely has contributed the most to my learning followed by the textbook and lectures. |
| I found the lectures to be extremely informative |
| I loved the lectures and found them really engaging |
| Discussion was the only helpful thing. |
| Mr.Elzinga would apply the topics of his lecture to real time scenarios which helped with the understanding of the information. |
| Elzinga's lectures teach economic concepts through conceptual and real-world application |
| I thought Elzinga's lectures were very engaging |
| I thought the discussions were helpful to further understand the lectures. I also enjoy Econ minutes. And, I thought the textbook readings were extremely helpful. |
| The textbook really helped with comprehension, and well as meeting with TAs and study sessions. |
| I learned the most from attending my TA office hours. I would be somewhat confused after reading the textbook and attending the lecture, so my TA would answer of my questions that really clarified my understanding of the material. |
| The entire course was made of lectures so this was how I did the majority of my learning along with the textbook. |
| I would say lecture attendance for this class was an absolute necessity, which was good because it kept me engaged. |

| Comments |
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| I thought the lectures were engaging and thought provoking, and were my primary means of learning the material. |
| I found that the textbook readings and in-person real time lectures were the most helpful tools to me learning. Also, my discussion was very helpful for preparing for exams because my discussion group was able to ask my TA questions regarding topics that are essential to learn for the exam. Professor Elzinga and my TA Nicholas Ward were both extremely helpful to my learning experience. |
| The Econ minutes were super insightful |
| The textbook readings save good insight about the material we were learning. The lectures went over the material in depth along with additional material that wasn't covered in the textbook. I watched Youtube videos to help me understand topics I wasn't sure of. |
| The iClicker questions were a good way to quiz students and correct misconceptions |
| The lectures were entertaining yet full of information. |
| Lecture is good and insightful but it isn't easy to take notes during. Follows textbook well |
| Lectures were interesting and for the most part engaging. Elzinga is an extremely accomplished professor and is passionate about giving his students a good experience in Econ 201. |
| The lectures were very vague but the discussions did a good job of going into depth with every concept. |
| I really liked how Professor Elzinga related topics we were learning in the in-person lectures to real world topics. This made me enjoy econ much more and made it easier for me to grasp the topics. |
| Lectures and Econ Minutes in particular helped me to understand general concepts. |
| Professor Elzinga's lectures were extremely effective, and he was incredibly engaging. |
| The lessons helped apply the principle's of Economics to real-world experiences, that were very valuable. |
| The textbook was very helpful. |
| Textbook was very helpful |
| I loved talking with my TA and with my peers from my discussion in order to review for the exams. |
| I really enjoyed the videos because they helped me contextualize the information with what happens in the real world. |
| The class sections are purely made of real time lectures. The real time lectures are very informative and always a joy to come to. |
| Office hours before test were crucial because you could bounce all your questions off the TA. |
| The lectures were good for learning the content, and the discussion sessions were good for clarifying the content. |
| The ECON Minutes were the most helpful in explaining topics. |
| I liked how the lectures were only an hour instead of an hour and 15 |
| I think the discussion and lecture contributed most to my understanding. |
| The recorded econ-minutes applied what we learned in lectures to real-life examples. |
| The discussion section summarized the lecture's material into power point slides and made it easier for me to understand. |
| good lectures |
| I felt as though I wasn't learning as much as I wanted to from the lectures. With my time spent outside of the classroom, reading and trying to understand the lessons on my own did a lot for me. |
| Lectures were very helpful because they went into information that the textbook does not go into. It explains the textbook info in a different way, giving me two types of ways to learn or understand something. |
| The discussions were semi-helpful |
| Lecture was the class. If you have trouble with auditory learning, you're screwed in this class. |
| Lecture was the only way of learning the material in the class – I thought the textbook covered too much material that it did not provide a narrower focus on what was important and what the takeaway should've been for that topic / chapter. |
| The in person lectures and recorded Econ-Minutes helped me deepen my understanding of the topics discussed, along with daily reading of the textbook. |
| My TA Office hours |
| I use the lectures and textbook primarily. |
| Real time lecture covered material that wasn't in textbook so it helped |
| Aided in learning the material efficiently. |
| Discussion sections greatly aided my learning of the subject, much greater than the lectures. |
| My small-group discussion helped clarify any things that I was confused about from the lecture. Besides that, any questions I had were answered by either my TA or the professor after class. |
| Elzinga's lectures were incredibly engaging, and I found myself very motivated and excited about the subject because of his wealth |

| Comments |
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| of personal experience. |
| they helped me understand the material |
| I feel that the real time lectures helped me better understand econ. |
| Lectures helped me to learn a ton |
| Being in class and listen to the lecture is the main contributor to my learning. I also make sure to read the chapters prior to going to class to make sure I have some idea of what we will cover in class. |
| Some valid points were made in the lectures |
| The lectures were most helpful. The textbook was also helpful just long. |
| The class was a lecture, so it was useful in summing up sum of the important parts to remember in the course. |
| Office hours and discussions really helped me capture the material covered in this class. If we only had lectures, it would have been pretty tough. |
| I think the lectures were relatively helpful but the discussion sections were where I was able to better my understanding of the subject. The textbook was a great reference, however, there were a lot of subjects covered in the lecture that I didn't necessarily hear during the lecture. |
| Econ minutes (recorded lectures) were really helpful in understanding the explained topics. |
| We did not have any hands on activities in class. It often seemed that content did not directly connect to exams. |
| Despite there being so many students in the course, I still found the lectures very useful. There were countless times where I didn't understand something in the assigned textbook reading but was able to get a much better understanding from attending lecture. I also liked the iclicker questions, as I was able to test my understanding of the material. |
| Lecture was difficult to understand at times and there were no recordings published which would have been very helpful. |
| I utilized office hours a lot to try and understand the lectures. I feel like the textbook was hard to understand and not knowing when to pair which chapter with which lecture. |
| The lectures were helpful because they included material not included in the textbook we used, and the professor was pretty engaging. |
| This was my first time taking an Econ course. Real-time lecture was definitely the most beneficial as Professor Elzinga was incredibly engaging and passionate about the topic. |
| I thought the econ minutes were interesting and supplemented lecture materials well. |
| I feel as though hands on activities in discussion were a huge point of emphasis in my learning |
| I paid attention in lectures and took notes on the material. |
| The lectures were engaging and provided a lot of information. There were Econ minutes on Panopto, and the readings were supplements to the course material. |
| I liked the iClicker questions at the beginning of the lecture because they were a simple check-in method that I feel helped me greatly. Plus, they mock a question I might see on an exam, so it was good practice for that. |
| most of the learning activities helps me to understand the concepts, but sometimes I'm unable to understand them thoroughly in class. |
| I learned a good amount from the lectures, but there were time were I lost interest or got confused. The discussions really helped me get a good understanding of the things I was confused about. The reading also helped me understand better. |
| I think problem sets were helpful. |
| I really enjoyed Professor Elzinga's lecture. However, I struggled with iClicker a lot and felt like there was not a lot of help or other options explored for those who experienced the same struggles that I did. |
| I think the lectures were the most helpful for me compared to the other ways of learning. Office hours were also one of the best ways to ask questions and fully understand concepts. |
| The lecture material was interesting, but it was hard to follow at times with the lack of detailed slides or activities to go along with it. A lot of this was due to a personal lack of attentiveness, however. |
| Mr. Elzinga's lectures could be boring at times, but for the most part really helped me understand what I was reading in the textbook. He explained complicated topics in a way that made them much easier to understand. I found the Econ Minutes very interesting. |
| It's a big lecture hall. I enjoyed the examples, but it was hard to see Elzinga due to the high # of persons in the Chem auditorium and difficult to find seating. I wish there were more office hours with TAs, and more practice problems, practice in general. |
| Discussion sessions were helpful, perhaps recording lectures would be helpful, as some feel very quick and I miss a lot of information. The recordings would be good for review |
| Elzinga uses iclicker to test our knowledge of class material. The points we earn through iclicker becomes part of our grades |

| Comments |
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| The discussion sections helped me greatly learn the course material by allowing us to ask questions. |
| The lectures were a good introduction point into what topics were about, and I had to study them more in-depth in my own time. |
| I felt the econ minutes took an abstract topic and applied it to a specific example that made the concept a lot easier to understand and comprehend. |
| I benefited from the lectures and the associated clicker questions. |
| Office hours helped me the most and my TA was very open to helping me not taking her time explaining. |
| The real-time lectures were interesting, but I wish there was more time to go through graphs and other concepts that would be on the test. This was typically the TA's job but I left discussions with remaining questions often. |
| The whole group lectures were very beneficial- they were the only method used. Econ minutes was also entertaining. |
| The goat lecturer. |
| The discussion section was by far the best way to learn material from both the textbook and the lectures, and I would not change a thing about the format of the discussions. |
| As a large lecture, most of the learning naturally comes from lectures. However, I found Professor Elzinga's lectures to be quite engaging, and I enjoyed how his Econ Minutes expanded on real life applications of Economics. |
| The economics discussions were where I learned the most and the lectures often trailed off i Felt. The textbook had a lot of fluff and it was often hard to find the actually useful information. |
| The lectures were helpful but they didn't help with preparing for the exams. |
| Lectures were very helpful with covering the material and explaining why it was the way it was. Discussion sections were also huge with this part. |
| Lecture time was truly the most impactful for me. The examples used in class helps either introduce/reinforce the material learned through the textbook. The Econ Minutes provided good examples to remember on tests. |
| They didn't hope this helps <3 |
| The real time lectures were really interesting and kept my attendance entirely. |
| Discussions and office hours helped a lot. |
| The professor's lectures were always very engaging and entertaining, which helped me approach economics with a positive mindset! |
| I felt like the clicker questions at the start of class helped me review the material but were a bit misleading since they seemed much easier than the test questions. |
| Econ Minutes were videos that he posted reviewing more important topic that he made engaging with his dog and very informational. |
| During your lecture, you implemented various hands-on and participation activities that allowed us students to further understand topics to an easier extent using real-world scenarios, which I found very helpful in the long run. |
| The lectures helped give me a better understanding of concepts in the textbook by making it simpler and giving real world examples. |
| Office hours helped me the most because it was more of a tailored experience to work on the things that I personally needed help with. |
| Really only learned through lecture. I found those engaging and applicable to life/other studies in college. |
| NA |
| I learned a lot through the lectures and the textbook provided. It allowed me to learn more about microeconomics. |
| The lectures and econ minutes were very helpful to learning. The TA discussion sections were also helpful review, but less so as they were more of a general review. |
| Real-time lecture was definitely super beneficial for me because I was actively learning, but I wouldn't be opposed to some recorded lectures because then I could go back to anything that was said if I missed it. I mean the posted slides did help, but there was more said in lecture than what was shown on the slides, so recored lecture also would have been helpful. Having the iclicker questions was an integral part of the lecture in my opinion because it motivated me to learn more but it also allowed me to apply the concepts we were learning. |
| The lectures was where I got all my information and where I learned the most, but the discussion groups did not help me out. |
| Most of my learning has occurred during lecture time and small group discussion. Some lectures do move a little slow and could have a little more information, but they generally are reinforce well with small group discussions we have. |
| My small group discussion sessions were extremely helpful in clarifying and simplifying material. My TA was great! |
| I definitely looked at the lecture more than anything else and learned the most from it. |

| Comments |
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| lectures were the most important, and reading |
| The lecture definitely was the most helpful in my learning activities, although I found that sometimes the pace that Mr. Elzinga taught very a little to fast for me to follow along. |
| The real-time lecture contributed the most to my learning experience for the course. Lectures depending on the day gave me insightful knowledge. However, there were lectures that I felt like were hard to understand how they would be linked to the topic that was said to be covered during that lecture period. |
| Lectures were very engaging and simplified the complex concepts in the textbook so I could better understand them. |
| This portion of the class was all lecture. It was a lecture with a lot of people which makes learning harder and I felt that though the lectures were helpful, I felt they were a bit distracted sometimes. I did not fully understand the material from the lectures simply from the lectures. |
| I think the most helpful tool used in this course was the textbook, which really matched the class and I felt confidently that I could use as an extension of the class, without having to doubt the content presented as relevant or not. |
| Lecture was great |
| Discussion sections and office hours were the most helpful for my learning. |
| The clicker questions helped challenge my knowledge on the subject. |
| Meeting with TA certainly helped form an understanding of the materials. |
| LOVE |
| Real-time lectures served as the main learning activity in the course, with recorded lectures supplementing the material learned in class. Additionally, textbook readings were a significant component of the learning process in this class. |
| Pre-recorded Econ Minutes helped provide real world examples to topics covered during lectures. |
| Course lectures were very beneficial to me. I really liked how Elzinga incorporated stories along with the material for us to more easily understand it and make it more memorable. |
| The real world examples in lecture were the most helpful parts of day to day class. |
| The office hours were very insightful and the TAs were always excited about teaching/going over any course material. |
| Lectures & note-taking were crucial to my learning. |
| Going to Justin Garrison's office hours proved to be extremely helpful for me. He provided great, thorough instruction that really helped me to learn the concepts. |
| i really enjoyed the econ minutes |
| Every lecture throughout the year was both incredibly insightful and entertaining. |
| Office hours were an incredible helpful experience in talking to Professor Elzinga and clearing up any confusing concepts that I had trouble with. |
| The slides are very clear and I really enjoyed Mr.Elizinga's course overall because he is a great storyteller and provides clear explanations. |
| The lectures were the main source of information, but they were also fun and easy to follow. This made understanding the topic easier. |
| The econ minutes were informative and it helped with extra knowledge on the topic. |
| The lectures for the class were very informative compared to anything else. |
| Office hours were where you could get a personalized time with the instructor that you couldn't otherwise |
| There were no discussions due to it being a large lecture. I thought his lectures were engaging |
| The lectures were the most helpful for my learning. I read the textbook as well to try to understand the material the best I could. |
| The lectures were amazing to attend. Elzinga is great at teaching material, but i didn't feel like I had much help outside of the class |
| I think to be successful in this course, you kind of have to be responsible for teaching yourself with the textbook which Elzinga supplements |
| The lectures were sometimes easy to grasp and quite interesting, and sometimes difficult to understand the main ideas. However, I found the econ minutes quite interesting and easy to follow. |
| Learned information from the lectures and the discussions. |
| I thoroughly enjoyed how the professor engaged students by having them participate in examples. It really helped bring to life a lot of the textbook concepts we struggled with and also added some humor to the content, which I appreciated. |
| I thought the lectures were very interesting and engaging, and I really enjoyed attending them. That helped me learn the content much better as I was more invested in the material. |
| The discussion class was helpful as it was more personalized and we could ask questions. |

| Comments |
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| Lecture was engaging with a lot of real world examples |
| I felt the Econ Minutes were a fun way to think of the material applied to real-life concepts. |
| I think that lecture and the i-clicker questions contributed the most to my learning in this course and both were very helpful in teaching me about micro. |
| great lectures |
| There was no recorded lectures, which could have been nice at times so that I could rewatch parts of the lecture that I did not know as well. However, I thought the real-time lectures were very engaging and I did learn a lot just from those. |
| In this course I went to office hours to discuss topics and grades and helped me understand the course more. |
| This class is entirely lecture-based and is not recorded, meaning attending lectures is crucial. Both Professor Elzinga and Justin Garrison stayed after every lecture to answer questions and welcomed all students to their office hours. |
| The lectures very detailed, so I was able to learn about Econ thoroughly, but it was also simple enough for people with no background knowledge to have the same understanding. The recorded lecture (Econ minutes) were also very helpful in learning relevant examples of Econ. |
| I enjoyed the lectures more than most. The lectures gave examples to apply to the concepts learned from the textbook and reinforced material. |
| The lectures were in-depth and provided helpful examples that aided in the learning process. |
| The lectures contributed by providing real world examples of the topics we learn in this course. |
| We had large lecture halls will clicker questions that kept me engaged. Additionally, we had discussion sections that reviewed what we learned in class and provided additional explanation on the material. |
| The two main learning activities that were used were lecture and reading. I found the lecture most useful. |
| The lectures and textbook were where all of the information was learned. |
| Lectures are strait forward and have valuable information |
| The clicker questions helped students to really interact with the content he was teaching. |
| Prof. Elzinga's lectures clearly outlined the course topics. Further, HTA Garrison's review were especially beneficial. |
| I found office hours incredibly helpful and Mr Elzinga gave great advice in continuing to study economics! |
| It helped me engage and learn the course material |
| Lectures were insightful. |
| Lectures were very helpful! |
| They furthered my understanding |
| Lecture time was really helpful in understanding the course content although it was oftentimes very fast paced and sometimes off topic. However, I think that sometimes this added to the class and made it very fun and it was helpful at times. Proffesor Elzinga was a good proffesor and the lectures were some of the more entertaining ones I have gotten to see this semester. |
| The slides were helpful as a reference. |
| Lectures were informative with many modern-day and easy-to-understand analogies were used to teach concepts and principles. |
| Class and reading were helpful |
| The in person lectures drive this course. None of the other categories were used except for the recorded econ minutes which were interesting, but there were only a couple of them. |
| The main thing that contributed to my learning was lectures and reading the textbook. |
| Lecture obviously helped the most – there were no discussions so the entire class was all lecture. Econ minutes helped as well. |
| Going over material in the discussions and review sessions was key to my success. |
| Almost everything I learned was from the lectures, the reading, and office hours. I did not use recorded lectures or online discussion boards. |
| Lecture was important to go to. |
| I learned by having the information introduced during lecture, writing textbook notes, and reviewing during discussion section. |
| The lectures applied many different concepts from the outside world to help learn the concepts, and that was very helpful. |
| Recorded Video demonstrations and Reading done outside the classroom were the most valuable learning activities for me. In person lectures were not very engaging and rarely closely connected to the textbook material so I did not find them very useful. |
| i learned a lot in the lectures. |
| The only activities we did in class were real-time lectures and recorded video demonstrations, which is to be expected of a class that size. While smaller group discussions would of course be helpful, it doesn't seem feasible for a 500 person class. It also |

| Comments |
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| would have been helpful if lectures were recorded. |
| Elzinga is a great lecturer and made engaging lectures that covered all necessary materials |
| practice problems in class were the best |
| Although lectures and discussions did help answer questions I had, I found that studying on my own terms was 90% of the way I understood everything. I used colander mainly, and some youtube videos online. |
| office hours were hlepful |
| I picked the 'Not At All' option for the learning activities that we didn't really get to do or that I did not particularly utilize. Other than that, lectures help add on to the knowledge that comes from the text book although they are not really comprehensive. Econ minutes are nice interesting bits of information and office hours do help if you have any additional questions. |
| The lectures helped me understand what I had learned from the textbook with practical examples and office hours helped clear any misunderstandings I had with the content. |
| A big part contributing to my learning is the textbook Collander. Its content covers a lot of things that show up on the exam and helped me gain a deeper understanding about the subject |
| The lectures were amazing, the applications described and the overall understanding of economics as a whole was clear and effective. |
| In class lectures were very engaging but also very explicative. The econ minutes were very fun to watch as well. |
| the class lectures and econ minutes were very helpful in understanding the course material |
| The recorded lectures were extremely helpful and allowed me to engage with course material on days I wasn't able to make it to class |
| The lectures were very informative and engaging. I looked forward to them. |
| The discussion section really helped. |
| The discussion sections were very helpful for my learning |
| Lecture was really the main thing that we got our course content from, and I felt like this was sufficient. |
| The most important learning factor for me was the in-person lectures. They made complex topics that I learned about in the textbook much more simple and digestible. |
| Real time discussions really helped me understand the material further. |
| Our discussion section was crucial to my understanding of many of the topics in the course because it allowed me to get more personalized instruction and repetition of the topics. |
| Lectures were very engaging if you paid attention, and Elzinga laid out his ideas in a way that was mostly very easy to attain. He structured them in a way that made sense to students. |
| Office hours allowed me to visit Mr. Elzinga and ask him questions about lectures and in today's society |
| The Colander textbook coupled with Prof. Elzinga's informative and engaging lectures were most useful in learning. While many students went to lecture and then read the corresponding textbook sections, I found it more helpful to read the textbook first for context and then go to lecture for further clarification and info. |
| The textbook was the most helpful tool for learning the course material, followed by the discussions, which went over what was covered in lecture. |
| The lectures helped me understand the material very clearly. |
| Lectures with such a big class was the best way I learned the subject material. |
| The econ minute helped a little bit as they were recorded small lectures that gave insight on important information. |
| He was a great lecturer and a really funny man. |
| I enjoyed learning from professor's real time lectures however it often times feels as if he goes on tangents. |
| I think that the Econ minutes videos helped me learn the content. |
| The lectures were informative, as both an understanding of the textbook's contents as well as the lectures are needed in order to understand most, if not all questions on exams. |
| The practice exams were extremely helpful |
| The discussion sections really helped me out the most because that's when the TA goes through everything from the lectures in greater detail, and you can ask any questions you have during that time as well. |
| The lectures were engaging and informative and the discussion sections we helpful and a great place to ask questions. |
| In every lecture, Professor Elzinga demonstrated why he is such a renowned professor. The presentations were incredibly well thought out, with examples that allowed students to wrap their heads around very thought-provoking concepts. |
| Lectures were great |

| Comments |
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| the recorded econ–minutes were very interesting |
| For more difficult topics, the in depth lecture partnered with stories were helpful, but for easier topics (especially ones covered well in Colander), it felt that lecture was a bit slow paced |
| Most of my learning occurred during the lectures and by reading the textbook. The Econ Minutes were helpful because they brought economics into the real world. |
| The lectures helped to elucidate some of the content that I did not understand from the Collander textbook. |
| Lecture was the main contributor to my understanding, but discussion sections also helped me to understand topics. |
| Though we did not have recorded lectures, coming into class is what helped the most (as well as the practices posted) when preparing for any of the exams. |
| The recorded video demonstrations (Econ minutes) were really helpful since they took the concepts we learned about in lecture and applied it to real–life. This allowed me to further my understanding of the material, and contributed to my success in the class. |
| Lectures helped learn a lot. |
| I gained the most value from having access to the online textbook and having any and all resources handy |
| Lectures helped clarify textbook context as well as introduce some new concepts. |
| I watched a lot of YouTube videos and reviewed the lecture notes periodically |
| The hands–on activities where Professor Elzinga sought a person out during the lecture and had them show us the economics in practice were very interesting, and I could remember them, which was helpful when trying to fully understand the material. Also, I really enjoyed seeing the examples that he gave in class and how they correlate to real life because I think that that allows me to better understand the material as well, and it makes it much more interesting than solely learning about terms and concepts. |
| Most of this class is structured through lectures and textbook reading, so attending lecture helped me learn most of the content which was also supplemented by reading the textbook. |
| The course is a large lecture, so small–group discussions would be hard to manage. However, attending the lectures and watching Econ Minutes really helped me grasp the concepts taught. |
| Class discussions with Arya helped so much. |
| I mostly took my own time to study on my own using the textbook and looking at online resources. As well as using the practice exams and problem sets. |
| Lectures were interesting but generally had little to do with material on exams. |
| I basically relied on having to read the textbook and do the tests on my own. |
| The lectures helped me understand the real life applications of the information that the discussion sessions and the textbooks taught me. |
| The lectures by far were the most preparing tool. Elzinga did a good job of using examples to introduce complex topics. Discussion sections were necessary, however, to fully understand the course material. Discussion sections prepared me for test questions, but lectures taught me economics. |
| I found the discussions to be most helpful. The lectures were decent but lacked real information that could be applied on the midterm |
| I did not ever attend office hours, so I did not gain anything from that. However, the lectures and the Econ Minutes (video lectures) were helpful to me learning the subject matter. |
| Most learning was down to in person lectures and textbook readings. This made the recorded Econ Minutes a nice change of pace even if often times it only felt like review. |
| Lectures were helpful however the lack of information on the slides slightly hindered my learning as I had trouble listening and writing down what professor Elzinga was saying. The discussion sessions were helpful and acted as very needed refreshers of the information during lecture. |
| The lecture alongside the supplemental reading helps me become familiar with the subject matter and the discussion session helps solidify the concepts. If I have any questions, I attend office hours or reach out to Professor Elzinga, or the other TAs. It is extremely helpful to receive the support of the instructors alongside the lecture. I do wish that there is recorded lectures, mores that I can review everything within the lecture as I am occupied by taking notes and might miss what Professor Elzinga said. |
| The in class lectures were extremely helpful in the beginning and then began to taper off towards the end of the year. I still find the lectures engaging and the course material extremely easy to learn. |
| The textbook is pretty good. |
| My discussion class was definitely the top contributing factor towards my learning. |
| My discussion TA was the most helpful person. He offered a lot of office hours and clearly explained the information during our discussion which really helped me. |

| Comments |
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| Lectures are good. |
| The variety of |
| good lectures |
| Lectures were useful |
| in-person lectures were extremely helpful at connecting the material from the textbook to its real-life application. |
| Lectures contributed a lot to my learning because they composed the majority of the class. |
| The practice questions were very helpful, lectures were engaging and I love how there were real world applications. |
| I learned most of the course's material through the textbook readings and my discussion section. |
| The real-time lectures were very useful as he explained very thoroughly the material that were supposed to be learning. As well as the small group discussion with the TA, I found to be very useful as they would more in-depth on a topic that either the professor didn't get to during the lecture or just kind of glossed over. |
| I really like small-group discussions during the discussion section. My TA, Nicholas ward, does an excellent job explaining the material and having active-engagement in the course. |
| In class lectures and the textbook helped the most. |
| Lectures are the main source of learning in this class, Mr. Elzinga does a great job of condensing his lectures into an hour. |
| Mr. Elzinga's lectures are interesting and well run. They effectively demonstrate information needed to be successful |
| Lectures were helpful |
| The discussion was more helpful because the slides had facts on them and were easy to comprehend, the lecture had no slides that actually helped me take notes. the lecture also completely strayed from the textbook. |
| It was a big lecture |
| Lectures were engaging and helpful, a fact made more impressive by the sheer amount of people in the class. |
| The discussions are primarily where I learned a majority of the course material. |
| The lecture was very important and gave a lot of information. |
| The lectures from Professor Elzinga were extremely captivating and motivating. I greatly enjoyed hearing and learning from him. |
| real time lectures were extremely helpful |
| Elzinga made lectures engaging and provided helpful examples for the material. Practice exams before midterms and the final are very helpful. |
| All of the available resources were clear, easy to access, and welcoming |
| Elzinga is a great lecturer who breaks down complex theory into easily comprehensible examples! |
| Lecture was very fun and informative. Each lecture kept me entertained and helped me better understand Econ. |
| reading the textbook helped a lot; lectures were confusing and not very engaging |
| Real-time lectures contributed to my learning by helping me understand the content more in-depth. |
| It's really depersonalized because it is such a huge class so lectures were really the only way to learn |
| I pretty much only attended lectures and then read the textbook. |
| I really enjoyed lectures and office hours. The homework assignments were useful for reinforcing concepts. |
| Real-time lecture helped me understand the material to examples and easy explanations. |
| I think office hours is one of the best tools to get proper clarity on the things that didn't click the first time. |
| These learning activities allowed me to understand the material and how it correlates to real-life examples |
| The lectures were extremely engaging and dynamic. Professor Elzinga's concise, narrative approach to teaching economics help make course material understandable and memorable. |
| I found that the I-clicker questions were very helpful in reviewing my learning prior to the lecture. Also, I thought Professor Elzinga's lectures were very engaging and he applied many of our learnings to the real-world. |
| Lectures were helpful, but I often had to refer to the textbook closely to understand the material necessary for the exam. |
| Lecture-based class. The reading material also helped me learn. |
| Lectures were often not very helpful and did not fully cover the exam content, leaving most of the heavy lifting to the textbook and the TA. Learning how to "think like an economist" is great and all, but I'd prefer to learn what's actually on the exam. |
| Professor Elzinga's lectures were very engaging and a highlight of my first semester. |
| I learned the most from discussion section, office hours, and online videos |
| Sometimes the lectures would help me understand the material, but a lot of the times the lectures don't have relevance to the |

| Comments |
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| subject. |
| lecture reinforced and oftentimes regurgitated the reading. |
| having online questioner allowed me to make sure i understood the information |
| the lectures from someone well versed in the material that went deeper than the surface level were extremely important and key to my interest in the topic. |
| The lectures were very interesting and well structured. They also coordinated well with our textbook readings. |
| The textbook was a helpful addition to the lecture material. |
| The Econ minutes were super helpful. The lectures were somewhat interesting but sometimes got pretty boring and Elzinga will sometimes ramble. But It wasn't horrible, and I still made it through the lecture without zoning out too far. |
| Elzinga's lectures were engaging and provided real world examples about the topics being discussed. |
| I learned in full class lectures |
| I really enjoyed the lectures; they were helpful and engaging. I particularly like that they included real-life examples and anecdotes. I did rely heavily on the textbook, but that is to be expected for a college-level course. I also really enjoyed the iClicker questions; they were excellent practice. |
| The lectures were interesting but I did not learn much from them. |
| I honestly have really been struggling with this class, but I think the discussions are somewhat helpful. |
| The lectures were nice |
| Professor Elzinga is a great lecturer, and TA Arya Barot definitely was the best TA of all. |
| The lectures were helpful at times but he often went on for too long on examples and it would sometimes feel pointless to even go to lecture. His better lectures were helpful, but they were not super common. |
| Lecture and the textbook were the main sources of information for this class and together they were very helpful. |
| The econ minutes were helpful; honestly, I thought the textbook was more helpful than lectures |
| The lectures were useful, but if you missed a lecture the slideshows were not very specific at all and it was hard to gain an understanding of the topics. |
| lectures were often overwhelming and it was hard to understand everything but discussions helped clear everything up |
| The TA discussions helped a lot. I was able to take what I heard in lecture and go to discussions and get a better idea of the course content. |
| The lectures greatly contributed to my learning in this course because they included all of the information we needed for the exams. Although the information was also in the book, Professor Elzinga tried to explain the information in a different way. |
| The lectures were helpful for my learning. |
| The lectures were very helpful. |
| I felt that the lectures were the most beneficial for learning the material. I found myself really having to pay attention to what Professor Elzinga was actually saying rather than relying on the slides. I enjoyed the iClicker questions and Econ minutes as well. The textbook was useful too, but I found his lectures more helpful. |
| Through the lecture and the connected discussion for the course, I found a deeper sense of understanding of the material. General topics were laid out in lecture, and a more in-depth explanation of each concept was elaborated on in discussion. I found this helpful, as the more intimate setting of the discussion allowed for me and my peers to ask questions and interact with the material in a way that is not possible in a 400-person lecture. |
| Pay attention in lecture and read before class and you get what you need, there's not much else to it. |
| The lectures were very helpful! |
| I learned so much during the in class lectures. They were very mind opening |
| I enjoyed every one of the "learning activities" above. Every lecture felt like a special guest lecture; I always felt I was learning econ through a very unique lens due to the various example and approaches Professor Elzinga explained new concepts. Professor Elzinga knew how to deliver the lecture topics in a digestible way and keep us very engaged. I loved his examples of demonstrating an average consumer's RSI decision-making whenever he offered something to audience members and analyzed their choices to demonstrate to us econ logic at work. |
| The lectures covered information in an interesting and engaging way. |
| I liked the option to go to office hours or discussion lectures to get a deeper understanding of the course material. |
| I think that the small-group discussions and quizzes contributed the most to my learning. |
| discussions are really helpful in trying to learn the material |
| Although I will always be grateful for many aspects of this course, the Econ Minutes in particular would have to be my favorite. I also |

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| loved the lectures– in their uniqueness and ability to motivate me to put in time outside of class to understand the material. |
| Because the class is just mainly lecture/discussion oriented, I didn't find some of the techniques above to be applicable – however, I think with the help of TAs, I was able to benefit from more than just lectures through walking through problems together, practicing my knowledge through weekly quizzes, and being able to talk to a TA or my peers when necessary. |
| The in class lectures were extremely beneficial in developing a deeper understanding of topics. |
| Discussion and OH were really helpful! |
| Lecture was very helpful in understanding topics. |
| The instructor did a great job at making lectures fun and informative. |
| I think the most helpful was the discussion slideshow notes. |
| Elzinga is a wonderful lecturer and his lectures were what contributed to most of my learning in this course. While I found the textbook interesting, it doesn't even compare to the amount of learning I gained through the lectures. |
| I liked Professor Elzinga's demonstrations in class. They kept me hooked and helped me to digest the topics. I also loved the Econ Minutes. |
| Real-time lectures did little to help my overall understanding of the course content. I found that the lectures were too broad in comparison to the actual content of the tests. |
| I believe I learned the most from my discussion sections because it was more hands-on and we were able to ask questions to the TA> |
| Real Time Lecture – this was the only lecture option offered and it was good because Professor Elzinga had many things to say about Economics from his time working in the field. The lectures were interesting, and the exams covered the material in the lectures. |
| Recorded Video Demonstrations – these were the "Econ minutes" that Professor Elzinga created – the content here was also on the exam, and they were beneficial to my learning. |
| The recorded video demonstrations (econ minutes) were always very helpful and allowed me to see some of the stuff we were learning in a new way. |
| Considering it's a huge lecture, I learned what I could from that and spent the majority of my study time either reading the textbook or watching videos on Khan Academy. |
| I felt engaged to the course material during lectures. Never did I want to sit down and just look at my phone during lectures. I do think that there could be another level of depth in the clicker questions that could be used to reinforce the current lesson rather than being recalling of information from previous lectures. Coppock does this in his lectures, and I thought they were beneficial. |
| Discussion paired with lecture were crucial to my learning in this class. Justin Garrison was an incredible discussion teacher and was able to break down the complex problems to make them easy to understand. The materials in this course molded together perfectly to create a easy to digest understanding at a reasonable pace. |
| The big lectures were helpful. The textbook was helpful. Small discussions were helpful as well. |
| The lectures were independent from the textbook information, and the way Elzinga explained it helped to reinforce the textbook information as well. |
| Personally, the lectures were a slower pace than my other courses, which I sincerely appreciated. It let me enjoy the content and review later in discussion, which was a useful tool in exam preparation. |
| The most helpful was the lectures. |
| The lectures helped lay out a foundation for what the notes would be about and helped guide my learning. |
| Lecture was helpful in that it went beyond the textbook and Professor Elzinga was able to provide interesting real-world examples. |
| The opportunities for extra help were very helpful |
| I felt like the lectures were pretty in-depth and everything was well explained |
| In this class we simply have lectures and then discussion sections so I mainly obtained all of my information from lectures and the reading and then was able to apply that knowledge in my discussion section. |
| Really the best way I learned economics was by going to lectures, doing my readings, and attending small section as a review. |
| I liked the Econ Minutes because they provided real-world examples. |
| I found the lectures extremely tedious and hard to learn in. |
| the slides were super helpful in clearly stating the information that we needed to be able to understand for exams |
| I did struggle a bit with completely understanding the material in the lectures, but the class was very good. Professor Elzinga is a great lecturer and I enjoyed this class very much. |
| lectures were very informative and easy to understand. |

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| Econ minutes along with in-person office hours heavily increased my ability to understand the material because they were engaging and face-to-face (the econ minutes were story based). |
| I found the lectures very engaging and helpful for my learning. I also think that TA discussion sessions and the review sessions were really helpful as they allowed us to ask questions and expand upon topics discussed in lecture. |
| The discussion provided me with most of my learning as I found the lectures hard to follow. |
| The discussion sections helped simplify and organize the information from the lectures |
| The textbook was what most contributed to my learning. |
| Most of the learning came from the textbook and lectures. |
| Loved the textbook. |
| The most helpful resources for learning in these courses were lectures and discussion sections. Discussion sections helped break down material, and Elzinga used a lot of stories and images to help give real-world examples to abstract concepts. |
| Working in discussion with my peers helped me gain a comprehensive understanding of the topics I was confused on. |
| I believe that the lectures helped further solidify ideas that correspond to the readings. Even still, I think that I relied more heavily on the textbook in order to learn and not the lecture. A lot of the times if I was unable to fully finish the assigned reading, It was a lot harder to follow along with the lecture. I also believe that the clicker questions was a great way to answer questions about key concepts while also integrating real world concepts. |
| I felt that I benefited most by going to the lectures as well as reading the textbook. The material in which was on the course exams was all discussed during lectures and/ or in the textbook. |
| I learned everything from in-class lectures, econ minutes, discussion sections, and textbook readings. |
| I loved the recorded econ minutes videos they were super helpful |
| Lecture was monotone and slow-paced. Questions weren't allowed to be asked during class and office hours cannot be used to review content, just get to know Elzinga as a person. If Econ Minutes didn't expire after a certain time, it would also allow students to review them more effectively |
| Lecture's helped me understand what I read in the textbook better. |
| The econ minutes were the most helpful, as I could watch the videos at my own pace and fully grasp the content. Discussion sections were also effective, but I found some of the lectures difficult to follow. After class, I would reorganize my notes to try to grasp the main takeaways from class. |
| The small group discussion for me helped so much because I could ask questions while we were talking about the subject. |
| The lectures were thorough and well-explained by Professor Elzinga. Our class was kept engaged by the real-life examples used to explain concepts and his care for his students, using them and responses from the class "guest book" to make the concepts being learned better understood. My discussion section was also incredibly useful when I needed concepts further clarified. |
| The real-time lectures were very important to my success in this class. Paying attention in class and taking notes of what the professor said were very helpful. |
| I thought that Professor Elzinga did a great job keeping his lectures interesting and providing relevant examples to demonstrate what he was teaching us. |
| Lectures helped me to understand course material and discussions/office hours served as a great space for me to ask questions. |
| The lectures were very informative. |
| The real-time lectures helped me think more about Econ in the real world and the TA discussions were what helped me fully grasp the material. |
| n/a |
| The lectures were the most helpful as the professor was able to explain the material in effective ways. Additionally the use of clicker questions helped to apply the material that we learned in class to real world applications. |
| All of the activities contributed equally in my mind and nothing stood out as substantially more helpful. I think reading the chapters in the book were likely the most helpful to understanding the course concepts. |
| Lectures were good |
| The discussion sections were helpful |
| It was difficult to follow lectures because they were not very content focused |
| econ discussion really helped me throughout the semester |
| N/A |
| The lectures took econ concepts and applied them to real-world context, which I found to be helpful for understanding the bigger picture. |

| Comments |
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| I learned from justin garrison review sessions. |
| Professor Elzingas lectures could be very informative at some points, and he told some very cool stories from his perspective and professional experience that enriched lecture time. |
| I think the lectures provided me with a lot of real world examples and value to my knowledge about this course |
| I think the discussion section helped me tremendously because it helped narrow my focus on the most important topics. |
| Office hours were difficult to come to because of other classes but other than that I found the lectures, Econ minutes, and TA sessions very helpful throughout the course. |
| The lectures and textbook readings contributed the most to my learning of this course because it allowed me to fully grasp the material at my own pace. |
| During the course I learned the most through attending lectures and discussions. I studied with practice tests. |
| The majority of the information from the Econ 2010 Lecture came from the in-class lectures. They were very helpful for understanding the information of the course, including that of the textbook, and introducing and explaining new information as well. Many great examples were given to further explicate the processes and ideas of economics. |
| Lecture is the best way to learn |
| The econ min videos were very helpful and explained topics thouroughly. However, the lectures were a bit hard to pay close attention to. I wish the slides were more descriptive, like the TA slides were. |
| My discussion with my TA was the most helpful part of my learning experience. |
| I found the small group discussions to be the most helpful. |
| lectures were the main source of information, however, during discussion is when i felt that i was retaining the information the most |
| The econ minutes were very deliberate and explained well. The discussion was also very clear. The lectures were not very insightful as Professor Elzinga would not explain topic very clearly and would not follow his lecture plan, which he would present at the beginning of every lecture. |
| Professor Elzinga's lectures are interesting, not too long, and super informative. In an hour long class period I learn more than I could from numerous hours of studying a textbook. Mr. Elzinga is also a super interesting guy, always finding ways to incorporate fun anecdotes and audience interaction into his lectures, despite having a class of 400+ students. |
| Lectures were very interesting and I think he simply provide more examples to help us understand economic concepts. |
| The lectures, Econ minutes, TA sessions all combine to form a memorable and favorable experience of Econ 201. There are plenty of resources available to succeed in learning throughout the course. |
| The lectures are very comprehensive and help my understanding of economics as a whole. |
| Majority lecture based, I learned when I took notes and paid attention. |
| I didn't participate much in some of these things, but the things I did participate in, such as the lectures, were very helpful to me. |
| the textbook |
| The activities mentioned above, helped me gain a better knowledge on the course materials and topics |
| The in person lectures were extremely helpful as Professor Elzinga explained the subjects strongly using the slides. I also enjoyed my discussion section as we were able to discuss and ask questions about the material. |
| Lecture only class, used textbook/notes for majority of outside of class learning |
| I really liked the videos. |
| The lectures were great. They were super helpful and the information I learned in them has proven useful. |
| In this course, the lectures are the most crucial and where I found I learned the most of the material. Professor Elzinga does a great job of explaining how economic concepts work in the real world and often uses examples to help us as students better understand complicated economic theory. The Econ minutes were also helpful for specific economic situations that oftentimes were on exams. Discussion sections can be helpful if you have a good TA! |

Course Comments

What would you like the instructor and university administrators to know about your experience in this course?

| Comments |
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| I don't really understand the complexities between what needs to be known in the textbook, Colander, and what Elzinga believes. The grading for exams are also incredibly harsh and vary TA to TA, which makes it difficult to do very well, especially on short answer based exams. |
| I really enjoyed Professor Elzinga's lectures, they were always interesting and well organized, and despite what last year's students might have said I felt like they went by quickly because they were never boring. I thought the test questions in general were relevant and fair. |
| El Zinga's the goat. |
| I feel like the course material is covered in khan academy, which is helpful, but the lectures I feel like are not as helpful. The lectures are not as demonstrative. The graphs aren't drawn for us. And I feel like unnecessary topics were covered. |
| It was a positive experience. |
| Interesting concepts but not applied very well |
| Professor Elzinga is a great lecturer and very engaging (but I'm sure you already know that). |
| Professor Elzinga is awesome and really cares about his students! Great course. |
| My experience could have been improved by being provided with answer keys to practice tests the TAs handed out before midterms. |
| Going in, I was dreading taking economics and I just wanted to get through it and do well as a prerequisite. Now I actually find It very interesting! |
| I enjoyed this course a lot and it made me want to major in economics. |
| I thoroughly enjoyed this course |
| solid experience |
| I enjoyed the course overall, however the large midterm exam model created a lot of stress due to time constraints and how the questions were phrased. |
| It was great! Made me feel interested in economics and invested in the course concepts |
| I was always a high achiever in high school and everything I did came natural. I came to college thinking it was not going to be too different. Consequently, I was wrong because this class showed me that I am not always going to have the advantage, rather at times with a disadvantage. Either that comes with not having the best resources like the better TA, or more help from any resource available. I would not want to change anything but would rather just say thank you to allowing me to have to study harder and smarter. It was a learning experience to really dive deep into the topics that I have not done in the past. This course is one of the courses where you know it or you do not and if you do not, you must make the decision to come to like studying. It made me become obsessed at times to learn every single detail which I hated and loved at the same time. When I speak about the course, I have more things to say about what lessons I learned in my growth as a student rather than just the content. It made me go through challenges that I learned from that will last a lifetime. Thank you Mr. Elzinga. |
| I would like the instructor and the university administrators to know that they should continue running the course. One recommendation, though, is to put more emphasis on the externalities section during lecture. |
| — |
| it is too exam heavy |
| My overall experience was solid, there is not much to complain about. I enjoyed Elzinga's lectures and the humor he applies to the lessons. My only piece of advice is that it would appreciate if the TA provided more review problems and set questions because there have been times where other students received content from their TAs. |
| Good experience, professor who is enthusiastic about teaching and made he topics interesting. |
| It was great. |
| I didn't exactly know what to expect from Econ since I hadn't taken it in high school before coming to UVA, but it wasn't as bad as I thought. |
| i gained a sound understanding of basic micro concepts, thank you |
| This is a great course and should continue to be taught by Mr. Elzinga. |
| I enjoyed how professor Elzinga appealed to all the students with different interests. I also found it very encouraging that he actually read the class guestbook. |
| I enjoyed this course. I think it would be helpful if there was a little more information on the slides or it was recorded so I could |

| Comments |
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| review old lectures before exams. |
| I really learned a lot about economics! I didn't want to take this class because I didn't think it would interest me, but I am glad I did because I feel like it is a generally good life skill to have. I appreciate your enthusiasm for the course as well. |
| Aviva Teller is the best. Super great TA. Always there to help and answer questions. |
| The lecture itself was fine, but sometimes it was difficult to know what was important and what was not since most of the slides had no words and just images. |
| I think that if there were more resources like study groups, more worksheets that allowed you to practice and things like that would help a lot. I felt that reading the textbook did not allow me to learn a lot. Instead in person with someone stepping me through the graphs was really how i grasped it. Due to class constraints I was not able to make office hours in the last stretch. As well as my TA canceled most of the discussions right before the final. This makes me extremely nervous for me outcome. |
| I really enjoyed it. |
| Record lectures, and post lecture slides with notes! |
| n/a |
| This was literally my favorite class this semester! |
| It was just like the description |
| It was enjoyable. Reinforced my existing economic thought. |
| It was as amazing as everyone said. |
| I loved this course, though challenging at times. I have gained a much larger understanding of the material. |
| The lectures are what you make of them and you will learn as much as you choose to pay attention to . The discussion sections are what really help you drill in the material and having a good TA is really important. |
| I liked it a lot and might become an econ major |
| I enjoyed this lecture, the textbook and lecture have a lot of repetition, though that is to be expected |
| This course provided a clear presentation of introductory economics in a way that was comprehensible even for students who have no prior experience with economics courses. |
| Although I had little interest beforehand, I now plan on continuing to study economics. |
| This was a great introductory level course. |
| I really enjoyed the course and want to continue taking economics classes. |
| sure |
| It was great to take a class by Mr. Elzinga, but some of the specificity of the exam was unnecessarily challenging. It would have been better to delve deeper into the material and make sure everyone really understands it than just lecture all day on examples of topics we need to know. |
| The discussion really helps in practicing weekly concepts |
| it was interesting and taught in a way that made it less boring than it could have been. |
| i liked it |
| it was really good |
| I enjoyed my time in Econ 201, and I would recommend the course to anyone regardless of their course of study |
| In general, I felt fairly neutral about this course itself. The structure of it was very straightforward and I liked how all expectations are readily available in the syllabus, however, I did not feel like the material that was focused on most heavily in the lectures appeared on the exam. |
| I enjoyed this course a lot and appreciate the interesting nature of the lectures |
| Mr. Elzinga is very nice and his lectures provide good examples. However, I think more of the focus during lecture being on course material would benefit the class, as a didn't know what the best thing was to take away from lecture that would be beneficial to preparing for the tests. |
| Overall I think this was very engaging, thoughtfully taught overview of basic economic concepts. |
| Nothing really, maybe just that the lectures could have been a bit better explained? I had a bit of trouble paying attention sometimes |
| This class was enjoyable and did greaten my interest in Economics. I liked Elzinga and found his lectures interesting. |
| It was good but it was hard. |
| Nothing in particular, sometimes the lectures are slightly fast-paced but I didn't have any real problems. |
| I thought the course was very well planned and thought out. Professor Elzinga's experience made lectures very interesting and streamlined. |

| Comments |
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| i oftentimes struggled to follow Prof Elzinga's train of thought |
| I really enjoyed this course and thought that the midterms reflected what we learned in class and the textbook perfectly. |
| I enjoyed this course! Professor Elzinga taught us a lot not just about concepts and definitions, but also real world examples. I thought all of the exams were fair, and I feel that I've learned a lot this semester. |
| Awesome class Elzinga is the best |
| I liked it so much I switched to be an Econ major. |
| I thought it was a very interesting course, but increased accessibility and connection clarity between textbook and course material would be beneficial. |
| Good overall. Oddly, the lectures are short. Not many evaluation opportunities. |
| nothing really |
| I had a great time and learned a lot. |
| This course was a great introductory course. Tests often had questions that didn't really follow what we learned in lecture, but other than that, it was great. |
| I don't like how heavily the exams are weighted. |
| I loved this course! I think Professor Elzinga is a great lecturer, and I really enjoyed attending class. I learned so much, and even decided I'd like to double major in economics because of my experience in this class. |
| I enjoyed the class as a whole and found Professor Elzingas teaching methods and the information I was able to take away from the lectures. |
| I had a great experience with the discussion in this course. |
| Nothing much |
| It's very hard but interesting |
| I think the TA discussion sections were crucial to learning the material successfully. |
| Yes |
| I don't know. I had a good time. Learned a lot. |
| The lectures and textbook were both enjoyable but the examinations greatly impacted my experience in this course. I felt that the examinations were wordy and reflected a higher level of understanding of Microeconomics that was not taught in lecture, discussion, or the textbook. |
| The class is a proven, well-oiled machine and will always be successful. Elzinga is fantastic, though I am a student who learns both with what I see and what I hear and I found that sometimes what was shown on the board didn't necessarily connect with what was being discussed in the present moment of the lecture. |
| I really do believe I gained a real-world understanding of microeconomics, and I am excited to see how I am capable of connecting Econ ideas to my life |
| I enjoy it! |
| I loved it! I admire Professor Elzinga lots and feel very lucky to have gotten to take his course. |
| I had a very positive experience with the lectures and discussions, though I had a very hard time with the exam style despite attending class and studying |
| The TA sections across the board are very inconsistent with each TA grading and administering activities in a different way. For example, my TA posted the problem sets to complete and turn in, but a friend of mine had two chances to complete each problem set which allows for feedback. |
| Overall, I liked the structure of the course and everything expected of us was pretty straightforward. I think sometimes there was little to no overlap between the readings and the lecture presentation, so perhaps some sort of clearer outline about what is covered in class vs. in the reading would be helpful. |
| I had a great experience in this course, while already having some prior experience with microeconomics this course definitely elevated my understanding of the applications of microecon |
| Sometime the questions on quizzes at end had not been talked about yet. Things like econ minutes should be posted to dashboard. |
| I enjoyed learning about your personal experiences in the consulting industry. Such examples really helped me picture and apply a lot of the economic logic and kept me engaged. |
| I really enjoyed this class, and as a result, am now considering a minor/major in Economics. |
| In my experience, the TA discussions are what make this course. The lectures were horrible and did not provide the concrete material we were tested on. Most lectures were tied to concepts but were all rooted in examples, which to me, is not beneficial to understanding the foundations of microeconomics. My TA was amazing and if it was not for him I would not pass this class. My TA |

| Comments |
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| made econ interesting to me, the lectures made it the most unappealing thing ever. |
| I thoroughly enjoyed learning about economics and definitely feel that I gained a deeper understanding and love for the topic and the economic way of thinking |
| I haven't performed very well in this class, and it's safe to say I have struggled with it. This, however, is not a reflection of how the class is taught. I am interested in micro-economics, it just hasn't come super easy to me. Regardless, I am grateful for the recourses provided by this class that will hopefully lead to a passing grade. |
| I enjoyed the lectures and Elzinga's humor. |
| This course was confusing and enlightening to me. I went from being someone who knew absolutely nothing about economics to having a solid understanding of the basics. However, I still have a lot to learn. |
| I have enjoyed learning more about economics. |
| This was my first big college lecture, and Mr Elzinga seemed very aware that that was the case for most of his students. He was very understanding and helpful in assisting in the transition to college life and education. |
| I ADORED this course. Absolutely adored. Fantastic lectures; always so interesting and personal to students in the class. |
| I am taking this course as a pre requisite for batten and it is very hard for me. I wish we had more grade opportunities on smaller assignments instead of the two huge exams that are very hard no matter how hard you prepare. |
| I would like him to know that I thoroughly enjoyed his lectures. |
| Nothing |
| I enjoyed it! |
| I like the study of organized common sense so I enjoyed this course. |
| It's a great course and Prof. Elzinga really knows his stuff. Sometimes it is hard to see what the main focus of his points are, but he always connects them back to a story which is helpful. Overall, the course is set up well. |
| It was a good course overall, although lectures are a bit off topic at times. |
| I feel so fortunate to have taken a class from Professor Elzinga. He is obviously very knowledgable about the content he teaches, and remains enthusiastic about every lecture. Justin Garrison has also been monumentally helpful throughout the semester. His review sessions he holds have been a key aspect of my understanding of economics and I wish all TA's at UVA would host sessions like his. It is also very obvious that Professor Elzinga and Justin Garrison really care about every single student that they teach. The teaching staff ensures that this class surpasses simply obtaining a good letter grade and ensures that students who take the course really understand the material. |
| I enjoyed it! |
| I enjoy economics, but I found this course very hard. If there was a way I could meet with my discussion group twice a week I would take the option to do that. It was very difficult for me to learn in the big lecture hall. Also lack on emphasis to pay attention to the readings set me back. |
| Despite the large lecture, Professor Elzinga was very helpful in understanding the material. |
| I really liked this class, thank you! |
| N/A |
| I am grateful for the opportunity to learn about economics through this course. I enjoyed how both the professor and teacher assistants took the extra step to prepare students for examinations and learning. Examples include study sessions. |
| I took microeconomics in high school, where I learned the same concepts and equations but I don't think it ever made practical sense until Elzinga's class. I have a much deeper understanding and the capability to apply economic concepts to |
| I really enjoyed the class because I felt like I learned more about the real world. |
| I didn't like how the lectures were off topic from the textbook. I wish the course was more structured around the textbook because that is what the exams are structured around. |
| It has been incredibly positive, setting a good foundation for Macro. |
| This is a good principles course that everybody should take at UVA. |
| Professor Elzinga is an excellent professor and very interesting, so I am very glad that I was able to take a class with a legend around UVA. |
| n/a |
| This course was something I took as a pre requisite and I did enjoy the class but I find it very frustrating that I have no real way of calculating my score in the class until after the final. The TA and professor say to look at how well you did compared to the SD but that isn't helpful in knowing how I am doing in the class for real. |
| I have taken a microeconomics course before and done very well but for some reason, this time around I felt as though I had a lower understanding of the course. I think this is because I had more hands-on practice in highschool than in this course. |

| Comments |
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| I appreciated the lectures and the insightful analysis of economics provided by professor Elzinga |
| Too much lecturing. Too much excess information. |
| Go over more topics in depth and maybe practice more exam like questions in the class so that we better prepare ourself for the exam. |
| This is the best course. It is approachable yet entertaining and definitely made me fall in love with Econ. |
| I really enjoyed this course! The only suggestion I would have is to make lectures recorded as when I was sick, it was hard to catch up since I could only look at slides and not lectures. |
| I really enjoyed the lectures, but I think some of the exam questions were meant to only confuse the students. |
| I enjoyed the lectures as they were interesting and many presented examples that are applicable today. |
| I came in with no experience in economics, but I still thought the course was manageable. I liked the teaching style and personalization of the lectures, and learned a lot. |
| The discussions helped me understand the content on a greater level. |
| It was a good course, but there should be recorder lectures, especially for the Tuesday before Thanksgiving. |
| I really enjoyed it. |
| I really enjoyed this course, however I wish it was less lecture based and more hands on since the exam questions are all application based. (it would help to get more practice as a class) |
| This class was very interesting as a whole. |
| Overall I thought the course was structured well. Objectives and grading were clear, and I felt that I was given what I needed to prepare for exams. |
| i loved microecon and it reminded me of my time in macro in high school |
| I really enjoyed this class, Mr.Elzinga made economics much more interesting and was always available for any questions I had |
| I thoroughly enjoyed the lectures and I've found a new interest in econ through them. |
| This course was excellent, and is a huge reason I intend to major in Economics :) |
| N/A |
| I loved this course and it really sparked my interest for economics, which I had never learned about in school before. Professor Elzinga definitely conveyed his passion for the subject and that translated to a really interesting course. |
| It was great, and was a unique way of teaching a critical topic. |
| It was fine. |
| This class opened my eyes to how facisnating Econ is. |
| The learning is very self-involved. Most of my learning came from just reading the textbook, and some from lecture and nothing else which is nothing to complain about. |
| The lecture material was difficult to learn but the discussion helped a lot. |
| I genuinely enjoyed taking Econ 201 as my first economics course. |
| Professor Elzinga is a compassionate and understanding teacher who cares about each of us despite the size of his classes. |
| That it was a very tough, but rewarding course to this point. |
| Although it was a huge class, I learned a lot. |
| Very plesent experience. |
| Overall, the course met my expectations and I had a positive experience. |
| This class was a great introduction and explained concepts very well! |
| My expo experience was very bad and did not help me gain more understanding. |
| I really enjoyed Econ 201. |
| Lectures felt long |
| Great course, but heavily focused on reading the textbook |
| I really enjoyed this class. Even though I struggled at times, the course was not so difficult that I could not keep up. I greatly enjoyed my time in lecture, as I always felt engaged and interested. The Econ Minutes were my favorite, as it was great to see these concepts at play in real life. |
| I thought that this was a great course and was very interesting. I thought that the content was taught very well by the professor and TA's. I did not really like that the tests make up almost your entire grade in the course, as one can do very poorly in the course from just one bad day, but overall I enjoyed this course. |

| Comments |
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| I thought it was extremely structured and well paced. |
| I really valued Justin, the head TA's lectures, I feel like they were more straightforward and easier to understand. Professor Elzinga tends to tell long stories that do not always provide a simple explanation, but the lectures taught by Justin were extremely helpful. |
| Sometimes the lectures were a little wandering through stories instead of content but they were interesting and engaging for the most part. |
| Real time discussion session and real time small group discussion helped me a lot with my learning and understanding of this class. I think that small group discussion are the best way for a student to truly remember and understanding the class material. Indeed, in discussion session we can ask as many question as we want and always get an answer. |
| In-class discussions and resources that were provided (textbook) went hand-in-hand with my learning experience which was really helpful. However, I think that for our discussion sections, it would be more helpful to follow along with the lectures. |
| I enjoyed it. Wish there were other activities that were more engaging that could be seen as extra points, but also further my understanding of the course. |
| The class did provide me with a lot of knowledge and what this information is like in the real world, which prepares me for my future and others' futures. However, the class did get repetitive to the textbook so at times I would just be sitting there listening to the information I already knew from the textbook. |
| I think it was hard to focus in this large lecture compared to others |
| I enjoyed learning in this course. Since it was such a large class I feel like grades were very subjective across different discussion groups. |
| It was a fun and interesting course, it was enjoyable but I would've liked to have to read less of the textbook. |
| The lectures were very interesting. |
| I had a positive experience in this course. It was my first business/economics class EVER and I'm very glad I took it. |
| With a lecture so large I was really looking forward to my TA discussion to clarify and review material, however, I have been incredibly disappointed with my discussion experience. The language barrier between the entire discussion and the TA made the 50-minute period a waste of everyone's time. My TA was able to read directly from the slides, but once asked to elaborate or explain another topic, he could not articulate his thoughts clearly. I acknowledge that being a TA has probably been a fantastic experience for him and his English, however, my peers and I constantly grew frustrated with our discussion circumstances to the point where we would attend a random TA's office hours and only go to our discussion in order to take the weekly quiz. |
| I had an overall nice experience. I believe this class is pretty straightforward. Obvious thing is, if you study the topic before the lecture, it will be easy to follow both the lecture and discussion, if not, it makes it far more difficult and you will fall behind. Mr. Elzinga is an experienced professor, so I feel like over time he probably perfected his lectures so they can't get better than this. I enjoyed them although at times I haven't come prepared to class so I had some difficulty understanding the topic, but that was my fault. I didn't like the discussions, I felt like they were fast paced and not discussions at all but it could be the TA or just me. I had fun in this class but I do sometimes wish I came more prepared to certain lectures. |
| I enjoyed your enthusiasm for teaching. Lectures were always engaging and exciting. Thank you! |
| no |
| I really enjoyed this course. I learned a lot about economics and I loved professor Elzinga's teaching style. |
| I enjoyed learning in this class and found it very interesting |
| I liked it but I often found it hard to focus during the lecture and wished the slides were more detailed because it was hard to keep up with his fast paced lecture. |
| the information is very well taught |
| It was fun! |
| Overall I thought that the course had a good structure and was generally interesting. |
| It was a challenging course for me, and I felt like the lectures did not focus enough on breaking down the material. Sometimes I felt like we were focusing on things that were slightly irrelevant to the course as a whole instead of really trying to make the material digestible for all students. |
| As a visual learner, I would have appreciated having access to the slides. Other than that I loved this class. |
| I would say that the course is wonderful and I'm glad that I took the course, I was worried at first but and although I have not done as well on exams as I wished, I am still glad I took the exam and really learned Principles of Microecon. |
| Great class |
| I thoroughly enjoyed this class |
| it was fine but kind of hard |
| I really enjoyed the real life examples used during lectures. |

| Comments |
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| I know that Professor Elzinga's office hours seem to be very popular and crowded and with the size of the classroom and the amount of material he cannot answer questions, I know there is the TAs and such but sometimes the extra help seems out of reach. |
| NA |
| I had a great experience but it was definitely a difficult class. It teaches you a lot! |
| Interesting and fun class with reasonable course load, please just make econ minutes a listed/unlisted you tube video |
| The course was very enjoyable. It spiked my interest in economics and commerce and I feel it prepared me well for courses I plan to take in the future. |
| It was very enjoyable. Professor Elzinga is a very comedic man along with an effective teacher. He makes it feel more like applicable and interesting knowledge instead of classic school material. |
| I really enjoyed this course. No wonder Elzinga has been teaching for so long. His interesting lectures and deep dive into the theory behind economics have solidified my interest in this topic. His passion and commitment to students shines through in his work. I will say the class is somewhat dependent on how well your TA teaches making it harder to obtain a good grade if your TA isn't the best like mine was this semester. |
| I loved it! I also really enjoy the subject, but the lectures were very engaging and the professor is clearly very knowledgeable. |
| The only time we can interact, and discuss is in the discussion sessions. I would like more interactions in class. |
| I enjoyed Professor Elzinga's lecture because he made them interesting and applicable to the real world. |
| Overall, I had a positive experience in the class. I liked the PEG sheet at the beginning, so we could see what we would be talking about that day in class. |
| This course is fun and intuitive. |
| I really enjoyed the course and it added significantly to my current knowledge on the topic. |
| I think the lectures were very helpful but they could have covered more material in the textbook that was harder to understand. |
| it was a good class but I think the professor and or TA needed to better prepare us for the exams |
| I wish there will be more accurate practice exams and more discussion, maybe some group activities. |
| The lectures were not super useful because my professor rambled on about irrelevant examples, while not explaining the actual material that we were supposed to be learning. Also, we never did practice questions in lecture that would inevitably be on the exam, leaving it up to our TAs, who sometimes did not give us examples. |
| None |
| Please stick to the content. The more off topic class got, the more sleepy I got. |
| Overall very good experience with life-changing subject matter, but the exams are very subjectively graded and more difficult than necessary. |
| This was a really enjoyable course that expanded my knowledge of microeconomics. |
| It was great to learn from such an established and proficient professor but I feel the lecture classes are kind of boring. It is hard to keep my attention for too long. However, that is a common downside to any big lectures so I don't blame him at all. I just wished there was NO CLICKER QUESTIONS . I could not get too many points because it never worked for me with the bad wifi connection! |
| i really enjoyed it |
| Elzinga is a great guy, but he does get quite off topic sometimes! |
| it was hard lol but interesting experience |
| I really did not enjoy the structure of this course. I was 100% new to economics and found that the large lecture size and inconsistent TAs did not allow me to get the support that I needed throughout the semester. I don't know how to remedy that with a class so large, but I've found that my TAs who are grad students (in other courses) were way better than an undergrad student |
| I think that less abstract slides in the lectures, such as more definitions and graphic examples, would help students retain the information better. Some of the long form examples that the professor gives are interesting and thought-provoking, but are challenging to translate into helpful notes to review the concepts later. |
| No |
| Professor Elzinga was the reason I kept going, despite the class not being the most interesting to me. |
| Great class, Elzinga is clearly so so knowledgeable in this field. For weaker students like me, I had hoped this course covered the basics of concepts a bit more rather than assuming we understood it from the textbook. I am more than likely going to get a poor grade in this class, I had a poor experience with my TA, but professor Elzinga is great. |
| It was harder than I anticipated. I felt like the first exam was much easier than the second conceptually, which is why I think it would have been more beneficial to go over the first few topics a little quicker to go over the more complicated topics into more depth. |
| I really liked this course as a general intro to economics. Going in, I wasn't expecting to like it as much as I did because I was just |

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| taking it as a forced requirement for my masters program. Although I didn't have the highest expectations, this class far surpassed them. Elzinga is engaging and informative, I thought the content was relevant and easy to follow with a little effort. |
| I enjoyed my time in the course and hope it helps other students as it has helped me understand the world and society as we know it. |
| I enjoyed my experience in this class. Having no prior experience to ECON, it was a great introduction and has made me more interested in the field. |
| I gained a deeper understanding of econ principles. |
| It was a very difficult course to navigate studying in. |
| Professor Elzinga rocks!!! |
| Elzinga should have a pay cut. The textbook was more straightforward than this man. Also iclicker is expensive pollEv is free and actually connects to the wifi. |
| I really liked Econ 2010 and would definitely it to anyone interested in econ or just finance and business in general. I really liked the format of the class and I do not have any major complaints. |
| As I biology major, I took this class simply out of interest for the topic. Upon completing this course I can say that I am happy with my decision. I've enjoyed being able to look at real-world institutions and apply my basic econ knowledge to them. |
| I am so glad there were so many resources to assist in this class such as study sessions, textbook questions, and past tests. If this wasn't included the class would be almost impossible just based on the lectures themselves, which didn't line up with course material. |
| I had an overall okay experience, it is an interesting class but it is very challenging. |
| Good class classic professor. |
| It was nice. I felt like I learned a lot. |
| I enjoyed my experience in this class very much but the only thing I would rather have is more work to do during class to get a better understanding of the material. |
| Professor Elzinga's lectures were refreshing. He did not regurgitate textbook definitions or review supply & demand graphs for an hour, but rather, he presented the information in a real-world and memorable fashion. He is pleasant and his office hours were an even greater joy, because he is a great conversationalist and incredibly wise. He has probably been one of my favorite professors thus far. I enjoyed every minute of this class, even though I am not the best at economics. |
| My experience in this course has led me to realize a strong dislike for economics. The readings were tedious and extensive, making it challenging to maintain interest. The lectures, while informative, were difficult to follow entirely without laser focus. The discussion sections proved helpful for review, but the limited opportunities for grading created added pressure. Messing up one midterm means relying solely on the final for redemption. To alleviate this issue, I suggest incorporating more activities with higher point values or additional midterms. Additionally, short answer questions are a challenging format. While I understand that Professor Elzinga may have a longstanding teaching approach, reconsidering the evaluation structure could enhance the learning experience for students. |
| I absolutely loved this course. It provided a very good basis of understanding of economics as a whole and helped increase my fiscal knowledge significantly. Many thanks to Professor Elzinga – he is just as great as everyone says he is!! |
| I really enjoyed this course, and I feel that I have learned significantly more about econ than I previously knew! |
| it was meh |
| I had a great experience in this course! The lectures were informative but also engaging, and the conceptual and real-world application of course topics were extremely beneficial. |
| sure |
| This course has really made me start to think like an economist and I am now very excited to continue studying economics. |
| It was a very good experience. The layout of the course is nice and easy to follow. There is a reasonable amount of work and if you put in the work it is definitely doable to get a good grade. Great intro course with a great instructor! |
| I loved my experience and I think Professor Elzinga is fantastic |
| I really enjoyed this course and what we learned. I loved the lectures and felt like they were really engaging. The one thing is is that I wish our grade was not strictly dependent on tests we take because there are other ways to demonstrate learning and it would have been helpful. |
| Professor Elzinga is a really knowledgeable and kind professor who really cares about his students |
| The content in lectures could be covered more concisely and understandably in 15 minutes, but somehow the information always is made more complicated than necessary. It's very hard to take notes on lectures too. Also, it's annoying that the econ minutes disappear and you have to pay for an iClicker subscription. |
| N/A |

| Comments |
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| the exams are much harder than the class itself |
| He is a great professor |
| I enjoyed this class! |
| This course taught me a lot about economics! Lectures were interesting and helped with comprehension of the readings in the textbook. |
| I really enjoyed this course. I have never taken microeconomics before and I feel like I really understand the material. |
| The lectures were very interesting and professor Elzinga did a great job |
| I enjoyed the class. Mr. Elzinga is still a fantastic lecturer and an expert in the field of economics. |
| This was the only class I had this semester that I actively looked forward to going to every Tuesday and Thursday! I'm in the unique position of having taken AP Microeconomics before, but the credits didn't transfer. Because of this, I had a decent foundation in many of the core concepts and was able to really listen to and process the content on a deeper level in lecture. This was a great class, with a great professor, and I hope to take another class with Mr. Elzinga in the future. |
| I would like them to know that econ 2010 is a great introductory course that is useful to all students. The course is challenging but the resources provided helped me stay on pace with the class. |
| I thought the lectures were a bit unclear sometimes in terms of what information was vital to know |
| I enjoyed the lectures. The professor always made connections to the material that were engaging and funny. |
| It is a pure lecture with the exception of the iClicker questions |
| Elzinga is well known for a reason, this class was really cool to get to experience! |
| The professor made a large lecture feel more interesting than monotonous, which is a tricky feat. The professor was personable and knowledgeable, and they did a great job of providing analogies and examples that were relatable and easy to understand. |
| n/a |
| I had a wonderful experience in the course, and would recommend it to other incoming students at UVA. I would have wished that sometimes lectures could have been more engaging, but I understand with a room of 400+ students it's hard to tailor to each and every preference. |
| I learned alot and I can see myself using it in my future. |
| This course made me enjoy econ much more than before and consider a major related to it! |
| I had a good experience in the course overall, but I felt blind going into exams and it would have been nice to have some sort of study guide or a clearer definition of what was going to be on the exam. |
| I really enjoyed this class, and thought it was very well done. |
| n/a |
| I found the lecturer covered some very interesting topics but had a tendency to skip around the main point. |
| I loved this class and it was a great introduction to ECON! |
| The course has been very informative in revising and growing my knowledge on Economics. I've enjoyed every lecture I've been to and it deeply saddens me that theres only one more lecture left. The professor's lectures are always a joy to attend. His lecture was the first lecture I had at the university and the course in general has been a highlight for my first semester. |
| I had a great time being introduced to economics in this course. I find the content really interesting and I apply many of the principles I've learned to my everyday life. |
| I think ECON 201 really expanded my interest in the field of economics and has made the field a potential major I am thinking of looking at. The way Elzinga lectured has helped me develop a good intuitive feel for thinking like an economist. |
| It was good. |
| I felt the course was somewhat inconsistent because we would learn about unrelated topics. |
| I didn't like how econ minutes were only up for a week |
| I liked this course. It was difficult but I am glad I took it. |
| I think the time period is a good time for a lecture to last. Sometimes it feels a little long but you learn a lot in this time period. |
| This course pushed me, but my knowledge of the concepts increased greatly, which means the TA was successful in her job. |
| good lecturer |
| It's an amazing course, every lesson spiked my interest. I just wished that it was easier to understand,. |
| Professor Elzinga has still got it. I loved his lectures and appreciated the amount of time Elzinga spent on the class. Elzinga made me feel comfortable in a class of almost 500. |
| I thought that the discussion piece was difficult to understand because no one really talked |

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| The class is very heavy. If you miss one lecture you get lost. It would be helpful if lectures were recorded. |
| Enjoyed the class, but really wished there could've been some recorded lectures. |
| I enjoyed this class and would not change anything about it, but the grading scale was extremely test heavy. |
| I couldn't imagine learning this course from anyone other than Professor Elzinga. He is such a kind and genuine person and it is obvious through the passion he has for teaching and Econ. |
| n/a |
| I am happy with the way that the course played out. The exams were fair and the discussion were a good addition. |
| Lectures were interesting. The only change I would make is making the slides have more words correlating to what the professor is saying. |
| A lot of vagueness in lecture, exams ridiculously hard |
| I liked this course a lot. I wish we had a portion of a problem set due each week instead of 4 large problem sets. I wish the econ minutes were always available. |
| It was an interesting class that intertwined both logic and theory for me. It was an enjoyable time, besides stressing over my grade. |
| It's easy to see how Professor Elzinga is an institution at UVA; anyone who takes this class would want to become an Econ Major. At first, I had no interest in studying Economics and I took this class because it is a Batten prerequisite. Now, I have dropped by intention of applying to Batten entirely so I can focus on Economics. |
| I thought the lectures were fun and interesting |
| It was informative |
| It was good |
| I really enjoyed the class, the lectures are engaging and it is easy to understand the different topics covered in class. |
| I feel sometimes the lecture deviates too much from the syllabus and it becomes difficult to follow up the lecture content. |
| I really liked your class. You made me really interested in microeconomics from the way you taught it. I liked all your examples and stories from your experience. Before coming to UVA, I worked at the pool and I told a man at the pool that I was going to UVA. He mentioned that he had been a student at UVA about 40ish years ago and that the best teacher he ever had was Elzinga and then I told him that I was having you this semester. He said he caused a lot of trouble in your class but you were the best teacher and he was not wrong! |
| I wish the textbook and the lectures aligned more with each other. |
| N/A |
| Overall, I would say that I learned a lot but that I think there should be more chances to improve your grade rather than just three tests. I know we have assignments in our discussion that contribute to our overall grade, but they don't alter your grade in the scheme of things. |
| It was kind of difficult to take notes during the lecture. The slides did not have words on them and Professor Elzinga talked very fast so I wasn't sure what was important or not |
| Overall, the information presented was interesting, but did not always directly connect to exams or the textbook. It was sometimes unclear what was content and what was side information. |
| I really enjoyed this course and felt as if the professor, despite being responsible for so many students, was always there to help. There was never a time that I felt as if I could not go to or email the professor for help. |
| I think it's a good course. |
| It was a great experience for me. I liked the discussions and lectures. |
| I had a great experience with this course. Econ is very challenging for me, but it introduced me to a whole new way of thinking. My dad also took this class 30 years ago with Elzinga, so it was super cool that I was able to share this experience with him. |
| No notes! I thought it was well organized |
| I feel as though in the class we could incorporate more witting and example questions |
| I understand the way it is because of the sheer large number of students, so overall it was good. I enjoyed it, my professor was awesome. |
| I enjoyed learning about economics, but I had difficulty comprehending a large amount of the information. This class was difficult for me as I had never studied information relating to economics. |
| I thoroughly enjoyed the course and would recommend it to anyone. |
| Econ was tough for me but I wouldn't have wanted another professor besides Elzinga because he was a sort of story-teller type of lecturer which was great for me because it simplified some concepts I was having trouble with. |
| I have a good time in this class overall, except for sometimes I don't really understand the examples |

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| I enjoyed the course but there were times where I lost interest or got confused. The happens though and the discussions really helped me understand what I was confused on |
| I think there should be more practice work. |
| I really enjoyed taking this course, even though I had trouble with certain concepts at times. |
| Elzinga really does have a deep understanding of these topics and I enjoy the way he teaches you to think like an economist rather than just learn economics. You can really tell he has a passion for teaching. |
| I valued the lectures much more than the discussion sessions, and the readings were long but did somewhat help my understanding. |
| I wish there was more practice outside of class, and participation points, the exam grade is very difficult and hard despite knowing the material. |
| Overall, I did learn a lot from this course. |
| I had a very good time during this course |
| It was a very enjoyable course and made me more passionate about the world of economics. I went into it a little skeptical, and went out smarter and more eager to learn. |
| I loved this course as it helped me decide whether or not I wanted to major in econ or business. I found it very interesting, however I personally don't like thinking about theory so I think I will set on the path of a comm major. However, I still really enjoyed the lecture and found the material engaging. |
| I found this course very engaging as a first time econ student. |
| I really enjoined this course and ho interactive it was. My only complainant is learning the same tuff but i little different three times. I felt i learned it with elzinga, reading colander was phrased and a little different, and then my TA would talk really fast and be a little different. Learning it three times sometimes overwhelmed me but that is my only complaint. |
| I think to do well in this course, you must attend lectures and read the textbook. It seems that many people assume you can be fine doing one or the other, and I wish there had been more transparency at the beginning of the course about what to do to be prepared for the tests. |
| I thought Professor Elzinga was very knowledgeable. |
| legendary. |
| The discussion section was by far the best way to learn material from both the textbook and the lectures, and I would not change a thing about the format of the discussions. |
| I really enjoyed Econ 201, and I feel that it has provided me with a very strong foundation that I can use going forward in the subject. |
| I feel like some of the exams covered certain concepts that were not talked about in lecture, and if they were it was for 10 seconds, which I feel is not vary fair. |
| This course was good but Elzinga's teaching style isn't the best and seems dated. |
| Professor Elzinga is the man, teaches a course that requires critical thinking and application of concepts to do well on exams, not just memorization which is awesome. Loved every minute of this class even when the readings were long. |
| I had a great year and loved the course! |
| The lectures were boring in my opinion and it was hard to pay attention for the full hour. |
| My experience in this course was really good! I realized that I liked economics a lot more than I thought I did. |
| It's very interesting and I enjoyed it sometimes. |
| Overall, taking this course was an incredibly positive experience! |
| I think having more clicker questions in class that align similarly with the structure of those on exams would be very beneficial. |
| You are a great teacher! |
| I would like them to know that it is a very well structured class, and despite the size of the class I still feel like I learned so much even besides just the textbook. |
| This course has been very challenging for me as I did not have any background in economics before taking this class. I believe that discussion sections and problem sets helped me understand the material but I wish that we would have gotten some more practice problems that were more similar to the exam. I also think that there were a lot of resources available to help us study and be more successful but I was just not aware of these resources until after the first 2 exams. |
| I found the discussion sections pretty unhelpful. I would have done just as well without the discussion section and would have an extra 50 minutes of time each week. |
| I enjoyed learning about micro economics |
| It was a good experience. I learned more about economics in depth and different concepts. It allowed me to look at the world from an economist's point of view. |

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| My experience was very good for a class this large. I feel like the textbook should be update though. It gets annoying when you study things in the textbook that the head TA calls irrelevant at review sessions. Also, posting an exam topic sheet would be very helpful from discerning irrelevant information. |
| My experience in this course has been a rocky one just because I am not used to big classes like this coming from a small school. I didn't think it was hard to understand, but for some reason, I felt myself get distracted more easily and was hard to tune in and just focus. So, I think that is where the discussion section helped a bit but I think the real material was during lecture and because I never took economics in high school, it took me longer to grasp the concepts. |
| It was a great course and I had a lot of fun, but my TA did not teach my discussion well causing me to do poorly on some of the tests. |
| Overall very good class, but main lecture could have more notes on screen as we move slowly at some times and very quickly at others. |
| I really enjoyed the course and my overall experience in the class was great. I learned a lot and definitely became much more interested in the study of economics after taking this. I also discovered that I'm pretty good at it! |
| I didn't know anything about economics coming into the course and left with a much better understanding. |
| good |
| I enjoyed Professor Elzinga's lectures but found that I had a difficult time in the course. It was definitely hard for me to adjust to the large lectures coming from a high school where my classes never exceeded 14 students, and my school had a 5:1 student-to-teacher ratio to provide students with one-one aid. I wish we had more practice problems throughout the course as I oftentimes understood the concepts that were taught, but didn't know how to apply them to the questions on the exams. |
| There are days were the lectures are straightforward and easy to understand and follow, and there are days where things that would be discussed in the lectures are jumbled up and leave me really confused. |
| The curriculum was set up well and progressed well. Some of the topics felt hard to fully comprehend simply from the lectures. |
| I think the course is really well managed and, even though it is a 450 person class, I did not feel like I did not have enough resources to properly study and learn the course content, and felt confident in my access to faculty to express my doubts and issues. |
| Best lecturer |
| Overall, very pleasant. I had no interest in ECON before this course as it was purely a requirement for my major. However, that quickly changed I gained a deep interest in the subject and came to enjoy the content and course very much. |
| The lectures were intresting, and I enjoyed the occasional humor thrown in to each lecture. |
| Prof. Elzinga was excellent. His dedication to economics is apparent, which makes for a more enjoyable lecture. I hope you are able to teach for another 50 years! |
| LOVE |
| This course did expose me to connections between economics and the real world that I would not have realized or recognized on my own. However, this course did make me doubt my interest in economics because of the unique explanations Professor Elzinga gave. While I do believe that his explanations are well thought out, detailed, and clear, I sometimes feel that it complicated my understanding of the economic concept/topic than it did simplify it. |
| This class was both challenging and informative and has made me consider a future major in economics. |
| Office Hours were also very helpful for me. I often found myself reviewing my essays and practice tests in office hours with my TA. The review sessions before an exam with head TA, Justin, were also extremely beneficial to me. |
| Wifi and internet connection in the lecture hall was difficult to deal with since parts of the class are required to be online – added extra stress |
| Loved this course, the discussions, and the lectures. Elzinga is an amazing lecturer, and really dives deep into behaviors and society and what economics means to people, which made it a lot more interesting than just staring at graphs . |
| I loved this course! Taking this course made me extremely interested in a subject I would not have expected to enjoy so much. |
| I would like them to know that this course is extremely useful and important for students to take. The 3-examination grading format can definitely be quite stress-provoking, but overall a great course. |
| The lectures were hard to stay engaged but econ minutes were fun and interesting |
| My experience in this course was very positive. |
| I really enjoyed taking Econ 201 and believe that this course made me want to become an economics major. |
| I really liked this course but I think the different between TA teacher and grading is unfair. At times I struggled to understand what was going on in my discussion class while other students with different TA's had easier times and had better review sessions. |
| The lectures were always great. I love the bits of humor in every lecture and just how well the material was always explained. |

| Comments |
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| I understand various economic concepts in this course, but I think the lectures could be better. |
| I enjoyed learning economics and it gave me a fundamental understanding of econ. |
| Very helpful and great for basis learning |
| I liked his lecture style and ability to keep me engaged |
| I found the instructor to be fantastic. I am a big fan of Professor Elzinga. I have found the exams to be difficult. |
| Happy to have gotten a class with Elzinga before he retires. |
| nothing |
| I think for a person that has never taken an Econ class it was a good overview, however as I had never taken Econ it was a steep learning curve |
| I think this course was a good introduction to microeconomics and really emphasized looking at economics from a multitude of perspectives. The beginning half of the course was easier to understand, while the supply-side material between exams 1 and 2 was more difficult because of all the graphs. |
| This class was very applicable and interesting |
| I enjoyed it a lot, and I love Elzinga's teaching style. He also shows immense respect to the TA's and students, he is very honorable man. |
| This class is amazing, and Mr. Elzinga is very good at his job (as I'm sure everyone already knows). It was a joy to be in his class, and I hope as many people as possible get to take this class with him. |
| If the lectures could be recorded that would be very helpful, but overall I enjoyed my experience |
| I really enjoyed the class and am looking forward to continue studying the subject of economics |
| I loved the experience of taking Professor Elzinga's Economics course. It is abundantly clear he cares about both his students and the subject matter. |
| Elzinga is a very good professor and he did a great job teaching this course. |
| fantastic course, very interesting |
| I would like the instructor and university administration to know that I thoroughly enjoyed this class. It was one of my favorites this semester even though its completely unrelated to my field of study. |
| I am super interested in Econ and the whole money world. I feel economist have a different look on life and I am curious to figure out exactly how an economist thinks, especially when it comes to that persons money and financials. |
| I absolutely loved this course! Although I do wish that the slides had a bit more relevant information displayed on them (to help out the students who did not manage to write down everything Professor Elzinga said), I was truly engaged and interested in every single lecture. There's a reason this course is renowned as a must-take at UVA! |
| This was a great foundational course that many people should take to have a better understanding of economics in general. |
| This course has been straightforward and easy to navigate. While the material can be difficult and confusing, it was covered well with the combination of the lecture and discussion section. |
| I am grateful to have taken this class! Even though I am not following an Econ path, I feel like I have a deeper understanding of the world from the economic perspective. |
| I would like them to know that Elzinga is a very charming type of guy! I really enjoyed hearing him speak throughout the semester. |
| I found the class informational and approachable for someone with no prior academic economic experience. |
| I enjoyed Elzinga's lectures and believe that they help connect everyday topics to microeconomics. |
| pretty good overall |
| I really believe recording the lectures would help students to go back and understand the lecture content better. |
| It was challenging but engaging and valuable in the real life. |
| I had a great experience and have learned a great deal! |
| I wish we had study guides for the exam and I wish there were class notes for each class |
| I am happy taking this class. |
| I loved the course! |
| I feel prepared |
| I think this was a good course although it got off topic at times and it was kind of hard to focus in on. However, professor Elzinga was a good professor and it was a good class. |
| Discussion really helps solidify the concepts introduced in lecture. |
| This course was difficult, but extremely fulfilling. As a student with no prior econ experience, this class was quite informative and |

| Comments |
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| exceptional in educating students on the topic of microeconomics. |
| Good teacher. Not a fan of the exams. |
| This was a great course! It was engaging, focused on material that is interesting and applicable to the real world, and did not involve any busy work. This was my favorite class this semester. |
| Professor Elzinga is a good instructor. |
| Straightforward, interesting, helpful, reasonable, etc. Doesn't need any changing. |
| I had a pretty good experience. |
| I really enjoyed this course and appreciated that the content that we went over in the lecture was applicable to real life and not just a summary of the textbook. |
| Was very enjoyable lectures, but when you don't understand something and it is said "You will be an expert by this by the end of this week," it makes you feel as if you are behind. |
| It was a well run course that I think was fairly judged and covers the material. |
| Elzinga's lectures were a true treasure to go to. |
| My experience with this course was very positive. The course greatly increased my interest in economics. |
| it was good |
| I really enjoyed the course and Professor Elzinga's style of teaching! |
| All went well |
| fantastic |
| It was tough, especially not knowing any econ previously. |
| i didn't like this course, because it was incredibly challenging |
| I do not think this is a particularly difficult course if students put in enough time and effort to study the text in addition to attend lectures. There is not too much to worry about in terms of classwork either. Overall quite a pleasant experience for me. |
| I want Mr Elzinga to know that he is a very knowledgeable professor and he really made every concept in the lecture understandable and in-depth. I developed my passion more for Econ and I am more certain now with the business path that I am choosing |
| I loved this course, Prof. Elzinga is beyond excellent and makes simple economic concepts captivating. |
| Professor Elzinga does a great job keeping the lecture engaging even though it has almost 400 students |
| This course was highly informational but challenging since it forced me to learn and take tests in a unfamiliar way. It was definitely well designed for how many students are in the course |
| I think your experience can weigh heavily on your discussion and TA experience. |
| I like this course! Not the most out of the box/creative class I have ever intended but it does what it needs to do. |
| I greatly enjoyed the course and hope to take more of professor Elzinga's courses in the future. My main preference would be to be able to lecture for longer periods of time, not only for 50 minutes. |
| Sometimes I feel like the examples given in lecture can be too abstract or don't closely adhere with what we are learning in Colander |
| I loved it |
| Lectures were very engaging if you paid attention, and Elzinga laid out his ideas in a way that was mostly very easy to attain. He structured them in a way that made sense to students. Elzinga is so charming and adorable and I loved coming to his class. I feel like it would be easy to make an intro economics classes boring, but I loved going through each lecture. I am going to miss this class so much! Elzinga reflected his love of econ onto us students, and when I would be studying I didn't completely dread it because I know it is relevant information. Studying for the second midterm I even looked into switching my major to Econ, but then realized you have to take Calc 2 and changed my mind. Loved this course, thank you Elzinga for your dedication and service to your students!! |
| The instructor is great and his teachings were amazing |
| Excellent and informative course. Despite this being my largest class this semester, Professor Elzinga made it feel like one of my smallest. He was also extremely responsive and worked with me to ensure I would be successful in the course when I was in the hospital for a couple weeks early in the semester. Interesting field I'd like to explore further and a great professor. |
| I enjoyed my experience in this course and it furthered my interest on economic topics. |
| I enjoyed the lectures and I thought your expectations of us were very consistent which I appreciate. |
| I struggled in real time lectures because there were so many people but I enjoyed how Proffesor Elzinga went into tangents of small things that helped the understanding of small concepts better. |
| It was a really informative class. |

| Comments |
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| I enjoyed this course however exam content is very difficult with little to no prep materials given. I would hope in the future the review sessions were more extensive and structured |
| I think that some of the lectures were a little hard to follow, but overall, the course is a good introduction to microeconomics. |
| This was my first large lecture class, and I'm glad I was able to take it and increase my knowledge in the basics of economics. |
| I thought Professor Elzinga taught the course very well. I didn't know what to expect coming into the class. I am not very interested in Econ, but I found this class to be interesting! I liked how the lectures and exams are fairly straight forward. |
| It's inspiring to have a professor be so passionate about both teaching and the material they teach, and Elzinga definitely checks both of these boxes. |
| Professor Elzinga is amazing. Rumors were definitely true, as this class is difficult but fascinating. |
| Fantastic really enjoyed this |
| i really liked the format of the lectures and because Im a visual learner, the slides were helpful to look at |
| I'd appreciate more opportunities to show my understanding, perhaps homework assignments or universal class problem sets. |
| Prof. Elzinga was an engaging teacher and it is evident that he is passionate about what he teaches. I really enjoyed ECON 2010 and it has made me interested in studying more economics. |
| I thought for the amount of material covered it the course Elzinga did a good job at covering it in a thorough way. |
| I like mr. Elzinga |
| The clicker questions were helpful when they were able to work |
| The lectures were a great balance between entertaining and informational. |
| I think having more practice would help to learn the content better. |
| it provides a great first exposure to economics, however the tests are very challenging and your grade greatly depends on prior knowledge of the subject and who your TA is |
| I really enjoyed taking ECON 2010! I think the course is set up well and gives students the opportunity to learn a lot and succeed in class. |
| I had no prior experience with the subject |
| I am not an economics major or an intended pre-commerce student. However, I thoroughly enjoyed my experience in this course both in lecture and discussion. I learned so much about economics but also life. I had no idea that so much of my life has to do with economics, and honestly, that fascinates me. I have only had experience with economics on a macro level, so I enjoyed learning about it on a micro scale, too. Finally, I hope to become a pediatrician and start my own practice, so I am very grateful for all of the information that I have learned about opportunity cost, maximizing utility, incentives, income, externalities, and more. Finally, I really appreciated how engaged and excited Professor Elzinga seemed about teaching us and the topics he was teaching, for I feel as if that has not always been the case with some of my other professors at UVA. |
| I enjoyed ECON 2010 a lot. However, I do wish there were more opportunities for test correction, especially because this is the first college class that a lot of students took. |
| It is a great introductory course, however, being someone who has never taken any Economics classes before, this course can be challenging as an introductory level course. |
| love u elzinga <3 |
| It was quite enjoyable but the slides should have more information that is relevant to what will be on the tests. |
| This could be a one time lecture a week for 45 minutes if he talked about what actually mattered and what would be on the exam. Most of the time you have to guess. |
| I really enjoyed the lectures and thought that they were very varied and captivating. Overall, this course has pique my interest of economics and I will be taking macroeconomics in the spring! |
| Elzinga is a phenomenal teacher, and I only wish I had spent more time in this class. |
| The instructor is kind but changes to his lecture style should be made |
| I am not the most interested in Economics, but Prof. Elzinga is a very experienced, knowledgeable professor. He has worked for many years in Economics and his wiseness shows in his lectures. Although the subject matter can be boring at times, he does his best to make it interesting. |
| I thought Elzinga was a very good lecturer in terms of getting information across even if they aren't always the most entertaining and can sometime lose my attention. |
| The lack of open rubric to the students when negotiating your grade on an exam was discomfoting. Also the grading was harsh and the lack of multiple choice questions discouraged me. |
| This is a great course in furthering my knowledge of economics. Though this is an intro level class, Professor Elzinga covers a diverse amount of topics and within that also caters the course to specific concentrations that is very helpful. The TAs are very |

| Comments |
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| helpful and knowledgeable. As a first year, having Professor Elzinga is a great intro to not only economics but also college lectures. |
| You are the best lecturer I have had in my life so far. It was fun. |
| I definitely struggled with this course. I'm not used to this type of learning, but overall the course was interesting. |
| N/A |
| I really enjoyed it , and felt like I learned very applicable information to life. |
| good lectures, hard to take notes sometimes |
| it was well organized |
| Economics lecture as my first class on Tuesdays and Thursdays has been something I looked forward to since the previous night, because the chemistry building is close to Rice Hall, which is where my favorite bagel place is located. |
| I really enjoyed the course and his lectures; I have no issues with this class. |
| Great class, great professor. |
| I enjoyed this course a lot and it definitely sparked a greater interest in econ but that being said I learned mostly from the textbook. |
| I would say overall my experience was pretty good, the only thing I really have to say is that the slides that he puts up can be a bit confusing to fully grasp the information if you happen to miss a lecture. |
| N/a |
| It was a good experience |
| Mr. Elzinga is one of the best professor's at this university, because he provides the most interesting and interactive lectures I've ever been to |
| I loved getting to come to Econ lectures and learn about the principles of microeconomics thanks to Mr. Elzinga |
| It was a very fun and engaging course |
| amazing teacher |
| I thoroughly enjoyed this class, and learned a lot about economics and markets and how they work. |
| There are days when lectures are easier to understand and when they are not. |
| This course was intriguing. |
| This was one of my favorite classes because of Professor Elzinga. I learned a ton about Micro. Unlike many classes, it did not like feel like a burden to attend his lectures. Ending the lectures 10 minutes before the official end also enhanced my focus. |
| i loved the class |
| Elzinga is great at making lectures engaging. |
| The professor is my favorite I've had so far: Clear, funny, caring, and enthusiastic about the topic without overwhelming students |
| Keep it up! |
| Excellent class. Everyone should take it. |
| I feel like I could have learned a lot more; a lot of the lecture time felt like it was wasted |
| I enjoyed my experience in this class and learned a lot as well. |
| Inevitably, the students in front of you will always mess around on their computers, causing a distraction |
| I really appreciate the flexibility of his grading and his exuberant personality. |
| I wish there were more homework assignments or materials throughout the semester to reinforce understanding of specific concepts as we go, as opposed to only having 3 HW assignments and practice exams. |
| The material was taught pretty fast. |
| I think Professor Elzinga does a great job of making the lectures engaging and easy to grasp. I only wish that there were also recorded lectures that could be viewed for reiteration. |
| This course is great |
| I would like them to know that this course has increased my intrigue in the field of economics, it has led me to mastering several microeconomics concepts, and it has increased my good standing with my girlfriend since I am now better at rationally maximizing her utility. |
| I have had a good experience in this course, but I wish there were more opportunities for homework/projects that could help further our learning in the subject area. |
| I really enjoyed this class, but I wish it was a little closer to the textbook so that I wasn't teaching some concepts to myself. |
| This was one of my favorite classes I've ever taken. Professor Elzinga is very effective in his lecture strategy, which combines well with his easy-going personality. |

| Comments |
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| Lectures covered interesting content but were too often not relevant for exams. If you want to give that kind of lecture, stop giving textbook exams. It felt like I mostly taught this course to myself. Textbooks are supplements, not teachers. |
| The was one of my favorite courses and I enjoyed coming to lecture. |
| This was my favorite class. I enjoyed learning from Professor Elzinga |
| I did not find the lectures useful and found myself learning most of the material from the textbook, online resources, and from my discussion section. |
| n/a |
| Overall, pretty good class. |
| I wish that profesor Elzinga taught more classes. His style and love for the subject created a real joy and interests in the subject. |
| I know it's probably very difficult given the size of the class but I think a project or two in between the midterms would serve as even better reinforcement and application of the material we learned. |
| Lectures were as entertaining as possible. I liked the shortened classes. |
| I liked the courses but it is difficult. It is extremely fast-paced but if you put in the work you get the results. |
| I was frustrated with the use of iClicker because sometimes the connection was poor and even though I knew the answers to the questions, I couldn't submit and answer. It was stressful because I worried my grade would suffer not because of my knowledge but because of the Wifi. |
| I had a very enjoyable time in this class, it was very engaging and beneficial to my learning. |
| Overall good! |
| I wish we were provided with more resources and practice activities. |
| It was nice and an honor to be taught by Professor Elzinga. |
| Having no class recording for this 400+ students class is weeeeird. Although the TAs have lecture note, they don't want to share it. They also don't ask to offer scribe's notes even when the students are sick. Weird. The only way to make up for missed class (Even when you are sick!) is to ask for a note from your friend. |
| I feel like there were some lectures that I was sitting in and it felt like I was not benefitting much from them. I went to every lecture, and at least half of them I found did not give me any more information than the textbook. The better lectures, such as the elasticities lectures and the getting rich the econ way lectures, were helpful but many felt unhelpful, or at least did not feel very beneficial. |
| This was my first time in a huge lecture style class, but overall it was a good experience. |
| The lectures were kinda boring, but I've never taken an econ class before, and this made me enjoy econ, so I'm glad I took it |
| Elzinga is a beast, Justin Garrison is alright, but he sometimes does not know how to grade free-response tests which is one of my major problems with this class since it often seemed very subjective and varied between the TA you had. |
| I wish the lecture slides had more information and were posted to canvas before class. Also, it would help to have lectures recorded so that we could re-watch them |
| As a first semester college student, it was hard in the beginning to navigate how to best prepare for this class. Reading a textbook and being expected to apply what I read to a assessment question was challenging, but it also helped me prepare for the rest of my college experience. I enjoyed learning a whole new topic and how professor Elzinga structured his lectures. |
| I came into this class very open-minded without any previous knowledge of economics. I thought I understood the lectures, always taking notes on my computer, but the first exam really humbled me. For the second exam, I studied a week in advance, went to office hours, and talked to other people about the matter. I did so much better on the second exam and I was really proud of myself. My growth in this class has sparked an interest in econ for me. This class challenges you mentally (tough questions) and physically (long lectures). |
| I enjoyed the class |
| Elzinga is a good lecturer. |
| I really enjoyed Microeconomics with Professor Elzinga. He discusses economics in a very thorough, straight-forward way. I like the style of his lectures as well. I came into the class with no prior knowledge of economics, so this was a great introductory level course! |
| I enjoyed this course far more than I thought I was going to. Economics does not make a ton of sense to me, nor does it intrigue me, but I felt that I was readily prepared with the materials to be successful in this course. |
| Elzinga is appropriately famous, a very good lecturer. He's still got it. |
| I enjoyed the class greatly. |
| It was awesome 10/10 |
| This course (the way it was taught and who it was taught by) was very special, and I think it is very unusual and impressive and heartwarming that despite being so busy, Professor Elzinga made time to know his students (through his one-on-one office hours, |

| Comments |
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| for example). |
| I enjoyed it. |
| It was an interesting class and I really enjoyed Professor Elzinga's lectures. They were very engaging and inspired interest in this field. |
| The course and exams are fair and gave me an excellent introduction to microeconomics. |
| I had a hard time learning from the lectures and sometimes felt that they made the concrete economic concepts more confusing. |
| I liked the class |
| This has been my favorite course thus far at UVA— I firmly believe everyone should be required to take it. |
| For a class the size and volume of this one, I felt like I had a great experience and was able to get help when I needed it. |
| This course was very beneficial and I hope to take more courses in this subject matter in the future. |
| It was a great course which encouraged me to pursue more economics classes in the future. |
| It was nice |
| I liked this course! |
| I have had a wonderful experience in this course so far. |
| I had a great time, and it has really increased my interest in a possible career in Economics. |
| This course is definitely interesting but it would be more conducive to learning if lectures were spent diving into specific example questions and materials rather than the vast concepts. I also think all the Econ minutes should be available at the same time or notifications should be sent out when a new video is uploaded to ensure everyone has an equal chance to view them. |
| This was a great course and it changed my way of thinking which was a pleasant surprise. |
| I would like them to know that I had a fabulous time learning economics from this course, and I have developed an interest in this field. I would like to continue taking Economics courses and understand content because of this course. |
| My experience was overall very good. No complaints. |
| I came into this class with a mild interest in economics. I was more challenged in this class than I thought I would be, so I had to really reevaluate my study time and habits. At the end of the course, my interest in economics has grown significantly. One thing I would like to mention, I have a strong math background so I was hoping there would be more math, but I guess I should have expected what I got from an introductory principles course. |
| I think that Micro is a crucial class to take at UVA for anyone. There are so many important elements that you can take away from it regardless of your major. |
| This class was incredible. Never taking an economics class before I had no idea what to expect, but this class was so intriguing and thought-provoking that I am now heavily considering a major in Economics. Elzinga is an amazing professor and I love how he teaches economics as a way of thinking and approaching problems. Justin Garrison, the head TA, is such an amazing teacher. His discussion section tied this whole class together and was crucial to my learning and interest. I do, however, wish there was more practice with economic problems as the class was very much based on absorbing information through lecture, discussion and reading. |
| I had a good experience with this course. I think the current textbook is very good as well. |
| It was interesting. |
| Econ 201 sparked my curiosity for behavioral economics. I am a firm supporter of the "econ way of thinking," and I appreciate Professor Elzinga's drive to teach an economics course designed not for econ or pre-comm majors, but for every student. I thoroughly enjoyed my time in lectures and even reading the textbook, although the book was a bit repetitive and lengthy. The exams were a useful learning experience. Overall, the benefits of taking Professor Elzinga's Econ 201 course are greater than the costs. |
| It was great! Time was spent in lecture learning material. |
| I don't have any complaints, I think everything went smoothly. |
| I enjoyed my experience with this course a lot |
| That it was a great intro course and was able to cover a lot of material |
| I loved this course. There was a lot of reading associated with it which would usually be difficult for me but I do feel that the reading was a crucial aspect to my learning in this course. I find Professor Elzinga to be extremely engaging and loved the course overall. |
| It was really cool—I can see why Elzinga is a legend. |
| It was good. |
| Nearly impossible to learn and stay focused |
| please go through slides slower, kind of hard to get all the information down before you changed the slide |
| I really enjoyed how Professor Elzinga explained concepts and created real life examples for us to learn. |

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| This course could be improved by having a lecture recording that people could request if missing class. |
| I thoroughly enjoyed it and looked forward to seeing a new tie each day! |
| As someone who did not really have any background in Econ, I found this course absolutely fascinating. I really like how it was more theory-based and connected themes and topics from different units together. |
| Good course, but exams are trickier then I feel we were prepared for. |
| The exams are graded subjectively. Depending on the Ta, your grade could change easily. |
| I feel I have learned a lot, but all of the discussions were not really helpful for me. |
| I really liked this class, it has encouraged me to major in econ! |
| Thank you |
| I enjoyed this course thoroughly. Elzinga is a great professor. However, in a large lecture section as this class was, I highly recommend the discussion section and office hours. |
| Especially because I came into this course with no background on Economics, I am happy that I can say that I learned concepts needed in order to understand the economic world while enrolled in this class. This class was one where I can leave and know I learned not only the material, but how the material learned can be applied to the real world. |
| I really enjoyed the course and now want to potentially major in economics! |
| For someone not very interested in this subject matter Elzinga was fun to listen to and I liked his stories |
| Overall experience was good. |
| I loved learning about econ! I wasn't able to take an econ class in high school, so I really appreciated this opportunity. The class pushed me out of my comfort zone and really challenged me, as I was not used to this subject. I found the textbook to be the most helpful element of this class, but I also enjoyed some of the lecture content as well. |
| It was pretty hard for me. I felt like I prepared a lot for the tests and still didn't do that great. I feel like I know the material well I don't really know how to take the tests in this class. |
| I enjoyed this class and would recommend it to other students. I have a deeper understanding of microeconomics and have even started applying it to my everyday life. Professor Elzinga was a very compelling lecturer and I enjoyed having the opportunity to take a class with him. |
| The amount of people in the classroom is a little bit overwhelming, however I do not think that can change. |
| I enjoyed it and learned a lot |
| I enjoyed learning about the principles of microeconomics, and I prefer this course over the high school AP macroeconomics course that I took last school year. |
| I am very fortunate to have learned microeconomics from the great Professor Elzinga. |
| Juliette Sellgreen was a great TA and was very good at her job |
| The instructor's lectures were well prepared, sometimes they were hard to follow along in. But, overall the course provides some challenging theoretical topics and while the midterms are pretty hard in the application of the material. Yet, the head TA and the instructor know and have prepared students that this is the case and will provide support within grading |
| It was a good class to take overall and it has increased my understanding of microeconomics. |
| The lectures could be dry but I liked the videos and funny parts of the lecture |
| I wish the lectures did not included so much fluff. I feel as if going through applicable examples with graphs would be more helpful than simply rambling. The slides were not helpful |
| It was difficult |
| It was a good course |
| N/A |
| This class is very hard and you basically have to teach it to yourself. |
| Professor Elzinga is a legend |
| I think there was a lot more textbook reading than i expected but i valued the in class lectures a lot more for my understanding |
| I really enjoyed the real life applications in class because it allowed me to think about econ in my daily activities. I now see the world in a whole new light. |
| I thoroughly enjoyed this course throughout the year. Though it is challenging to know where you stand throughout the semester, I found that my knowledge of economics grew exponentially throughout the course. I would like to give a special shoutout to my TA Anna Murray. Her slide decks helped me connect the lectures to Colander and she was great at explaining Econ concepts that were not explained thoroughly in the lecture. |
| I had a good experience in this course. |

| Comments |
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| Very interesting class! |
| more guided practice |
| Overall, I had a great experience in this course. The lectures were very helpful, as was the textbook and the Econ minute videos. Even if I was confused about something, I could just get it clarified during my discussion class. |
| Lectures can get really monotone and hard to pay attention |
| It was a hard but somewhat interesting course. The textbook was extremely helpful, but sometimes the information was hard to comprehend. |
| This class was very enjoyable and peaked my interest in the topic |
| That is was a good one. |
| I really like how you started class at 11:05, I always remembered class to be at 11, so i was never late to class. Paying attention in class proved to be a little challenging because the lecture was always felt very long. |
| The lectures are no help. Only thing that helps with the exams are discussion sections and office hours. Further, exams are not phrased well and expect things that are not asked for (e.g., one exam required an example in the response in order to get full credit, but the question on the exam did not ask for an example or hint at including an example). Points are lost on exams for things that are not stated or clarified like when it asks to "define terms" when Elzinga only gives you credit if you write the equation. |
| Taking ECON 201 with Professor Elzinga has inspired me to pursue a minor in economics, a goal that was not even on my radar prior to my first semester at UVA. |
| Through this course, I was able to understand economic thinking and what economics is better. |
| Professor Elzinga's lectures are extremely engaging. I would say the opportunity cost of me attending lecture is very low, because I gain a great amount of indispensable human capital and utility by going to his lecture. He is able to connect economics to the world around us through his absolute masterclass of a lecture. |
| I loved this course and its structure. |
| N/A |
| I learned very well and feel the Professor and TA did a great job of teaching. |
| this course was hard but it made me appreciate econ! i loved it. |
| My experience in the course has been different from my other courses. I truly thought i understood the course materials until i got to the test and would get market off alot for partial credit |
| I thoroughly enjoyed this course and feel that I learned a lot of new and useful information. |
| I would have liked some more outside class resources for studying, I attended nearly every lecture and felt I lacked proper resources to study outside of class |
| It was great |
| I have enjoyed this course and it has given me a much deeper understanding of microeconomic theory. |
| This course is hard! But... incredibly interesting. It is such an honor to learn from a UVA legend like Professor Elzinga. That being said, this class only works super well for those who are "good" at Econ. One bad exam grade in this course can really make you feel like you are failing and no matter how much work you may put it in, sometimes there will be concepts that just don't click. |

Instructor Questions

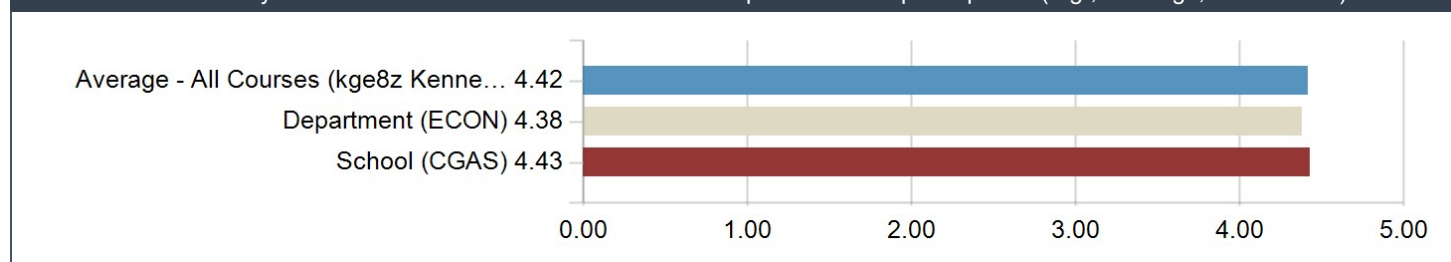
Mean values are displayed below.

Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

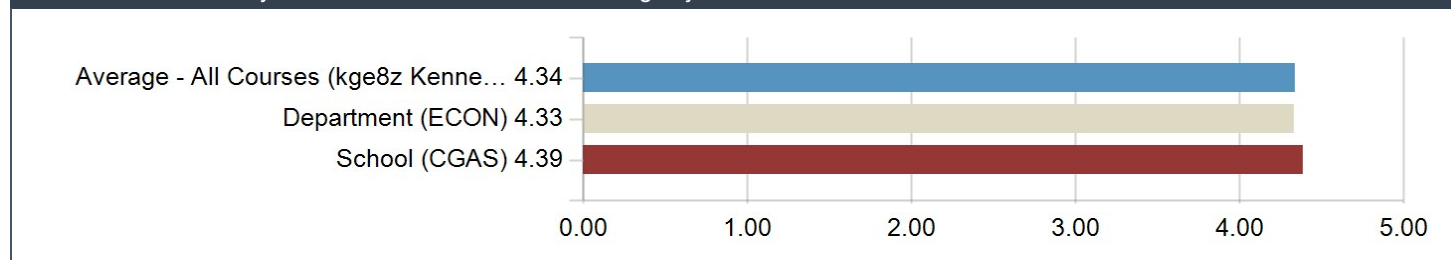
ECON

| Question | Average - All Courses (kge8z Kenneth Elzinga) | | Department (ECON) | | School (CGAS) | |
|---|---|------|-------------------|------|----------------|------|
| | Response Count | Mean | Response Count | Mean | Response Count | Mean |
| The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions). | 802 | 4.42 | 4454 | 4.38 | 42187 | 4.43 |
| The instructor clearly communicated the course learning objectives. | 801 | 4.34 | 4451 | 4.33 | 42148 | 4.39 |
| The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material. | 801 | 3.76 | 4448 | 4.15 | 42110 | 4.30 |
| The instructor provided me prompt and useful feedback on my learning. | 798 | 3.50 | 4447 | 3.99 | 42114 | 4.07 |
| The instructor provided opportunities for my active participation. | 797 | 3.35 | 4441 | 4.03 | 42092 | 4.31 |
| The instructor was available to help support my learning. | 796 | 4.07 | 4435 | 4.28 | 42062 | 4.34 |
| The instructor fostered an environment where I felt valued as an individual and that I belonged in the class. | 800 | 3.98 | 4444 | 4.21 | 42096 | 4.32 |
| Overall, the instructor was an effective teacher. | 800 | 4.21 | 4443 | 4.24 | 42102 | 4.31 |
| The instructor created an environment that respected difference and welcomed diverse perspectives. | 799 | 3.97 | 4447 | 4.10 | 42121 | 4.28 |

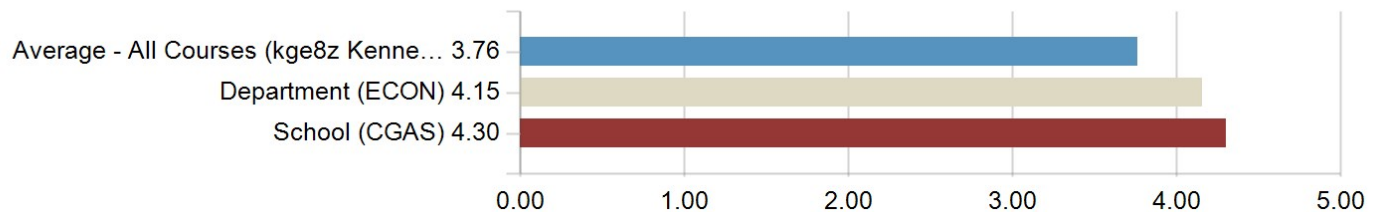
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



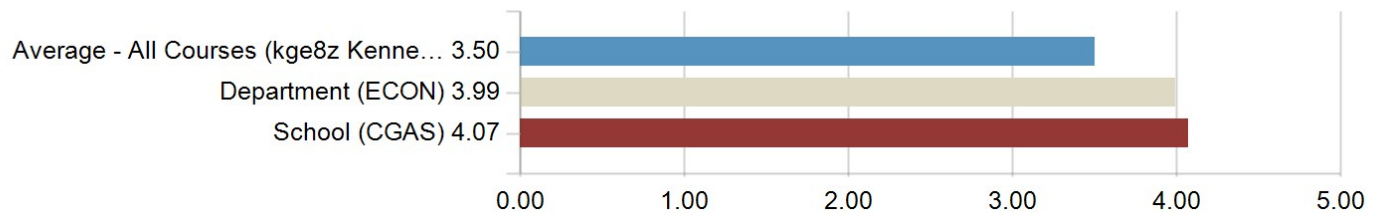
2. The instructor clearly communicated the course learning objectives.



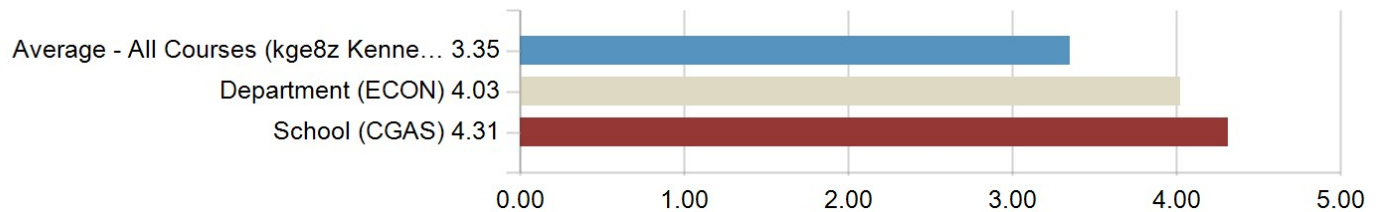
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



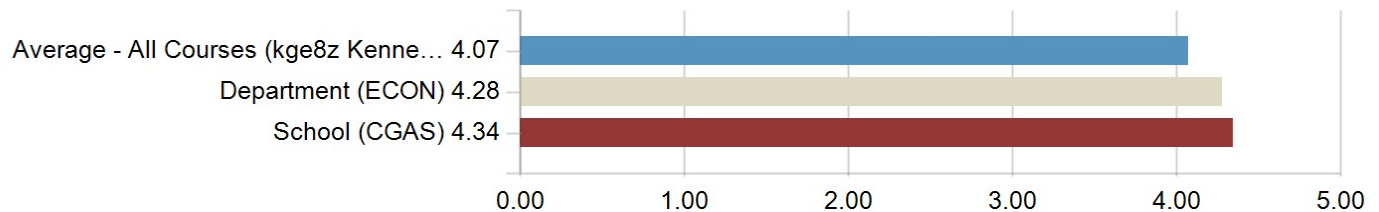
4. The instructor provided me prompt and useful feedback on my learning.



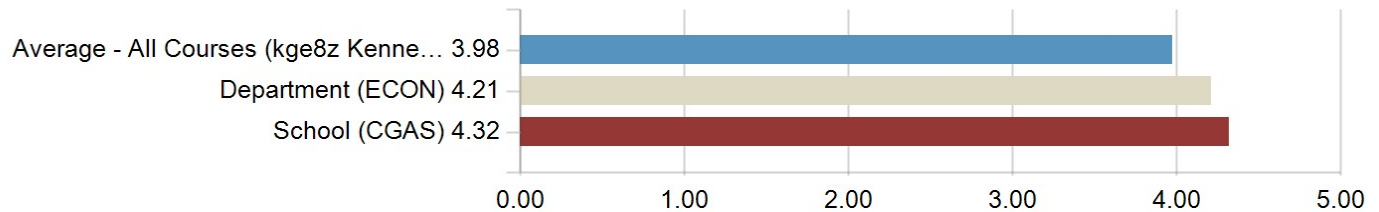
5. The instructor provided opportunities for my active participation.



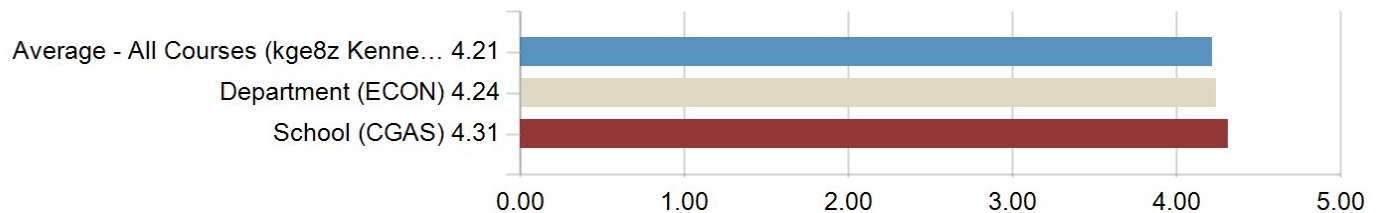
6. The instructor was available to help support my learning.



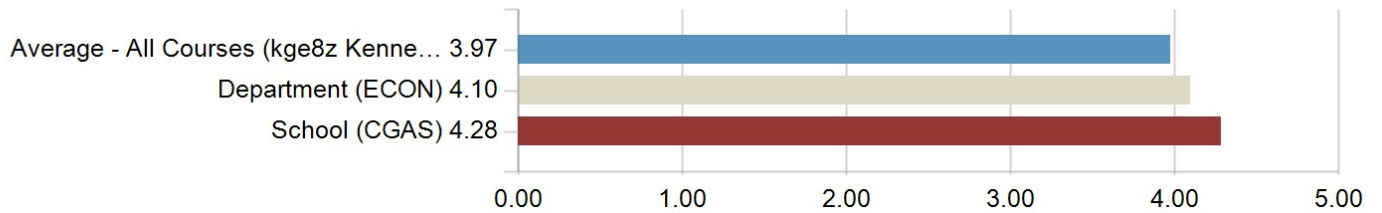
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.



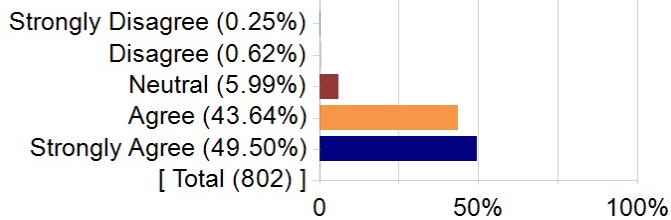
8. Overall, the instructor was an effective teacher.



9. The instructor created an environment that respected difference and welcomed diverse perspectives.

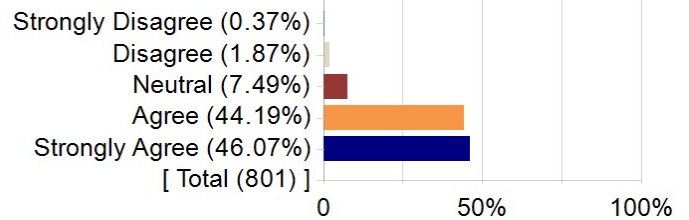


1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



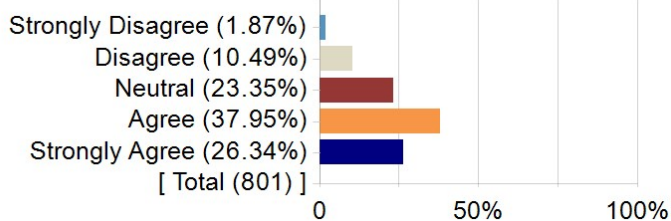
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 2 | 0.25% |
| Disagree | 2 | 5 | 0.62% |
| Neutral | 3 | 48 | 5.99% |
| Agree | 4 | 350 | 43.64% |
| Strongly Agree | 5 | 397 | 49.50% |
| Statistics | | | Value |
| Mean | | | 4.42 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.66 |

2. The instructor clearly communicated the course learning objectives.



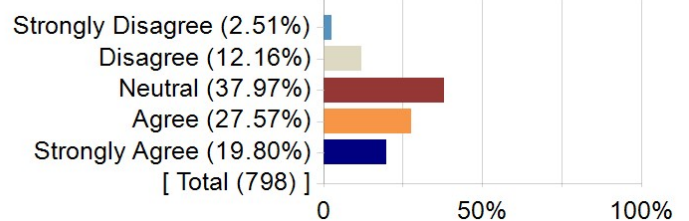
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 3 | 0.37% |
| Disagree | 2 | 15 | 1.87% |
| Neutral | 3 | 60 | 7.49% |
| Agree | 4 | 354 | 44.19% |
| Strongly Agree | 5 | 369 | 46.07% |
| Statistics | | | Value |
| Mean | | | 4.34 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.73 |

3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



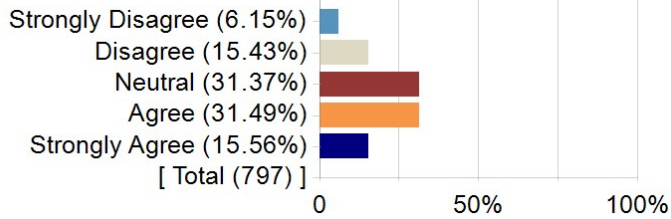
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 15 | 1.87% |
| Disagree | 2 | 84 | 10.49% |
| Neutral | 3 | 187 | 23.35% |
| Agree | 4 | 304 | 37.95% |
| Strongly Agree | 5 | 211 | 26.34% |
| Statistics | | | Value |
| Mean | | | 3.76 |
| Median | | | 4.00 |
| Standard Deviation | | | 1.02 |

4. The instructor provided me prompt and useful feedback on my learning.



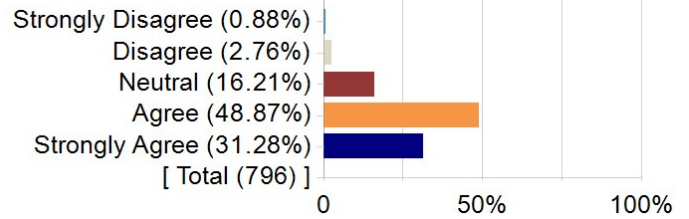
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 20 | 2.51% |
| Disagree | 2 | 97 | 12.16% |
| Neutral | 3 | 303 | 37.97% |
| Agree | 4 | 220 | 27.57% |
| Strongly Agree | 5 | 158 | 19.80% |
| Statistics | | | Value |
| Mean | | | 3.50 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.02 |

5. The instructor provided opportunities for my active participation.



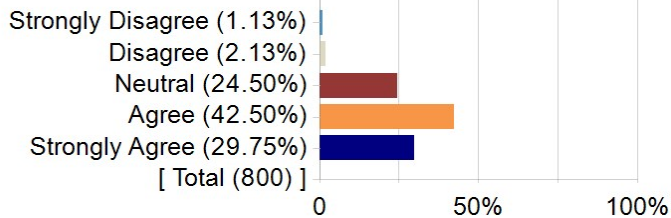
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 49 | 6.15% |
| Disagree | 2 | 123 | 15.43% |
| Neutral | 3 | 250 | 31.37% |
| Agree | 4 | 251 | 31.49% |
| Strongly Agree | 5 | 124 | 15.56% |
| Statistics | | | Value |
| Mean | | | 3.35 |
| Median | | | 3.00 |
| Standard Deviation | | | 1.10 |

6. The instructor was available to help support my learning.



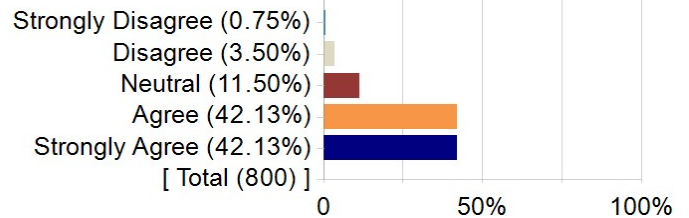
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 7 | 0.88% |
| Disagree | 2 | 22 | 2.76% |
| Neutral | 3 | 129 | 16.21% |
| Agree | 4 | 389 | 48.87% |
| Strongly Agree | 5 | 249 | 31.28% |
| Statistics | | | Value |
| Mean | | | 4.07 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.81 |

7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.



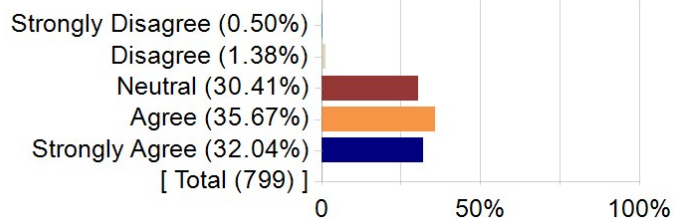
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 9 | 1.13% |
| Disagree | 2 | 17 | 2.13% |
| Neutral | 3 | 196 | 24.50% |
| Agree | 4 | 340 | 42.50% |
| Strongly Agree | 5 | 238 | 29.75% |
| Statistics | | | Value |
| Mean | | | 3.98 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.85 |

8. Overall, the instructor was an effective teacher.



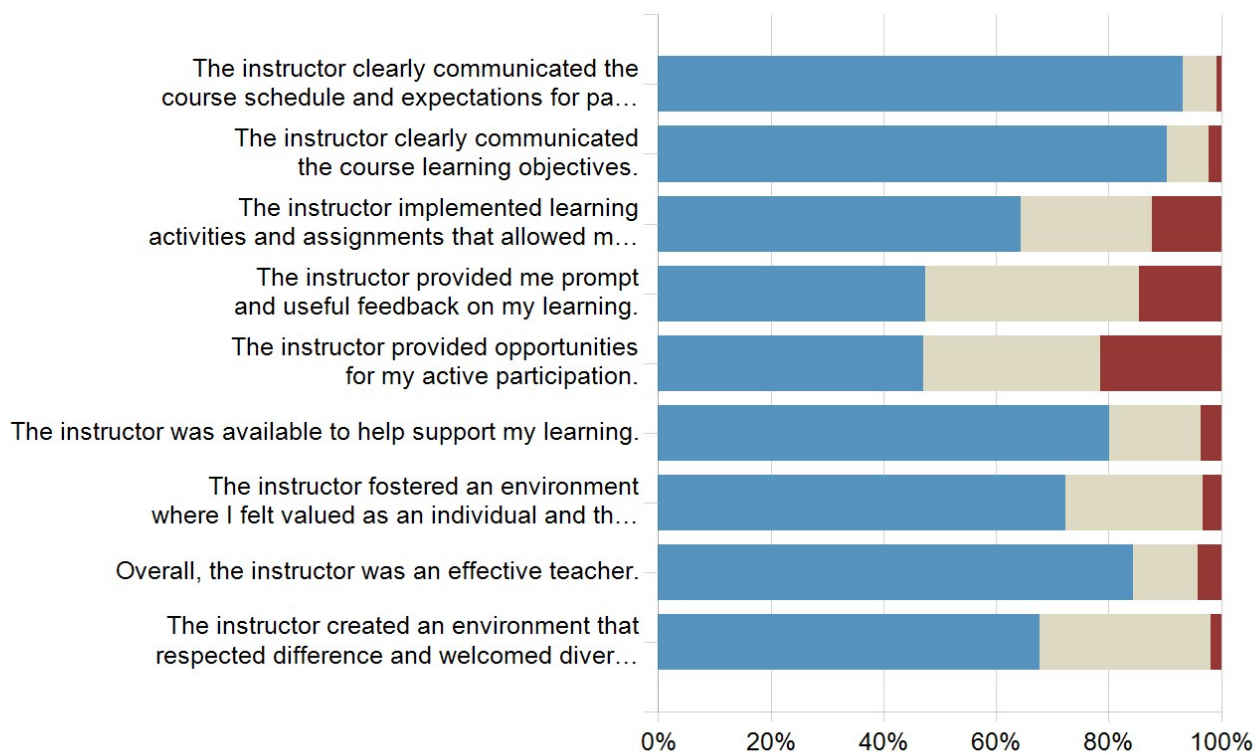
| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 6 | 0.75% |
| Disagree | 2 | 28 | 3.50% |
| Neutral | 3 | 92 | 11.50% |
| Agree | 4 | 337 | 42.13% |
| Strongly Agree | 5 | 337 | 42.13% |
| Statistics | | | Value |
| Mean | | | 4.21 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.84 |

9. The instructor created an environment that respected difference and welcomed diverse perspectives.



| Options | Score | Count | Percentage |
|--------------------|-------|-------|------------|
| Strongly Disagree | 1 | 4 | 0.50% |
| Disagree | 2 | 11 | 1.38% |
| Neutral | 3 | 243 | 30.41% |
| Agree | 4 | 285 | 35.67% |
| Strongly Agree | 5 | 256 | 32.04% |
| Statistics | | | Value |
| Mean | | | 3.97 |
| Median | | | 4.00 |
| Standard Deviation | | | 0.85 |

Strongly Agree / Agree Neutral Strongly Disagree / Disagree



You selected "AGREE or STRONGLY AGREE" on the previous question: Please give specific examples

as to how Kenneth Elzinga created an environment that respected difference and welcomed diverse perspectives.

| Comments |
|---|
| All of his examples seemed intentionally balanced in terms of gender, religion, etc. and he never made any statements that seemed biased or potentially offensive to certain groups. On subjects like the wage gap he always stressed that the course was positive, not normative, so only economic facts and principles were involved, rather than determining whether things were right or wrong, or whether policies should be made. |
| He did |
| It was a welcoming environment. |
| Professor Elzinga really cares about his students and makes that obvious. |
| Although we were not able to ask questions during lecture, he did a great job at addressing possible confusion and common misunderstanding in the lectures which cleared up a lot of the material. |
| Prof Elzinga introduced many different ideas towards a specific topic. |
| He always mentioned people's responses to the introductory survey to show different perspectives. |
| He was inclusive of everyone and made ample time to hear everyone |
| applying examples to different groups of students for clarity and understanding |
| The lectures were generally well done and fostered a community feel. |
| You could always go to him either after class or during office hours and share your opinions or questions about a subject matter |
| He welcomed anyone regardless of their race and perspective. It was amazing to see how he has done this for so many years. He has made an environment to where people are welcomed to stay after class to ask him questions and is very nice about it. He can communicate well when anyone has a question, so that is what made the environment a welcoming place. |
| he was always open to different insights. |
| Elzinga was respectful to all students and did not discriminate anyone from his lessons. He is appropriate and stays on topic during his lectures. |
| Was willing to talk to new individuals during office hours about almost any topic to help people succeed and provide them with opportunities to do so. |
| Elzinga was nice to everyone. |
| Professor made sure to cover topics that people specifically requested at the beginning of the year and wanted to share stories about all his students. |
| Elzinga had many different students participate in class. |
| He would personally interact with individuals in the class even though there was about 500 of us. He also read all the guestbook entries and taught according to what was requested. |
| Professor elzinga clearly cares about his students. Through his guest book he dedicates parts of his lectures to students who have an interest in the topic being covered |
| I think he always stayed neutral on topics that could be debateable. In this way, everything was taught from a factual perspective rather than personal bias. |
| At the beginning of the semester, Professor Elzinga encouraged us students to fill out a check-in sheet to introduce ourselves. Not only did he read all the responses, but he also remembered many students' names and brought them up during class. He clearly shows that he likes engaging with his students during class and office hours, even if we do not ask him about economic related questions. |
| I think that when he spoke and talked about situations he showed different ways to look at the situation. |
| Professor Elzinga gave a lot of examples in lecture for a variety of situations. |
| No discrimination |
| Because he custom tailored each lecture to our class. Nothing gets you more involved in the class than having a lecture where he shouts out a student because he taught their mom and dad. |
| He was kind. I had no issues with him and don't think anyone else had any issues with him. |
| While there was no in-class participation, he always considered all perspectives in his lectures warmly and open-mindedly. |
| He treated everyone equally and wanted everyone to succeed in the course. |
| While Elzinga does not allow for class participation during lectures, he never expressed too strong of an opinion on any topics to ensure that many diverse perspectives felt welcomed. |
| He used real life examples that related to individual students in the class to explain scenarios that related to economics |
| He is always open to talk about many different things during office hours |

| Comments |
|--|
| The class was very positive, although little interaction occurred during lecture time because of class size. |
| He used this survey at the beginning of the year to get to know his students and mentioned some things that people said in relation to economics. |
| His lectures did a good job explaining concepts, and the structure of the class allowed to review them in discussion. His willingness to stay in OH as long as possible really shows how much he wants his students to thrive and understand concepts. |
| There was no not creating that environment or anything negative. |
| he always engaged with everyone and included his own studnets in the lecture |
| the lessons were fun and were easy to understand |
| Professor Elzinga allowed any kind of student to come to class and get something useful from it. Even if a student is not pursuing economics as a course of study or career this class was so helpful in the context of anything academic and life. |
| He goes into the crowd and does good job of considering various perspectives |
| Was nice and had engaging discussions with many different people. Also was open to anybody coming to have a discussion with him. |
| I loved that he brought up examples from all of the responses to his class survey and used a variety of professions, religions etc. in his examples. |
| His class sign up sheet at the beginning of the semester allowed for us to speak about ourselves and what we're interested in and who we are and implemented that through the course of the lectures. |
| There's really not much he can do with a class of that size, he seemed open to everyone. |
| very large lecture, never felt that anyone would feel uncomfortable or excluded in class |
| econ is for everyone |
| Since the class was a large lecture, there was little participation, but I thought Professor Elzinga made the lectures fun and engaging, and was very fair in his grading and expectations. |
| Professor Elzinga always gave multiple sides to any issue he brought up when explaining different economic policies, and I appreciate that he always told us facts rather than trying to convince us of a certain opinion. |
| Favorite experience of any class is listening to Elzinga lecture. He is so good at teaching and I would literally take a course to just hear him talk about economics. |
| Elzinga made sure to ensure that it was known that this Econ was only going to be about positive statements, not what people should do policy wise with these economics. |
| Spoke sincerely and picked out students from the ECON guest book. |
| Within the scope of economics he gives many diverse perspectives. |
| He always addressed both sides of any controversy and presented an unbiased opinion. |
| He was very objective and respectful in his approach to teaching economics. |
| By drawing on things within society and relating it to the topics in the lectures, it made terminology in course more understandable with a real world reference |
| He made each person in such a big class feel important through his integration of the guestbook. |
| He is open minded |
| I don't really know how to answer these. I don't think I have ever been in a class where this was a problem, but I can only speak about my personal experience, and I didn't see any disrespect of difference or unwelcome towards diverse perspectives. |
| Professor Elzinga used different perspectives when presenting certain economic issues. He also used various examples in every lecture to get a point across. On a smaller, yet still significant note, Professor Elzinga always used culturally diverse names in his examinations. |
| Elzinga made sure that our class had a lot of different perspectives when it comes to economics, he did not focus on one view-- instead he taught us how multiple different experts view microeconomics |
| He has talked about a lot of different experiences he has engaged with while explaining a lot of worldwide events. |
| Professor Elzinga is very respectful to all of his students. |
| He found ways to connect econ to different academic disciplines, including examples from art history and literature. |
| The topics brought up in Microeconomics were objective however different normative interpretations were provided which respected all options and gave different perspectives |
| Professor Elzinga always prefaced his statements with the notion that they could be contested and are personal beliefs (if they were opinions) and that facts were based on applied theory, tested observations, and organized logic. Many of his examples involved people from various diverse backgrounds. The professor did not impose his personal beliefs on us that were not relevant to the |

| Comments |
|--|
| content of the course. |
| He utilized a range of perspectives when giving examples in lectures of Economic analysis making its way through the real world. |
| I think agreeing with this question is less agreeing and more not disagreeing. I think every student goes into a class expecting the professor to create an environment that respected difference and welcomed diverse perspectives. When you have to question whether they have or not is when a problem arises. Elzinga showed no bias for or against any differences or diverse perspectives. |
| His lectures and provided examples were rather neutral in perspective. |
| Elzinga respected differences of all sorts, ranging from culture to perspective. He recognized the amount of nuance there is in economics and economic policies and emphasized that the world has a lot of grey area and is not just black and white. |
| As I mentioned the econ minutes were useful and funny. Similarly, the lectures included interesting information. |
| He differentiated an economic truth and an economic opinion, and when he spoke about more political issues that are informed by economic theory, he made sure to give both sides. |
| Pulled material from a very large variety of sources. Included literary arts materials that are not commonly associated with economics. |
| It is a huge lecture and he is always funny and nice and providing stories about his life and making us feel comfortable in his room |
| This class was a huge lecture and everyone was given the same lecture and taught the same material. So as long you came to class, you were respected and welcomed. |
| He would selected different individuals for his in class demonstration and it personally just felt like a welcoming environment. |
| He related economics to a variety of real-world applications that encompassed a variety of topics that pertained to many different students. |
| He's very welcoming |
| There was no infringement on any political beliefs or anything of that nature. |
| While there weren't really questions in class, office hours were helpful for further explaining concepts. |
| We didn't have a ton of teacher – class interaction but he always had some fun examples planned! |
| He was nice to everyone |
| He addresses many different perspectives during his lectures. |
| I deeply enjoyed how the professor promoted collaboration and communication through various contact methods, such as email and office hours. My most memorable experience was talking to the professor after class, as he was very patient and gracious with my questions. |
| Elzinga made sure the environment of his class was welcoming to everyone no matter race, ethnicity or background. He prioritized teaching microeconomics to every student in his class |
| He gave various real world examples that were diverse and explained them thoroughly. |
| Professor Elzinga would always stay after class and past his scheduled office hours to take any questions that students had. |
| He talked about many different applications of economics and how it relates to gender wage gap, demonstrating his interest in in welcoming diverse perspectives. |
| He was very kind and welcoming and made himself easily available to anyone who wanted to see him. |
| He made sure to address different views that people might have on certain issues and took care to avoid taking a stance on any debatable topic |
| He helped anyone that needed it. |
| Elzinga uses examples in his lectures that are inclusive to everyone. |
| In the beginning of the year, we filled out a guest book that talked about our goals in our career and for this class. Throughout his lectures, Professor Elzinga would reference our answers, talking about how microeconomics correlates with a range of fields, such as commerce, nursing, engineering, etc, that helped me apply micro to my own career as an engineer. |
| He did not say anything bad about others. |
| Professor Elzinga was not judgmental and used students ideas as examples of topics we were covering. |
| Professor Elzinga let anyone talk to him or ask questions after class and emphasized office hours |
| Professor Elzinga always offered multiple perspectives to his teaching. |
| He didn't do anything that didn't respect difference or welcome diverse perspectives, which makes me feel like he respected difference and welcomed diverse perspectives. I at least felt comfortable with everything. |
| He was always sensitive to others opinions and ideas and always addressed multiple viewpoints. |
| he treated everyone equally at all times. |

| Comments |
|---|
| Professor Elzinga was open to other ideas, and often taught different outlooks on a topic. |
| No one in the class ever felt like they didn't belong in the lecture |
| He brought in differing opinions in his lectures and gave reasons and perspectives on both sides of several economics issues. |
| He gave everyone the same respect, and was equally respectful to everyone in his lecture. |
| He always was open to everyone and made the class environment safe. |
| When bringing up sensitive topics he brought them up in a way that didn't offend anyone |
| Since the class size was so large, there was not a chance for group discussions or participation. That being said, the environment was welcoming, diverse, and Professor Elzinga was curious to hear what we all had to say. |
| He just was a beaming light of energy and humor every single day. |
| In lectures when talking about debatable subjects he would bring up the alternative thoughts. |
| His lectures were very entertaining. I think he was able to be relatable and help me remember the material. |
| Elzinga talked about different philosophies and perspectives, he also talked about peoples responses to the guestbook which included different people in such a large lecture. |
| Everyone in that lecture hall is a different person, and Elzinga definitely welcomed them by reading the guest book. |
| He would try to mention features of specific students and relate it to what we were learning to make lectures more engaging. |
| he questioned everyone during lecture and left none out. |
| He kept his office hours open to everyone. Mainly, the course consisted of lectures from him, so during class there were not many individualized interactions. This is not a bad thing, but gives me limited data. He never appeared to treat anyone differently based on their diverse perspectives. |
| During the discussion section, everyone could participate and share their opinions. |
| I felt as though I was welcome and included in my class regardless of my background or opinions. |
| He was seriously incredible at avoiding political stances while talking about highly controversial economic topics which kept everyone feeling respected |
| Mr Elzinga is a very respectful teacher. |
| I like that his opinions were broad and didn't seem so forced. |
| He doesn't care who you are or what you look like. He just wants you to learn the concept of economics. |
| He was open minded |
| There are so many different people from all over in the class, and seeing how Professor has taught so many students over the years, he is inclusive and welcoming. |
| Professor Elzinga allowed for many ways of learning, such as textbook, videos, or real time discussions. |
| There wasn't much room for participation in general, so there aren't many specific examples, but difference and diverse perspectives were never discouraged by any means. |
| He didn't discriminate. He treated everyone equally. He gave no better opportunity to anyone and he helped everyone equally during office hours. It is that simple. |
| He made a large lecture hall feel less impersonal by incorporating jokes into his teachings. |
| He welcome all of us. He talks to everyone that comes to his office hour. |
| His examples always involved different types of people and he fostered a welcoming environment by creating a guest book for everyone to fill out with information about themselves and their different beliefs and backgrounds. |
| Lecture did not really offer a time to discuss different perspectives on econ but he made it clear that he would not judge if you had a differnt opinion and would want to hear your opinion. |
| Everyone's voice was heard when questions arose |
| I always felt welcome. |
| He presented the information in a way that wasn't controversial |
| He offered up his time for anyone who needed it, and was always happy to have long office hours for his students if necessary. |
| He gives examples of economic concepts in other countries and cultures. |
| Being that the course is the biggest lectures on Grounds while often there weren't many instances of questions being asked during lectures, it was still clear before and after lectures that Professor Elzinga cared about the thoughts and questions of every individual and I remember that he would always say that his office hours end at 5:00pm but if he was free he was always willing to stick around till everyone had their questions answered which really stuck out to me as Professor Elzinga creating an environment that respected difference and welcomed diverse perspectives. |

| Comments |
|---|
| He incorporated individual peoples' interests into the lecture, even though it is a massive lecture class. He also did some direct 1–1 interactions to demonstrate consumer behavior and other concepts. I didn't experience either directly due to the large class size, but it felt nice knowing that he read our survey responses from the beginning of the semester. |
| He is that guy |
| just tried to bring up problems the those who are discriminated against face |
| He mentioned many different perspectives during lecture. |
| I believe that he always tried to be very inclusive in the opinions and perspectives that he would exemplify for each lecture as well as choosing particular vocabulary/ defining some American slang/vernacular for international students. |
| Explained complicated topics thoroughly and clearly wanted students to learn and understand the material, not just memorize it. |
| He was generally friendly and tried to stay objective with everything he said, I can't think of any time when anything was said or done to make a person or group uncomfortable. |
| Elzinga provided a guestbook at the start of the course where we could explain our interests and ideas about the course. He commonly referred back to student responses, being sure to take into account our different backgrounds and values while applying them to the concepts of the course, which made it more engaging. |
| He valued many different perspectives of people in the world of economics, like how different people behave and why based on the position their in, typically touching upon different groups of wealth. |
| By nature, economics is a topic that is objective rather than subjective however economic information is used to inform almost all subjective ideas. Elzinga did a good job of giving information and data objectively rather than giving lots of other subjective perspectives to analyze the theory with not stang whether one is or is not true but giving us the tools to decide which we believe in. |
| When he would teach a new concept, he would never come at it from just one direction. He would make sure to explain all of the scenarios and perspectives of how it could be applied. He is also just a very genuine and nice guy with a good sense of humor that creates a welcoming vibe. |
| there are 400 students in the class. Creating an environment that respects difference and welcomes diverse perspectives is a given with that amount of students. |
| He was always very welcoming. |
| Professor Elzinga always welcomed any and all questions after class and in his office hours. He was also just a very kind and open person. |
| He takes into account many factors of student ideologies and personalities with his frequent mention of the guestbook. |
| he didn't push any kind of agenda through his lectures and was available for everyone. |
| The lectures were very large but felt welcoming, Professor Elzinga always felt kind and understanding in office hours and in the lectures. |
| He consistently brought up unique perspectives that were written down in the Econ guest book. |
| made everyone feel welcomed |
| Professor Elzinga talked about lots of popular opinions, listed quotes from celebrities and scholars and delivered critical thinking on them. |
| During his office hours and after lecture discussions, he was always opened minded to other peoples view points and questions pertaining to the material. |
| He was always available for office hours and willing to stay late for all students. |
| I saw no instance of discrimination based on difference or diverse perspectives |
| Always enthusiastic to teach and welcoming energy |
| Shared real-life experiences of his to broaden and deepen our understanding of "the way the world works". He was very considerate of everyone. |
| He cared for all his students and has genuinely read most of the student guestbooks and reached out personally. That made me feel valued as a person. He also cared enough to direct course materials around what students have responded. |
| At the beginning of the semester, Professor Elzinga invited the class to fill out the "Econ 201 Guestbook" with questions about ourselves and our experience/interest in economics. Throughout the semester, he referenced a number of those responses, and was respectful to those students. |
| he engaged with the students and told lots of jokes which made the lectures fun to watch |
| The course included various examples that felt that he heard and wanted to know his students |
| He was always very open to questions and talking to students outside of lecture to get to know them better. |
| Professor Elzinga used a variety of examples and student anecdotes in his lectures to give relevant background to economic concepts to a diverse demographic of students. |

| Comments |
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| He treated everyone equally and showed respect to all of his students. |
| Used very inclusive language and referenced all sorts of different people for the econ "guest book" (where we introduced ourselves to him, he read every single one). |
| Covered different perspectives of economics |
| Even in the absurdly large class Professor Elzinga teaches, he was able to make the class very personable and welcoming to everyone. |
| He would consistently use examples of the topic we were learning or the "economic way of thinking" from real people, events, companies, and even his past students to give us a better perspective. |
| Although the class was just lecture, Elzingas examples always included to sides of an opinion, either political or religious. The lectures were always informative, not doctrinarian. |
| Prof. Elzinga presented us with various economic principles and theorems that we could choose to accept. |
| Prof. Elzinga's class was structured where simply. We came in and listened to the lecture and left with the information. He always stuck to his material which was not controversial and because the class was so large it is hard to single out individuals, making it inclusive of everyone. |
| He encouraged active participation and used a variety of students in his examples. |
| He was awesome and had examples with multiple kinds of people and is an overall awesome professor! |
| MEntioned different students and their unique interests from his guestbook |
| He was always welcoming and never singled out anyone and didnt call on just one person |
| Often included viewpoints that were contrary to the one that was being presented in his lectures. |
| I don't know, he gives off a welcoming aura. |
| Mr. Elzinga allowed anyone to be in the class and never had to call anyone out. He had respect for each student and didn't discriminate against anyone. |
| The course has existed for so long that diverse perspectives and feedback have been molded into the lectures, and the TAs also foster a positive, inquisitive environment. |
| In a class this big, it is difficult to welcome everyone's perspective. Nonetheless, Elzinga's class was a welcoming and open environment which I very much enjoyed. |
| Professor Elzinga always made it very clear that we were all welcomed in his class and valued. He never took strong stances and always recognized the way there could be various perspectives on diverse topics. His posture of "serving" his students was very well exemplified by the way he referred to us and showed he cared through the guest book entries. |
| He worded his lectures with diverse perspectives and ideas. |
| Mr. Elzinga was aware of topics for which students may have differing opinions, but he provided all perspectives so no person's opinion was left out. |
| While an Econ class itself does not neccesarly give much room for diverse perspectives Elzinga took perspectives from outside of Econ and related it to our course material. |
| Professor Elzinga was always very open and inclusive in his examples and the people from the class he chose to use as examples of economic theory |
| He taught economics in a way that taught differences and diverse perspectives |
| He asked every individual to fill out a form sharing information about themselves for him to get to know us and why we want to take the class. |
| Professor Elzinga treated every student equally and tried to look at diverse mindsets and experience when explaining economics. |
| I would say that his examples in lecture differed widely in scope and that many people could relate to the course material. |
| It's a large class — a lot of students with a lot of academic goals. Mr. Elzinga often translated key economic concepts into practical considerations for a variety of different fields like public policy, commerce, and psychology. No matter what each of the hundreds of students wants to study, Mr. Elzinga makes an environment where they are developing a way of critical thinking from an economic paradigm that can be taken down a variety of different career pathways. |
| Dr. Elzinga always provided a large array of examples, economists, and real world issues in his lectures. |
| Addressed difficult topics well and represented both sides of reasoning |
| He welcomed people from all backgrounds |
| The professor made an effort to interact with members of the class from time to time, whether by choosing a volunteer for an experiment or by referencing a student's entry in the class "guest book." |
| Used various examples from multiple different POVs in class |

| Comments |
|---|
| Professor Elzinga was interested in learning about each of his students individually, and frequently mentioned the guest book. He was easy to talk to and his office hours offered many opportunities to foster a good relationship. I'm glad I went to his office hours, and got to speak to him a few times. |
| He would actively teach different perspective within the content. |
| He would welcoming and friendly. |
| He respected and accepted all people in the class and every opinion. |
| He gave really good examples |
| He never made anyone feel unwelcome. |
| He made a broad number of connections across cultures, countries, etc. He talked about world economies and other nations' economies. |
| I think Professor Elzinga's use of the guestbook to create talking points in the lectures showed how much he cares about each of his students and created a feel that he felt blessed and grateful to be able to teach us. |
| A small thing was that he included people of different ethnicities/religions in his examples which made economics apply to everyone. He also stated during examples that you might believe in this and you might not, he's just sharing his perspective. |
| He consistently put effort into his office hours which helped the students to get to know him better and feel comfortable with the subject. |
| He had all students fill out a form at the beginning of the semester to gain more information about his students and he took it into account when planning lectures. |
| He would interact with many different students for activities in lecture |
| Through encouraging active participation |
| It was a lecture |
| Kenneth Elzinga created an environment that respected difference and welcomed diverse perspectives through some of the topics in his lectures. He provided different perspectives within the subject of microeconomics. |
| Students could ask questions about the material |
| Welcomed everybody in class the same |
| He explained and welcomed all perspectives while never seeming to make himself seem more one way than the other. |
| he talked about a variety of topics |
| He was good at showing everyone material and answering any questions |
| Everyone is welcomed in his class and is treated as equal. There is no privilege of any kind |
| He just did the lecture |
| He talked about cases or politics in ways that were not leaning towards one side or another |
| He was nice, there were no like preferences. |
| He acknowledged that there are a variety of opinions on many of the topics that we covered, and respected those differences. |
| There would be some cases when Professor Elzinga used a student to display a whole class example and it was quite entertaining most of the time. |
| While this class wasn't necessarily that engaging in terms of participating with the audience, being students, the real-world examples that he provided on class lecture sides was inclusive of all backgrounds. |
| He did not discriminate/ did not make one perspective seem better than another |
| Made announcements for different CIOs that promoted diverse perspectives. |
| Kenneth Elzinga created an environment that respected difference and welcomed diverse perspectives by making it abundantly clear that he was always there to help students. Although there were many class discussions, as it wasn't feasible to have them with so many students, I still felt as if I was welcomed and as if I could always go to my professor for help. |
| He would give other perspectives like from a psychologist or other people who think differently than an economist. |
| He made the class very fun and logical. He kept the teaching very professional, and also had a good sense of humor that made everyone in the class feel welcome. He also would refer to multiple sources or experts when discussing certain topics. |
| I think he is very knowledgeable and enhances the class by providing real life stories |
| The econ guest book I thought was a great way to learn insight into students differences and diverse perspectives, and he even addresses them throughout the semester. |
| He discussed economics using multiple unique and different perspectives and allowed for debate and discussion in his class. |
| At the beginning of the year, we all had to fill out a guestbook that sort of gave him a rundown of who we were and why we were |

| Comments |
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| interested in Econ. He would frequently call out someone from the guestbook during lectures and use one of their responses in his teaching, which I thought was super fun and a nice way to switch things up for him and us. |
| Didn't indicate otherwise. |
| He often offered rebuttals or time after class for people to explore ideas with him if they did not agree. |
| When explaining certain subjects, he would often explain both sides and why these sides can both be valued. You can also just tell that Professor Elzinga is a very kind man, and he cares for teaching his students in the best way possible. |
| He is welcoming, that's his nature. |
| He always taught in his lectures that there are multiple ways to approach or dissect economic problems and taught us those ways. |
| Elzinga was a very warm and welcoming professor. He was also engaging and overall interesting and did not discriminate whatsoever. |
| I thought that a lot of the material wasn't opinionated towards one specific preference and the Professor Elzinga allowed the opportunity for us to think about things on our own while guiding us in the right direction. |
| Elzinga met everyone's understanding based on where they were already at. |
| Professor Elzinga always stressed that his opinions did not have to be ours, but also always gave a strong argument for his beliefs. |
| Many of the examples used in class exemplified many different individuals and perspectives. Further, he never offered a "politically charged" component of economics without offering the other side. |
| he made us fill out a guest book and often touched on things people wrote in it in lectures |
| Was very willing and able to incorporate differences in background in his discussions and lectures, which is critical to the understanding of modern economy. |
| He was always incredibly welcoming to anyone that approached him and answered their questions with class. |
| Included examples from many different cultures/perspectives. Didn't feel like it was specifically focused on a specific type of person. |
| He treated everyone the same no matter who's they were. |
| Elzinga never shot anyone down and always allowed students to participate. |
| He genuinely cares about every student and makes it clear that he wants to get to know everyone and help them in their academic/life journey in any way he can. |
| He welcomed everyone with a smile each day and treated everyone equally. |
| He ensured that everyone in the guestbook felt included, and not that some students were called on more than others. |
| There were so many people in the class that it was difficult to really consider everyone's perspective but I do not think that anyone felt unwelcome. |
| Considering the size of the class, no one was treated in any specific way that was different from anyone else so basically everyone was welcome. |
| very nice prof!!! kind! |
| When explaining concepts, he would give examples, which may be well known to most, but explain them to those who may not understand. Since there are a lot of international students, he explains to them what he means. |
| Because this was a lecture-style class, there was little/no in class participation. However, he did a good job of incorporating different perspectives in his teaching and pointing out different points of view. |
| He always talked about students who said they were interested in specific things and he would talk about them with kindness. |
| guest book |
| Professor Elzinga listened to everyone's perspectives, was always available to all students during office hours, and used the course forum from the beginning of the year to reference individual students perspectives and ideas. |
| Any and all questions were welcome and the professor created a very comfortable atmosphere by having funny examples to explain concepts. |
| He has a very friendly nature that automatically makes a welcoming environment. He tried to cater his class to everybody and seemed to care for his students even though he had so many. |
| Open discussion |
| He presents numerous perspectives on a single argument or theory. He presents arguments from an economic standpoint and not a personal one which eliminates any bias or personal beliefs. |
| This class does not involve student participation in lecture, but Prof Elzinga encouraged people to come to office hours to discuss any topic they were interested in further |
| He incorporated a diverse range of topics in his lectures. |
| Very kind to students |

| Comments |
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| LOVE |
| Professor Elzinga welcomed all students, regardless of their year, major track, or economic knowledge. He often used examples that could be easily understood/known to all students in his class. |
| Professor Elzinga was always respectful and although didn't specify inclusivity in his classroom, it was well known that he respected differences and welcomed diverse perspectives. |
| In his presentations, Elzinga always offered more than one perspective, encouraging us to not think single-mindedly. |
| His examples and teaching could be understood by all |
| Elzinga teaches so many students, however, in most lectures he would somehow mention a student from the class survey we filled out at the beginning of the year. This made the lectures feel more personal. |
| He was a very engaging lecturer and, for a class with 500 students in it, did a great job making you feel as though he was teaching you personally. |
| Professor Elzinga consistently gave brilliant and intuitive explanations of economic thinking, often using real world examples from different industries and time periods. |
| He welcomed diverse perspectives by engaging us with discussions that made us critically think and analyze economic issues |
| He is funny and engaging and is very kind. He gives different perspectives on the econ world and provides stories that include diverse perspectives. |
| He never called any group or individual out and made sure all were welcome |
| He gave equal opportunities to all students. |
| Professor Elzinga encouraged some participation from students and equally distributed this participation/engagement. |
| He taught this class for everyone and not just catered to one type of person with one opinion |
| Everyone had a place in the classroom and was acknowledged. |
| its hard to do that in large lectures, so id say that this question is not applicable. |
| He just made sure to include multiple ways of Economic thinking and often brought up how different perspectives were valuable, and how Econ could be used in many disciplines |
| Professor Elzinga made sure to be inclusive of everyone's background and taught concepts from a multitude of perspectives and real-world examples. Additionally, he emphasized various economic clubs or opportunities to increase engagement from marginalized groups. |
| Very applicable information |
| Elzinga would use diverse examples and make sure to attempt to be culturally inclusive. He could still get better at this and should because this is a class taken by many diverse individuals of many backgrounds and so using varied examples is a must to help comprehension among students.s |
| He included diverse perspectives and examples regarding the course material. |
| Used the guest book to lecture through different perspectives |
| I cannot think of a specific example as of right now, but I know I always felt welcomed and i never heard anyone else feeling differently. |
| Professor Elzinga did a great job at keeping everyone interested in the class, I personally liked how he would tell jokes here and there instead of just going through the motions, he tried to interact with our huge class. I also loved his Econ minutes, his dog Ollie is the cutest and I loved how he was included in all of them! |
| Professor Elzinga was extremely respectful of all students! He did not make anyone feel unwelcomed or unwanted in his class. |
| Although there was no participation during the lecture itself, I found the topics and examples he used were welcoming of diverse perspectives. |
| When talking about economics and financial situations, my professor used diverse examples. Additionally, he avoided stereotypical statements and roles. |
| He allowed students to formulate their own opinions about the lessons he taught us. He allowed students to foster their own discussions regarding these topics. |
| He speaks to everyone and is very kind. |
| He is welcome to any questions |
| Professor Elzinga has never once intentionally driven a wedge between groups of students. He acknowledged everyone comes from different backgrounds, such as international students, and has always been open to giving resources to those who need them. |
| Although he displayed his own Christian beliefs, Prof Elzinga always portrayed both sides of a normative argument fairly. |

| Comments |
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| There are hundreds of people in the lecture and I have never once heard a mean word or noticed anyone feeling as if they are not included. |
| the lectures were inclusive and insightful. |
| He was so kind and opening! |
| He opened the opportunity for questions and answers |
| All were welcome and encouraged to speak to him during office hours, for example. |
| I think there Professor Elzinga gave everyone a very friendly attitude and respected all of the students in the class. Everyone was welcome at office hours and overall Professor Elzinga was a good teacher. |
| Mentioned different noteworthy economists from a multitude of backgrounds. |
| Didn't discriminate, duh |
| He was open to questions and knowledgeable on the topic to answer in a way to support you. |
| He was very good at facilitating connection with his students especially in such a large course by shouting out students and connecting with our specific interests. |
| He's just a good teacher in many regards |
| no |
| he was fair to everyone in the class. It was mainly just him lecturing, and in general we didn't interact with him much besides the occasional demonstrations. |
| he lectures well, but quite boring sometimes |
| He sent out a form at the beginning of the class where students can introduce themselves to him and write a few things they want to. I believe that allows for different perspectives to be voiced. In lectures, he also gives adequate time to ask questions. |
| Elzinga acknowledged everyone's presence in the class and was very kind and open to discussion. |
| Although this was a big lecture class on economics, professor Elzinga managed to put in such a diverse amount of authors, books, quotes that all related to econ. Some of them I didn't agree with, but other I totally agreed with. I enjoyed learning all the different perspectives and important people who have influenced this field. I was very surprised that I didn't only learn about econ but also learned about history, politics, literature, pop culture, sociology, psychology and more. |
| He uses examples with both men and women, and does his best to make everyone feel comfortable and respected. |
| Professor Elzengas lectures never seemed to have a political element to them nor did they feel as though he was trying to push any type of political arguments onto us. |
| Professor Elzinga always welcomed student questions and is always very keen on welcoming students during office hours. |
| He used very diverse examples in his lectures and also had a very friendly attitude in general |
| Whenever someone would raise their hand with a new perspective, Elzinga welcomed that. |
| Prof. Elzinga recognizes that economics includes matters in which people may have very strong and different opinions or beliefs (eg. minimum wage, income distribution, etc.). He did an excellent job of pointing out the merits and criticisms of all sides on these issues, while exploring the fundamental economic logic behind them and offering students resources to explore these matters further. Much appreciated in a time when many profs tend to focus on one perspective when it comes to potentially contentious issues. |
| The class was lecture based, so there wasn't much room for discussion, but professor Elzinga would add random students to his slideshows, giving real world economics examples using them. This allowed everyone to feel included. |
| The learning environment was cheerful, but effective and I thought he was open to everyone within the classroom. |
| Everyone was always welcome. No one was judged for asking questions. |
| He answered every question with equal sincerity and treated every student equally. |
| Professor Elzinga would allow for everyone to ask questions during office hours and respected all perspectives. |
| In his lectures, professor Elzinga frequently discussed how viewpoints on different economic scenarios can differ, and explaining how different people may approach a shared economic issue. |
| Prof. Elzinga used a diverse variety of examples during lecture, which demonstrated an awareness of and welcoming attitude towards diverse perspectives/people groups. |
| He offered diverse examples in class |
| He teaches in a very impartial way and respects everyone's opinions |
| Elzinga always engaged a variety of topics and was willing to talk to any student during office hours |
| He understands that there is a huge range of people who are in his class and he teaches it in a way to cater to anyone in the class. |
| Professor Elzinga had a survey that every student took at the beginning of the year, and he read through all the submissions in order |

| Comments |
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| to get to know his students. During lectures, he would occasionally shout out specific students and reference their answers in the survey. It was a great way to acknowledge the different interests of such a large body of students. |
| I think the way he talks he welcomes everyone |
| He creates an environment that does not silence or skew any sort of perspectives |
| He gave a lot of examples from the ECON201 guest book of students with different perspectives, experiences and backgrounds by making reference to their interests and how it was relevant to explain the concept/ topic of discussion |
| Professor Elzinga made an effort to look through his guest book and notice and accept difference and diverse perspectives within it, which was interesting to see from a college professor with so many students. Also, he put an emphasis on students and included a lot of their perspectives in slides which I found to show him welcoming diverse perspectives. |
| He stuck to only the economic way of thinking, so there was not much room for discussing personal perspectives. however, he is a very interactive teacher and respected every student and their views. |
| He provided us with a variety of real like experiences that aided to our understanding of the subjects at hand. |
| He never gave bias opinions or brought down peoples beliefs or targeted a group. |
| He was nice. |
| Professor Elzinga catered to everyone and had no strong bias to anybody. He was welcoming and helpful to all. |
| Not applicable, it is a 400 person lecture and we are unable to diversify perspectives. |
| He treated everyone equally and was fair to all students. |
| By giving examples globally to explain economy. |
| He made all students feel comfortable and he was very open to speaking to as many as he could considering how large the class is. |
| He was always very respectful of opinions or subjective beliefs and allowed others to raise questions. |
| He taught econ in a very logical way so that there was not only one perspective being shown |
| Encourage us to write email expressing our different opinion on his joke written on the syllabus. |
| Professor Elzinga always took extra time in class to explain concepts that might be foreign to international students. |
| Sometimes he would talk about how the psychologists would view certain topics that kind of differ than what he's teaching us. |
| He allowed all types of people to answer his questions. |
| Inclusive guy |
| Mentioned posts from the guestbook |
| He is respectful of people in his lectures |
| yes |
| Always felt comfortable |
| He was very nice in class. |
| He remained welcoming and kind to everyone in class |
| Prof Elzinga did not only teach from one perspective, showing us various perspectives through econ. |
| gave examples to all variety of students and welcomed all in discussion |
| he wouldn't discriminate against anybody, he really was just lecturing |
| The professor created an environment that respected difference and welcomed diverse perspectives by providing a space where anyone can voice their opinions and ask questions without judgment. |
| I mean he treats everyone the same because it is a 300 person lecture. However, I think that econ in general is a white-man's class, so Elzinga mildly contributes to the stereotype, which can feel exclusive to women and people of different cultures. |
| When I attended office hours, Mr. Elzinga was incredibly friendly to everyone, which I was super impressed by (not trying to be mean, but some of the conversations I overheard were not the most interesting, and yet I never heard a lick of condescension in his voice). |
| He always had such a positive demeanor in class and was always so kind towards everyone. |
| Welcomed and acknowledged different backgrounds |
| Professor Elzinga's lectures were meaningful and detailed, helping me learn and understand the material. |
| Professor Elzinga created this type of environment by being open and unashamed of his own differences and diverse perspectives. His comfort in sharing what many deem as "personal/private" aspects of life including his faith, family, and health, created an atmosphere of comfort in sharing and expressing each students' differences. |
| Professor Elzinga was very open to all people. Although there isn't much participation during lecture, he makes himself very open for office hours for all students. |

| Comments |
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| There wasn't much opportunity for him to, as this was a lecture-based class. But some of the course material definitely offered different perspectives on topics and was much more fact-based than an opinionated curriculum. |
| Professor Elzinga taught in a manner respectful to any and all people in the class and considered many perspectives. |
| He was always open to question from students and reached out to me during the time I am recovering from my concussion |
| He included random participants within our class and read all of our student guestbooks which makes everyone feel more included. |
| He made himself available to all of the students for communication and great amounts of time for office hours. He opened his doors to everyone and made that very clear. |
| When we covered the economic systems that had any political perspective to it, Elzinga made sure that he did not put his opinion out and made sure to articulate that there are no right or wrong point of views. |
| I felt that I belonged in class, I had no issues. |
| He gave all of us equal opportunities to learn, participate, and, most importantly, advocate for ourselves. Despite his busy schedule, he made himself available for us during office hours and clearly communicated the course schedule and his expectations. I also really like that he made an effort to personally recognize several students via their responses to the guestbook, which showed he really cares about us! |
| As my class was a big lecture, there was little interaction between the professor and the students, one of the times being the real life applications he showed in life where everyone was able to be chosen for activities. |
| Bro was a G |
| I thought that he had a very fair explanation of the female wage gap, and didn't try to pander to either political extreme. Seems like a very level-headed instructor and often made jokes that helped engage the audience. |
| He provided different examples from different perspectives and encouraged us to have an open mind on topics. |
| Professor Elzinga respected differences and welcomed all by making announcements before every class and giving up his free time to hold office hours. We can really see that Prof Elzinga cares about his students who care about learning. |
| He didn't really ask questions but showed all sides of a situation within the lecture. |
| Although Professor Elzinga didn't take in class questions, he was always eager to hold office hours for students with any questions or problems. |
| Professor Elzinga would focus a lot of his in-class examples around the interests of some of his students, which I found to be an interesting way of engaging the class and creating a sense of respect for amongst the students. |
| It's a 400 person lecture, so not too much individual focus, but he brought in students from the guestbook of all backgrounds to use as jumping off points for his lecturing topics. That was both inclusive and entertaining. |
| He gave many perspectives on how the material applied to real life. |
| He was open to many different ideas and thoughts |
| Professor Elzinga drew examples from a wide breadth of topics, from current events around the world to literature from various periods in history to illustrate how policy makers are making RSI decisions and how econ thinking is embedded in historical decisions. |
| He welcomed different perspectives during the lecture. |
| Open and inclusive, included many students in his references regardless of status, age, or econ major (or not). |
| He was cognizant of different perspectives and talked in a very respectful term about a large number of topics. |
| was funny and open to interpretations |
| Kenneth Elzinga respects all students with the same respect and is always working to make time to talk and help students better understand the concepts. |
| Professor Elzinga was very clear in his expectations for the class, which was helpful in terminating any confusion on my part |
| Mr. Elzinga always acknowledges diverse perspectives on the concepts we learn about. He provides an opportunity to learn about economics through unbiased lectures while still making sure students understand some of the basic complexities that different perspectives bring to economics. He makes it clear that despite the positive science of the class, we are allowed to form our own opinions on normative economics through a combination of what we learn and our own experiences. |
| He gave everyone the opportunity to speak and ask questions throughout the entire course of the semester. |
| Allowed every individual to participate regarded of background |
| Mr. Elzinga is hilarious and his way of teaching is very enjoyable. |
| The lectures were inclusive. |
| Professor Elzinga provided a guestbook for each of us to fill out to talk about ourselves and our wants in life. |

| Comments |
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| Professor Elzinga brought up numerous examples in lecture of economic concepts in the modern world from various experts. |
| In most of his lectures, he would discuss policies from different viewpoints (like from a public policy or business viewpoint for example) which made it so that I learned from different viewpoints and not just from a single one. |
| Most of the economics discussions involve everyone in general, and Professor Elzinga made sure to stress that this knowledge was applicable to everyone, regardless of their differences. |
| He taught the class in an objective manner where he didn't give actual opinions on controversial topics. This allowed the class to be separate from debate regarding politics and showed his respect for differences in opinion. |
| Friendly |
| He discussed the ability for economics to both deal with positive and normative statements. By dealing with the positive, Elzinga provided an opportunity for anyone to hold their own opinion guided by positive judgements. |
| Different perspectives were offered to the best of his ability through stories in lectures and econ minute videos. |
| He talked about a good number of different perspectives in different situations. It helped to understand the course material better. |
| Professor Elzinga was careful to be aware of the diverse backgrounds of students in his course. He was openly respectful to all students. |
| Kenneth Elzinga is a great professor and makes everything clear that we need to know and also makes sure to have resources available to students if we have issues or need help with anything. |
| Professor Elzinga has provided all students with an opportunity to provide their opinions in a safe environment, without judgement. |
| He respected all student's opinions and implements diverse perspectives into his teaching |
| He would always mention the guestbook that we filed out in the beginning of the year and mentioned all sorts of different people with different aspirations as it pertained to class material making everyone feel noticed and welcomed. |
| I am an English major (3rd year), and he somehow managed to make Econ theory relevant to literature in multiple lectures. It was awesome. He did that for a bunch of other majors/fields as well. |
| Very open and friendly |
| idk he gave a lot of differing examples in class |
| His whole persona is extremely welcoming and from the very first day of class I felt welcome. |
| Elzinga went through the guest book thoroughly and addressed individual people to show that he truly cared about all of his students and their life desires. He was also willing to answer any questions and make his office hours as lengthy as possible to accommodate for all students. |
| Our class always felt very welcoming and encouraging to all students, no matter how much Econ they had previously studied or not. Professor Elzinga also always was open to students coming up to him to ask questions or just talk. |
| He made the class seem like a big family. Including people's personal experiences and covering topics using various examples, using many points of view. He was also respectful to all of us. |
| He was very open and nice. |
| Elzinga used a variety of examples that could apply to students of many backgrounds. He asked questions and explained things carefully in a way that was easy to understand and welcoming. |
| He uses a book with responses from each student in the class and selects responses from the "guest book" to use the student's responses to engage the class. |
| I believe that Professor Elzinga honestly fostered a sense of community in the class. His light-hearted jokes, sharing personal stories, and also applying his own experience to the concepts we learned helped foster a great learning environment. Additionally, if he would show us the more liberal side of a policy, he would also show the other one without implementing his own view-point on it. I think that is important, because it allowed me to put my own bias' to the side and to just learn about the concept itself on a wholistic scale |
| He spotlighted kids of all backgrounds in his guest book |
| Prof. Elzinga created a geustbook in the beginning of the year and referenced it to tailor certain aspects of the class to students, making the class more relatable. |
| Mr. Elzinga always talked about people in class from the "guest list" which made me feel valued as a member of the class. |
| When demonstrating examples using students in class, Professor Elzinga chose students from a variety of backgrounds to use in his examples or engage with. This made for a comfortable environment in the class as all opinions and students were welcomed. In his presentations, he made sure to include images of diverse genders and ethnicities in the slides as well. |
| Professor Elzinga created an environment that respected difference and welcomes diverse perspectives by giving everyone in the class equal privileges. With a class of over 400 students it could be hard to pay attention to everybody, but he did a good job making every student feel included. |

| Comments |
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| Professor Elzinga included a variety of examples in every lecture that were relevant and appealing to people with various interests and identities. |
| He is a very kind man who is clearly very down-to-earth and extends the same grace to everyone |
| Professor Elzinga made no harsh comments directed against a specific group of individuals. He treated us with respect and equality, thus fostering a comfortable learning environment. |
| When we were learning about topics that could be opinionated like wealth gaps/ taxation he did stuck to teaching what Econ shows but welcomed everyone to keep there own personal beliefs . |
| n/a |
| This was a lecture class so there weren't really opportunities for Professor Elzinga to single out specific students but he treated everyone with respect. |
| He never did anything in the course that made me feel as though different perspectives were not welcome and also continued to mention different opinions in his lectures from different disciplines. |
| He allowed questions and did the best he could for a lecture class. |
| Professor Elzinga spoke about econ from multiple different perspectives and different topics |
| It was a 400 person lecture so (understandably) there weren't many opportunities to express diverse perspectives. However, Professor Elzinga was always nice and I felt he would respect me if we had a difference in opinion. |
| created a lot of scenarios and examples. |
| Professor always wanted to engage with his students and encouraged people to go to office hours.. |
| He constantly brought new ideas to the discussion that incorporated various perspective. At the beginning of the year, all students filled out a guest book. He took the time to read every student's response in the guest book. In class, he would often bring up specific students and what they hoped to learn. He would use that student's answer to guide his lecture. I think this was a very helpful way to learn the material while incorporating different student's perspectives. |
| Professor Elzinga outlined an objective view of economics, even when discussing charged subjects like taxation and income inequality. He did include a Jordan Peterson quote in today's lecture though and Jordan Peterson is a divisive figure so that's not great in my opinion, but when it came to actual content that would be on the test everything was very objective. |
| No matter whether he agreed or not, Mr. Elzinga acknowledged and brought up all the different sides and perspectives on the issues and questions that we covered in class. |
| He was very inclusive in all topics he spoke about. Professor Elzinga tried to find a different way to relate topics to each student to make the material more understadable. |
| He made everyone feel welcome and referred back to the original survey we filled out talking about ourselves throughout the year. |
| He allowed for many different perspectives to be voiced throughout the lectures. He also acknowledged points from people of all diversities. |
| His examples always contained a diverse perspective for different types of people. |
| He never made discriminatory comments and used topics that applied to all communities in his lectures. |
| At no point in the year did I feel like Professor Elzinga was unwilling to welcome different perspectives. He was alway available to his students after class and in office hours, despite having such a large class |
| If you went to his office hours, he was very willing to listen to your stories. |
| Professor Elzinga always made sure that the environment he created was respectful to all perspectives. For instance, he made sure to bring in examples from a wide variety of sources including political, religious, social, economical, and other diverse sources that showcase his dedication to fostering a welcoming environment. |
| Hes a great guy. |
| Professor Elzinga and his TA's made me feel as if I could speak my mind without getting judged by others. Professor Elzinga always came to class with a positive attitude and made me feel as if I could express my interests no matter the circumstances. |
| It was awesome |
| Professor Elzinga is very welcoming to every student but doesn't make it a big deal. I think the best example of this is how Professor Elzinga will use students' responses in the Econ 201 guestbook throughout the lecture. He uses a variety of responses even if he himself might not agree with what the student has written or expressed. Moreover, Elzinga has never expressed his political opinions or religious beliefs and keeps coursework to the economic content exclusively. |

You selected "DISAGREE or STRONGLY DISAGREE" on the previous question: Please give specific examples as to how Kenneth Elzinga did not create an environment that respected difference and welcomed diverse perspectives.

| Comments |
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| There is no room for participation in class, we just sit there and listen to him ramble for an hour |
| He's judgmental and condescending. |
| Econ doesn't leave room for other interpretive answers– some test questions weere frusturating because it felt like searchign for buzzwords that werent clear or certain examples when others were perfectly applicable. |
| There was never an opportunity for someone to present opposing opinions. |
| One day in a lecture he was discussing how sellers can discriminate against consumers and he used the term "blacks" which I find offensive and does not welcome me to the classroom. On another occasion, we discussed labor demand and supply and when discussing whether or not the minimum wage should be raised, he likes to mention how as an economist his beliefs hold more value than young people with opposing views. Just doesn't foster diversity. |
| Because the whole class was a lecture, there were no opportunities for questions or other perspectives besides his own. However, this is not a bad thing and should not be viewed negatively as the purpose of the lectures were strictly to provide info. |
| We did not discuss different perspectives. |
| I only say this because there was no element of participation in the lectures. |
| We're being taught economic ideas of purely people from the West. It is so caught up in the Western worldview and not inclusive of other (non–Western) people with diverse perspectives in economics. |
| The professor didn't give any opportunities for the students to share their perspectives in class. |
| There was no opportunity to voice my opinion or show my thought process. It's a big class though |

Instructor Comments

What constructive suggestions do you have to help Kenneth Elzinga improve this course for future students?

| Comments |
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| I think the format of the grades needs to be less ambiguous, it is not clear what grade someone has in the class. Classes are also not recorded, which makes it difficult to catch up on. TAs are also not very well-informed on test material and what is actually expected. |
| Nothing, I thought the course was interesting and the lectures prepared me well for the tests. |
| Nope. I really liked the course |
| Make the course more straight forward. Thank you for the course. |
| I dont have any |
| n/a |
| I think the textbook readings, although I understand they are assigned because they explain material not covered in lectures, sometimes diminish understanding of a topic because your explanation and the author's explanation are sometimes wildly different (which you also occasionally acknowledge in lecture) however, I had a wonderful time in this course! |
| Nothing, Professor Elzinga is the best. |
| Share the slides after the lecture for easier studying. |
| Sometimes he would rush through a lecture and end with a couple minutes left. |
| I don't have any constructive criticism. I think this was my best-taught course. |
| N/A |
| n/a |
| I enjoyed the course overall, however the large midterm exam model created a lot of stress due to time constraints and how the questions were phrased. |
| None, everything within the course is super well run |
| I would say just stay being open to any question even if it sounds obvious because many people are probably thinking the same thing. Also, with the grading system, there should be more opportunities to bring your grade up because the first two midterms are learning experiences and the final exam is sometimes the make it or break it for many students which could make the environment stressful. |
| While Elzinga was an excellent lecturer and was even quite funny at times, he could reduce the number of times that he goes on a tangent during the class. He could also upload the slideshows more effectively in the files folder once he finishes the lectures (a lot of the slideshows did not upload correctly or had missing components to them). |
| — |
| make it less exam heavy, it makes the other assignments less valuable |
| TAs can give students an advantage over others. My request would be to make sure TAs are providing the same review content as the others for fairness. |
| Recorded lectures would have been beneficial, especially for exams. While I went to each lecture and took notes, being able to watch videos and explanations for certain graphs would have been useful for studying. |
| Keep it up, brother. |
| Preparing for the final is a little difficult when we haven't encountered any questions like the multiple choice until we are preparing for the final at the end of the semester. |
| perhaps more in class questions or engagement |
| I think more clicker questions would be helpful for reviewing purposes. |
| Make the econminutes available for the full length of the course, also make them easier to access. |
| I'd put some more information on the slides or record the lectures. I understand that it decentivizes attendance but it makes reviewing for tests more effective and easier |
| I think possibly recording lectures by request of students if they are sick would be helpful. I think your lectures were the best part of my learning experience, but when I was sick I felt very behind. Possibly, students could email the TA and request a recording if they were unable to make it to make sure they would not fall behind. |
| maybe make office hours about talking about the material. That might be helpful. |
| When looking back to the slideshows, it is difficult to know what exactly some of the slides was talking about since they only had |

| Comments |
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| images; so maybe add some words or a title on the top of those slides to serve as a reminder what was talked upon on that slide. |
| I think more sticking straight to the working out what will be on the exam will help students a lot. Maybe last two classes before exams we go over what will be on the final exam. And maybe a study guide. There is so much information and I think maybe a quick list to help know what to focus on would help. As well as in class maybe more practice questions. Like a math class, going over problems and then explaining how you got that answer. Step by step processes I think would benefit many students. |
| n/a |
| Record lectures, and post lecture slides with notes, not just images on them. Not all students can learn through in-person lecture. It would've been so helpful if I was able to watch lecture videos so that I could learn at my own pace. |
| n/a |
| Get better TAs. My TA was very bad. |
| Nothing really, very fun class to be in |
| He perfected the course |
| Because the final must be entirely multiple choice, I would include a few multiple choice questions on each midterm to give us a sense of what they're like. |
| I thought the course is great and don't have many complaints. |
| include more in class demonstrations... they keep us engaged and bring econ concepts to life in ways that a textbook cannot |
| Nothing. Keep doing what your doing |
| None |
| N/A |
| Engage more with the students |
| No notes, I enjoyed the class. |
| I think he could spend a little more time in the lectures going over material that we would be tested on |
| I think there needs to be more opportunities for improvement in this course than just the Dutch knockout. For example, there could be clicker questions every class to test on material from the previous class, allowing for more points in the distribution. Clicker questions aren't just give-away points because students have to understand the material to answer the questions correctly, so I think this would be an excellent way to allow for more improvement over the course on an individual level. |
| Having some short multiple choice review each week would help students gather a question bank for the final, as well as practice weekly concepts at the end before moving on to the next week |
| Have more slides with information on them so it's not a question of what to write down and when or have all TAs go over the lectures with notes so people can just listen during lecture. |
| none |
| Post more practice final exams on the website for practice. |
| nothing |
| Keep being yourself! Your passion for the subject is what left such a substantial impact on me. |
| I think that there is very little you can do to change the structure of a large lecture class, and I think that the expectations and course material are very well defined. I do however think that there should be a bit more stringency with discussion sections and TAs. I understand that every student has to take responsibility for their own learning, and I believe the head TA is an amazing resource, but the fact of the matter is that if a student gets a TA for their discussion section who doesn't explain things well or follow the syllabus, then they are at a clear disadvantage compared to other students who have TAs who provide resources, explain things well, and follow the syllabus and plans they are given. I think this is something that needs to be accounted for a little more when factoring in the structure of this course. |
| I do not! |
| Improvements for the lecture would be less examples that weren't super relevant and more focus on the intricacies of the material. |
| I think it's pretty near perfect |
| I don't love how the econ minutes are structured because we can't go back to review them for the Finals. |
| I wish there were more assignments throughout the semester instead of the grade pretty much relying only on the midterms and final. |
| put the content of the slides and the key points of the slides on canvas as it is sometimes hard to keep up with note taking |
| The only real suggestion I have is to make the lecture smaller, but obviously that can't be easily implemented. One suggestion is to make it easier to ask questions during the lecture, I wouldn't mind staying for the full hour and 15 minutes if it meant some more clarification. |

| Comments |
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| discuss expectations for exam answers more clearly. Missed some points on things i understood due to wording |
| more practice problems, words on slide (sometimes hard to follow where ideas are going) |
| None. |
| I wish there was more opportunity for questions during the lectures, although I understand how that could be hard in such a big class. Fortunately, I was able to get everything answered in discussion sections, but it probably would have been easier to ask in real time instead of waiting a few days for my smaller section to meet. Also, the lectures were informative, but sometimes Professor Elzinga went off on small tangents with different examples. It was interesting, but a little hard for me to tell which of that information was important to write down and what was the most important takeaway from the lecture. |
| none |
| All good! |
| draw stronger connections between course material and textbook material. |
| Make the lectures the advertised length. When selecting the course there was asymmetrical information. I was under the impression that the lecture would be the advertised length. |
| nothing really |
| None |
| More structured lectures and more consistent test questions |
| Tie the class lectures a little bit more closely to the textbook readings. |
| I really don't have any complaints, I loved the course! |
| It would be easier for exams if we were given an idea of that we were being tested on, to not see any surprises when we take the exams. |
| It seems like he reads off a script and it would be better if he just teaches. Maybe teach as much of colander textbook as you can. |
| More notes on the lecture slides is possible. Great class ! |
| Provide more direction on what problems we would be expected to evaluate / apply what we learn in lectures to one problem during the lecture. |
| More examples of tests and more problems to work on |
| Although there were plenty of examples used, some of them were hard to follow, especially when they went on for a long time. Furthermore, the slides are helpful but they would be more beneficial if they had more concepts and definitions on them instead of pictures. |
| Being more clear about what lectures correlated with what part of the textbook. |
| nothing |
| It would be useful to have answer keys for at least some of the old exams, because it is sometimes unclear what answers will be accepted for a given type of question. |
| The examinations should pair more nicely with the material covered in lectures, discussions, and readings. Additionally, the grading system for such examinations should not vary at all from TA to TA. Lastly, I think it would be worth it to keep the "Econ Minute" videos up until after each examination. |
| Personally, I believe I would have stayed more focused had the projector had more valuable information (ie: definitions, examples, etc.) instead of photos or references. I understand that the teaching style expects students to listen to Elzinga while relating the references on the board to his lecture but I believe that the projector could have been used more effectively. |
| n/a |
| More self-learning experiences? |
| I think it could be helpful to keep the econ minutes available, or make it more widely known when they are. |
| Even though I attended lectures and discussions and spent a long time preparing for the exams, I really struggled on the tests. That could've just been me, but I do think that the questions included too much of an in-depth understanding of the content for an introductory course |
| More lecture about the mechanics of course material and not as many real world examples but I was still unclear about the topics. |
| I would have appreciated a clearer outline of what was covered in the lecture and the reading. I think this would help a lot with studying for exams and keeping up with course material. Thanks for a great semester! |
| With 500 people in a class at one point the wifi doesn't work super well so you can't always answer clicker questions so maybe at the end of class when people are leaving and less people are using the Wifi run the questions again for people who were unable to get on the first time and allow them to answer the questions |
| Everything should be posted so it appears on canvas dashboard. Econ minutes should stay posted. I don't get why they have to be taken down especially since the topics can be on tests. |

| Comments |
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| Provide additional sample finals. |
| I think it was an awesome class, but I would it make it clear when Econ Minutes when being posted and taken down from the website, and that to participate in the Clicker questions, you must buy a subscription to the service. |
| Let the TA's teach the class |
| Make more jokes, you're very funny |
| Sometimes it's hard to derive the lesson from a long winded example. Maybe try to make real-world application a little more concise. |
| I think the lectures could have better visual for the visual learners in class, where he isn't speaking on a different subject while the slides are still on an image from the previous subject. This could help improve attentiveness. |
| Make the tests less confusing. |
| Perhaps a way of doing an online discussion during class or a way to ask questions, however, I understand with that many students it is very difficult. |
| Nothing this class was exactly what I expected and needed it to be. |
| LOVE the peg-sheet in the beginning of the lecture, and I would strongly recommend including one for at the END of the lecture as well to review in 3 minutes what big topics we went over in lecture once more. |
| I think sometimes the examples in class don't really relate to what we need to know to do well on the exams so if it was more straightforward on the content and exactly how to apply the content to examples of questions on the exams that could be more helpful |
| The only thing that I might change would be to maybe write the corresponding slides in a way that relates more to the specific lecture topics, so that they would be more useful in studying at a later date. |
| Keep the Econ minute videos up |
| I enjoyed this course and would appreciate more problem sets if available. |
| I wish professor Elzinga crack more jokes. He is really funny. |
| The only suggestion I would have is to take more time on the things that students don't understand so easily. The course seemed to maintain a single speed rather than taking more time on the harder concepts. |
| N/A |
| I might be helpful to have more words on the slides so the notes we take in class can be on the slides and his lectures. I also think this would help the class absorb more of what hes saying and understand concepts more easily. |
| None |
| More assignments for me to be able to participate in would keep me more engaged in the class and help me learn. To only have two midterm exams with no check ins throughout the course really made me struggle because I didn't even realize how much I didn't know. |
| I believe the course is structured as well as it can be for a 500 person lecture. |
| Thank you! |
| Record the lectures. |
| Explanation of the in-class clicker questions would've been helpful to my learning. |
| More information on the slides would be helpful for lectures |
| One suggestion I would give is to talk more about what's in the textbook. |
| My suggestion is to make the lectures more structured around the textbook we are required to read. |
| N/A. I think you've got it down at this point. |
| Reducing the amount of reading from the textbook. |
| n/a Great class and teacher. |
| n/a |
| You've been teaching this class for a long time and I think you know how best to teach such a large class but grading and knowing where you are in the class would be really nice |
| Perhaps go over the topics at a more basic level, rather than using real-world examples to explain a topic for the first time. |
| I would appreciate more hands-on activities to help understand the content. |
| Sometimes it seemed that Professor Elzinga was speaking a little too softly for me to pick up everything he was saying, so perhaps a little more projection could be a good idea, but that may just be a result of where I was sitting. |
| Please cut down on lecture material that isn't necessary! |

| Comments |
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| Go over more of what's going to be on the exams so students can get a understanding of it rather than just only giving past exams. |
| I loved this course. The only thing that would help with confusion is addressing that some topics may be covered in colander and not in lectures and setting the expectations for how well we should know those topics. Overall this course is amazing and very well taught |
| I would say to record lectures so that it is easy to catch up if a class is missed – otherwise it is hard to learn with just slides. |
| I think it would be helpful to have more material to help prepare for the exam. |
| To improve this course for future students I think some time should be spent covering econ definitions and meanings. I found the real world examples helpful but also thought I had to cover a lot from reading in the textbook. |
| I think recorded lectures could be helpful. I wasn't always able to keep up with my notes in the lecture, and being able to go back would be really helpful. |
| N/A |
| Provide a recorded lecture for the class the week of Thanksgiving. Also, provide optional quizzes in addition to the ones given in the discussions to make more hands-on experiences. |
| Everything went really well. |
| Do more practice questions (even if they're not iclicker and don't count for credit) as I feel like the lecture material doesn't help build the skills needed for the application questions on the exams. |
| nothing I liked it a lot |
| I don't have anything to suggest, I thought the course was structured perfectly, especially considering the 400 student class size. |
| maybe call on people more or involve the crowd those classes were always fun! |
| N/A |
| I think making the lecture slides available would be helpful to look back on. |
| None. Amazing Class. |
| Just possibly changing up structure's of the lecture, they felt a little reptitve and hard to keep in tune. Watching a video in class that one class really helped grasp our attention. So possibly more attention grabbing ways to engage students in a huge lecture like that would be very helpful |
| I think the course could be more clear on whether we are expected to read the textbook sections before or after certain lectures, because sometimes the lecture felt more like a review of the textbook, while other times it was completely new material. |
| The only thing I would improve is turning up the volume on Elzinga's microphone. It was a bit hard to hear sometimes in the back rows. |
| I would say try and relate more to students. |
| I do not have any criticisms. I really enjoyed the class. |
| Overall, I really enjoyed his class, but sometimes its hard to keep up with his talking, because there isn't any notes or anything on the projector. Maybe when going over definitions, and notable things to write down, he should project it on a screen for everyone to see. |
| Allow more detail on graphs and how exams will be like. |
| Go over definitions a little more |
| Nothing! |
| None! |
| Maybe to be more clear about when econ minutes are posted. |
| Keep Econ minutes up longer |
| Nothing |
| I feel like sometimes the Econ Minutes could have been more relevant to the course material. |
| I think a more interactive lecture could be helpful as well. |
| standardized practice problems available before the exams to prep for the exam in discussion sections would be great. Standardized as in every discussion group has these problems. |
| Great class!! |
| I think making the lecture more linked to the textbook and defining key terms would be helpful. |
| Lectures felt long |
| more focused on the textbook lectures |
| I really did enjoy this class. The only feedback I would provide is more related to my discussion course. While my TA was always |

| Comments |
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| very kind, I really felt like I was at a disadvantage when compared to other students. I would speak to them about their discussions, and I felt I had missed out on many of the helpful hints and in depth explanations they received. The only aspect I would change about this class would perhaps be a more uniform instruction plan for the TA's. Again, my TA was a very kind person, but I felt more lost about the concepts after I left. Other than that, I felt the course was planned out quite well. |
| I enjoyed this course. I think that having the midterms and final exam especially weigh so heavily into your grade makes it easy to mess up your grade for the whole semester even if you have just one bad day, but I understand that this is just the way the class has always been structured. I really liked all the lectures and thought they were both helpful and interesting. |
| Lecture for longer than 50 minutes every period to fully make use of class time. |
| There is nothing I could tell Professor Elzinga that he has not already heard. Thank you for such an engaging course, it has inspired me to pursue economics as a major. |
| Try to be closer to his students (which is a hard task as the class is 300+ people). |
| He could make more interactive outlets for the students. |
| More points are needed |
| I recommend recording the class lectures because there were times where the professor went by the topic too fast or didn't fully explain what a certain model or graph meant which was hard to go back to the class powerpoint and not knowing what the context of the slide was about. |
| I think that recording his lectures and then posting them would really help because I went to every lecture but sometimes got lost in what he said but I couldn't go back or relisten because there was nothing and the slides didn't always help because he usually spoke and didn't use the slides. So when I look back at the slides sometimes all they are are pictures |
| Help students understand how to answer test questions to get full points. |
| Maybe better PowerPoints for notes, i felt they were lackluster as I have a hard time taking notes to just lecturing. |
| Make grading on exams more open-ended and less strict. |
| Sometimes, real-world examples and comparisons are helpful, other times I feel as if they are not and kind of unnecessary. For instance, when explaining the health care system in the econ minute, I think it would be much more clear if the health care system was just explained how it is — there is no need to relate it to a Chinese restaurant. That reference didn't make much sense to me |
| I always appreciated it when Prof. Elzinga incorporated brief bullet points within his slides defining or explaining a term. Being able to both read and audibly hear the explanation was beneficial for me, so incorporating more words on the lecture slides would be nice. Sometimes it is hard to catch a definition or term after only hearing it once. |
| Highly emphasize importance of studying material before class. Maybe provide students with a first "no points" exam so they can have insight to what they will be facing . |
| I felt it was difficult to perform on exams no matter how well I understood the material. The TAs looked for very specific answers to the questions. |
| none |
| None |
| Not much |
| Having more detailed slides during lecture would be immensely helpful, especially since there is so much material and it would be nice to have a reference and what was most important to pick up on. |
| none |
| Nothing! |
| none – thank you for a great class!! |
| I think the lectures could be more clear and concise and maybe more in-class exercises that would help the more visual learners |
| Make the slides available on Canvas would be very helpful for visual learners like me, and also for students who are sick. |
| In my opinion I don't really have much constructive suggestions being that the course was great, I think that because the course has been taught for so long it was been well optimized and adapted for students and I think that things were very well done. Though I wish lectures would be recorded cause I remember several instances when I would miss a couple notes I wanted to take or wanted to back references a lecture to really understand the content we learned that week. |
| Not much, at some times the speaker system was a little quiet but I don't think that is an issue with him, more just with the audio system in the hall. |
| Not at all, he is great |
| maybe more specific homework assignments would help |
| None! |
| I think active participation is super important and clicker questions ensure that but sometimes it might be fun to make it a Kahoot |

| Comments |
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| instead of a clicker so that it could potentially be fun. |
| NA |
| I believe Mr. Elzinga is a GREAT teacher. In the future I would recommend Mr. Elzinga ask students what they struggle with the most through surveys and such and send a little more time on that during class. |
| Upload econ minutes to youtube, you can make them unlisted so they aren't available until you choose to distribute them. Making them available through something that is not Panopto will help future student's comprehension of the material, I'm sure of it. |
| For in class lectures, it would be useful to provide more worded definitions on the slideshows at the front so the students do not have to purely rely on listening to spoken definitions. This way, they will not have to worry if they miss what the professor said when reciting a definition. |
| Take a moment to talk about clicker questions that the majority of people got wrong in order to help right their thinking. |
| Make sure the students are getting equal quality learning from all of their TAs. This is a personal preference but I wish we had done some more math I think it is really interesting and would be useful to help understand some of the graphs better. |
| Not sure. Personal bias but maybe more math based questions rather than writing – the writing trips me up and I say the wrong words on accident that ruin the whole answer. |
| offer more practice final exams because the most effective tool for studying was the last 3 years of midterm exams. |
| More clicker questions and class interaction. |
| Make sure to keep students engaged with varying slide presentations. |
| I would provide less examples and talk more about definitions. Sometimes, I felt like a concept could've been better learned through learning the definition rather than hearing an example. However, I do think some instances warranted talking about a topic through an example, and I understand that he likes to relate things to the real world, which is nice. |
| The clicker software is very expensive and I didn't like that. |
| I think making things more all in one place would help make it more organized. |
| I thought the course was enjoyable and I learned a lot. |
| Professor Elzinga was a very good professor and gave thoughtful lectures but more detailed slides and more time for the students to read the slides would be very helpful. More content on the slides and allowing us the time to read it and take it in while also listening to him lecture would be helpful. |
| I hope the lecture can be more tightly knitted with the exam and the textbooks. More little quizzes will help students to keep up. |
| I would suggest talking about material in the textbook in lectures, because that is what all the students in the course are reading, learning, and looking for in the lectures to help they grasp the information better. Also, encouraging TAs to give out more practice problems so students have more of an idea of what to expect and what is expected of them on the exams. |
| I think recording the lectures would be really helpful. |
| None because it is exactly what the students signed up for |
| Although examples and real life situations are important, it was hard learning without a vision of how exams were going to be. |
| Maybe have more talking activities in the middle to help foster longer conversations. |
| In terms of TAs, I heard from my classmates in other sections that the TAs were all providing their students with different materials. For example, my section received a few practice exams with answers, while other sections received only one with no answer key. Another of my classmate's sections received weekly problem sets. My section had a presentation portion. |
| Although I see that it is partially up to the TAs as to what goes into their section, I think it is crucial that one section does not provide more helpful resources than another. |
| none |
| Make it clear how each concept relates to course |
| nothing :) |
| I don't think a lot of the course was Prof. Elzinga's fault simply due to the size. He often felt like an unattainable celebrity though...Sometimes I really wanted to talk with him about something, but I had to first go through my TA, then the head TA, and by then too much time had elapsed and the question was no longer prevalent. |
| I included this in my TA's evaluation, but overall the TAs played too large of a role of teaching in this class. The TAs were considerably different. I had friends that had great TAs that came out with better grades. My TA was awful and I didn't learn well from her. She seemed disinterested in economics as a whole and couldn't answer some of the questions the class asked. She also never encouraged discussion other than a five-second pause for questions after spending the entire period lecturing. |
| More detailed slideshows |
| More information on slides would be helpful for visual learners. |

| Comments |
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| I think Professor Elzinga was great, an engaging teacher and overall just seems like the kindest human being. The one improvement I would suggest is better collaboration with the TAs, there seemed to be a lot of miscommunication. |
| Just covering more foundational stuff for students who are struggling. My TA probably should have done this, but they did not. |
| Maybe explain the clicker questions in class and give more of them. It would only take around 5 extra minutes to do so and it would better prepare students for the exam and understand the reasoning behind questions and their answers. |
| None |
| Keep the econ minutes up for the whole semester. |
| I think that providing additional review activities like Mr. Garrisons large group reviews would be beneficial because hearing all the information summarized another time is helpful. |
| I like the real world examples so maybe use more of those! |
| Record lectures. |
| nothing. he's awesome! |
| Retire. |
| Everything about the course was great and I do not have any major complaints. One small thing I would change is I would have found it very helpful if some form of practice questions with answers were released to help us study for exams. |
| Great! |
| I think the lecture section could be a little more fast-paced. There were times when the pacing caused me to lose interest/attention. |
| I wish the lectures were a bit less monotone, it's difficult to stay engaged in such a large lecture |
| I would say to maybe post lectures online or to have more words on the slides so it is easy to follow. I would also have more points included instead of two big tests, maybe some quizzes. |
| None |
| Make it less boring, have more notes on the slides |
| Only thing I would add is adding more work to do during the lecture to learn the material better. |
| Potentially tie more numbers to lectures that are centered around 1 or 2 examples that seem less related to test material. |
| Consider diversifying evaluation methods with more activities or midterms. Improve lecture clarity by adding detailed information to slides. Explore ways to make readings more engaging or concise. Extend availability of Econ Minutes videos for the entire semester. Reevaluate assessment weight, especially for midterms. Explore alternative question formats to ease the difficulty of short answer questions. |
| If it is possible to incorporate a few more student-teacher interactions, those always helped keep us very engaged. |
| sound more alive- your voice was so natural it made me wanna sleep |
| It would be beneficial to have more written information on the class slides as lectures are not recorded. When I missed a class due to sickness or another reason, it was slightly difficult to make up the notes. |
| Make exam questions with point breakdowns- an example was the marginal utility problem on midterm 2- we weren't told showing our work was part of the 3/6 point calculation- or ask for formulas/specific examples if that is what we need to write to give us full points to exam questions that dont clearly ask for it. |
| It may be out of control, but the iClicker questions did not work sometimes, so maybe finding a way to make sure all students can connect to the iClicker sessions. |
| I would say to just keep doing what he is doing. His lectures are engaging and he is always there for students making it known that he's willing to stay late for office hours if there is a demand for it. |
| I would put a little more text on his slides |
| Testing us on things besides just the 3 tests would be really helpful for our grades and there are other ways to demonstrate learning. However he was incredibly captivating in class and I found the lectures really enjoyable to be in. |
| Not really |
| Make lectures more straightforward and concise. Don't be so nit-picky on test grading, especially if the student clearly is on the right track and understands how to apply the concept. Definitions are given unusually high weight on tests and can determine an entire letter grade if you don't say it the right way or the way the head TA interprets it. |
| N/A |
| Record lectures in case they. are missed and put them on canvas |
| post the lecture slides please |
| No constructive suggestions. He should keep doing what he's doing |

| Comments |
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| Give a little more time for iclicker questions, because sometimes it would take a while to load/log in and I would run out of time. |
| n/a |
| I really enjoyed this course and do not have any feedback. I feel like I understand Microeconomics and the material we covered. |
| Possibly spending more time focusing on important topics rather than telling anecdotes. |
| Don't fix what's not broken. Or in this case, what's perfected. |
| Genuinely thinking hard on this and coming up empty. I can't think of any changes in instruction, in communication, in anything, that would make this a better experience. I may be a biased prospective Econ major, but what can I say. There was not one instance where skipping a class would be in my own rational self interest. No time when any other event would have exceeded the utility I gained from 11:05 to 12:00 every Tuesday and Thursday. I hope I have an opportunity to take a smaller class with Mr. Elzinga and get to know him and his expansive tie collection even better. |
| The only thing that I would suggest to Professor Elzinga would be to add more definitions or material on the slides that can be easily copied down to notes. |
| Maybe making the lectures more structured and more reflective of the textbook |
| I feel like some of the questions of the tests seem a little trivial and it will only be by chance if you remember hearing/reading about it briefly. |
| Incorporate more of the textbook into lectures |
| Maybe having more practice questions posted throughout the semester, or a problem set a week instead of only a few times to ensure that students are up to date on the knowledge. |
| Maybe have more interactive material and provide slides before class |
| A standardized discussion-section format might be helpful for creating an equal experience for each student. Some sections had essays, while others had worksheets, and I feel as though worksheets and other knowledge checks of that sort would be helpful for all students to experience. |
| Use the slides more and post them to canvas for students to return to! |
| Record lectures! |
| I would suggest trying to stay on track, while going off on a different route was sometimes interesting, my mind did wander and it was hard to get back into focus mode. |
| Use less case studies and new concrete concepts using the case studies to support it not teach it. |
| It would be helpful if Professor Elzinga mentioned where in the book we could find the topic he is speaking about that day so we could supplement the lectures with readings effectively. |
| I believe being clearer about expectations for exams, which are a large part of the grade, would be helpful. |
| I really enjoyed the class, but I think it would have been nice to have more words on the slides sometimes that helped guide what students should be taking notes on. |
| More Interactive lessons |
| Mr. Elzinga could make the lecture structure more coherent and get to the main points. |
| More in-depth slides |
| Post more resources online. |
| I liked this course a lot it was just hard |
| There isn't anything I could really say as this class succeeds in being very informative and covering every bit of information that the lectures aim to cover. |
| Lectures are a little slow, but easy to follow and entertaining. |
| N/A |
| n/a |
| Please continue to do clicker questions, I found those very helpful. |
| Make econ minutes open for longer than a week |
| I would recommend putting more things on the slide (main ideas, definitions, etc.) because sometimes it was hard to write everything down correctly. |
| Including different aspects to lecture, such as relatable scenarios, short video clips, or pictures of your dogs, make the lectures more interesting and make sure we understand the material. |
| N/A |
| Maybe small assignments to help build grades other than just exams |

| Comments |
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| Although the textbook is the main source to understand what you're talking about in the lectures, I did wish that sometimes you would still be more in depth with your explanations in class. Specifically in terms of how we viewed certain supply curves and graphs. |
| Honestly there is not much to fix. Maybe for definitions, put them on the slideshow. Sometimes I feel like it is a race to write word for word what you said during the lectures. All together I think the lectures work very well. |
| More student led discussions |
| Record lectures. Keep Econ minutes posted the entire semester. For studying purposes. |
| Would like posted lectures, not just slides for future reference, but overall I thought the class was very interesting. |
| Since the grading scale is so test-heavy, I would give more opportunities to increase one's overall grade. |
| Thank you for sharing your passion for Economics with me. I never would have thought of Econ as something I would have liked to pursue as a major, but it is now at the top of my list. You are undoubtedly my favorite instructor/teacher/professor I have ever had. I hope you will still teach Econ in about 30 years so my children can also take your class. Thank you for everything. |
| n/a |
| I think this course went well with everything. Nothing sticks out as something that I think needs to be changed. |
| I wish there were more opportunities for group work or other opportunities to show knowledge |
| I think since it's such a big class, it's hard to reach every student. But, Professor Elzinga did this well so I have no suggestions. |
| Clearly answer objectives given for exams |
| current/popular references to our life with each lesson. |
| I am of the strong opinion that having recorded lectures or at least turning on the subtitle feature during the lecture will be extremely beneficial. An example might include a sick student who wishes to go to the lecture and has to debate between going to the lecture or asking a friend for notes that may not be as beneficial as they expected. Another example might be if a student wants clarification or wants to revisit a point in the lecture for further clarification in their notes. I think having a recorded lecture would be extremely beneficial since there are generally few words on the PowerPoint presented in the lecture and a student might not be able to type/write all that they wish due to the speed at which Professor Elzinga speaks. |
| This is a class that has been being taught for more years than I have been alive and then some, so for me to give any sort of advice on it would be, in my opinion, ridiculous. What I will say is that I looked forward to coming into the Chem auditorium every Tuesday and Thursday and that my passion for Economics was lit and stoked by this class. |
| Nothing really, I enjoyed the course |
| n/a |
| Nothing |
| Nothing really, I really had a great time in the class. |
| I think Professor Elzinga should not deviate too much from the topics in the syllabus. Moreover, the topics we covered didn't always matched the syllabus schedule, making the class confusing. The lectures felt heavy and it was difficult to follow. |
| I recommend recording lectures, having answer keys to practice tests so we can see if we are getting them right before the test, and maybe before each test have a list of terms that people should know and give them out for students to study. |
| It would be good for the textbook and lectures to algin with one another better. Also to make sure the TAs were all using similar resource so some students wouldn't have a big upper hand over the others. |
| none |
| None. |
| To engage more with students themselves and to provide more econ-minute videos because I think that a lot of times I learned more from those one-minute videos than what was covered in an hour-long lecture. |
| Put the key points on the powerpoint and keep the econ minutes up longer than a week |
| Post slides before lecture |
| Connect class information back to the textbook. |
| I think it could be useful to provide students with additional, more applicable practice material with answer keys. |
| Publishing the lecture would be very helpful. |
| Provide more practice problems or problem sets throughout the semester to get a better sense of different types of questions. It was hard to think the econ way when I am a very literal person. |
| He's got it pretty much down. I don't have much. |
| I would suggest that he post the slides before class as opposed to after. This way, students can take notes before or print them out so that they can listen to what he has to say and not be frantically writing. |

| Comments |
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| I don't have any suggestions, I think he's spent a lot of time perfecting the course and it shows. |
| To incorporate more example problems beyond discussions and into lectures |
| I really struggled with how to study effectively. I thought that studying the prior exams would be great, but the exams were so different than what I had prepared for that I did poorly not even because of lack of knowledge but just test confusion. |
| <ul style="list-style-type: none"> •put Econ minutes back up at the end of the semester for final exam review •assign chapters in colander to specific lectures rather than groups of lectures •allow TAs to give answer keys to problem sets/practice exams |
| Please provide students with your slideshows if you can. It is hard to comprehend everything in lectures while having to read the slides and listen to commentary at the same time. |
| I have no complaints. |
| I don't really have any suggestions, but maybe providing more practice resources for throughout the year that students can refer to before the exams. |
| i would prefer having all of the concepts typed out and briefly going over those before giving examples or talking about stories, because this will make me feel less lost in lecture |
| N/A |
| For there to be more practice work. |
| I do not have many suggestions, other than maybe steering away from too-long of narratives to explain a certain topic. I prefer when he teaches very straight-forward with good examples. If I lose attention for a second, it is hard to catch back on to the long narrative. |
| The lecture slides could be more helpful if they had more content on them. Just the most important points, in case we miss it when you say it. |
| My only suggestion is to make sure all the TAs are on the same page about expectations. Mine seemed to be disconnected from the course and caused additional confusion. However, lecture was interesting, explanations were clear, and Econ Minutes were interesting! |
| More practice, more TA office hours, and more examples. |
| I recommend using other programs/websites that are less costly than iclicker because I feel like students shouldn't have to spend money on iclicker just to participate in clicker questions to earn the grade for it. |
| none |
| More head TA sessions, they were more engaging due to the fact that they were smaller in size. |
| I think more TA sessions would have been helpful as those really helped with my understanding of the material. |
| None! |
| I think having more clear cut definitions in your slides will help us all stay more focused. There is 500 of us in there and sometimes it is hard to focus when you are either telling a story of the slide is just a guys face. Definitions would definitely keep me more engaged. |
| I had a great experience with Professor Elzinga. The only thing I can think of that would have been more helpful is more transparency early on about effective study methods. Most of my issues were with my discussion section/TA; it seems odd to me that people in the same lecture can have a completely different experience in the class based on their TAs and the assignments they provide. |
| Potentially talk in a more emotional tone to keep students engaged. |
| I'm about to cook like crazy on the dutch knockout |
| The discussion section was by far the best way to learn material from both the textbook and the lectures, and I would not change a thing about the format of the discussions. |
| The way the class operates is extremely smooth and worked great for me. Definitely a well-oiled machine! :) I do not have any drastic problems with the course that I feel need to be addressed. |
| Make the lectures more focused and the slides more informational so we can look back on them and actually gain a deeper understanding of the course. |
| You need to prepare students more for the exams, since the lectures didn't correlate with the exam as much as it should have. |
| Possibly change the make-up exam format to have two exams not just one. I missed the original exam two and found out two hours before the retake that that my exam was going to be a mix of exam 1 and 2. I did well on it but I would either suggest possibly throwing a little note in the syllabus regarding this aspect of the exam or do a make-up test for Exam 1 and one for Exam 2, even if they are given in the same time period. |
| Maybe include more homework assignments after lecture to reinforce knowledge at the fact. |
| More ways to interest students in the learning and being more mindful of the views discussed in lecture. |

| Comments |
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| No suggestions! He was great. |
| Recorded lectures would help a lot of people. |
| No one is perfect, but Professor Elzinga's approach to teaching this class is as close to perfect as you can get. |
| Provide more clicker questions in class for students. |
| Less reading |
| I would have like to have had more real world examples and videos as I am more of a visual learner. |
| It could be helpful to have a clearer outline of the course material and what topics are covered. |
| na |
| go straight to the point of the lecture |
| It would be a bit better if there were more interactive activities during lectures. |
| Exam topic sheets before exams would be very beneficial. |
| Some constructive suggestions that I believe would help improve this course for future students is emphasizing the importance of reading the textbook, doing practice questions and tests. For many people, the class is hard, so I think trying to provide any extra credit even if it is not a lot would help a lot students succeed. As for lectures, I think creating a questions form would allow people who cant attend office hours or don't feel comfortable going, able to ask their questions during class and receive assistance. Additionally, I think he could utilize labeling to diagrams and pictures more for people to know what they're looking at because I know at times, during lecture, a diagram would be on the screen but I don't know the details of it. Lastly, synthesizing information from a variety of sources and being more engaging with students since it is a big lecture would definitely improve the course. Professor Elzinga does a good job using students for demonstrations which I think should continue but should be more frequent in my opinion. |
| The lectures were great because they were interesting and the textbook is a great resource for studying, but I think the TA sessions should be more organized. |
| I overall enjoy the class, but at opportunities to review graphing would be great as those tend to be some more difficult concepts. |
| The iClicker questions were very frustrating because more than half of the time, the wifi wasn't working and I wasn't able to answer the question, so it made me anxious that I wouldn't be able to fill that portion of the requirement purely due to technical difficulties. In the future, it would be beneficial to either find a way to fix that or find an alternative method of taking attendance/demonstrating knowledge throughout the course. I also would have appreciated if a few of the lectures were recorded so we could watch them anywhere. |
| nothing! (except more of the puppy dog) |
| more examples |
| Provide a study guide for the exams and more practice problems. |
| I feel like examples are necessary when learning a theory-based subject, but some examples were used in class where I would get confused about how they would be relevant to the topic. |
| Spending more time on how to draw the graphs and their associated formulas would be helpful, as someone who struggles with more mathematical concepts sometimes lectures moved too fast. |
| none |
| I struggled a bit with the amount of content per slide during the class, and often times I fell behind trying to do my notes, so maybe making the slides available before class so that I could have that on my screen also would be a helpful tool. |
| More clicker questions, also try to figure the technical issues so class time isn't wasted |
| N/A |
| Lecture recording would be very helpful for exam studying and review. |
| none |
| N/A |
| Make it less test heavy, especially with respect to the final. |
| LOVE |
| Perhaps one improvement Professor Elzinga could make for future students is to simply define/describe an economic concept/principle. While it is nice to be given explanations/examples that are easily seen in the real world, they are not very useful if students lack a strong foundation of the basics. |
| I would recommend Professor Elzgina post recordings of his lectures for students who could not attend or want to re-visit a subject he discussed. |
| Keep incorporating real life examples and stories into your lectures! |

| Comments |
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| More real world examples and more graph scenarios to get more practice in during class for the different scenarios we may encounter for graphs |
| Honestly, nothing. He has got this course down and is an amazing professor. |
| I thought this course was amazing, my only suggestion would be to have slides that are bit more conducive to note-taking. At times there would be very little text on the slides and notes would have to be converted entirely from the lecture, leaving me to focus more on getting it all written down than processing the content in real time. |
| Maybe add in a project throughout the year that is weighted like a midterm so that students have additional opportunities to work for a better grade |
| I would recommend keeping the lectures more connected to econ instead of really broad topics that don't align with the lecture topic. |
| I believe that the course is quite good as it is. |
| I would say providing more practice problems and making the lectures more detailed would be an improvement. |
| Sometimes it is difficult to follow the slides because of how fast he speaks and the slides do not always follow what he is saying which can be confusing. |
| Keep inserting bits of humor to make lectures engaging |
| He could improve his lectures |
| The professor could encourage more questions from students |
| Sometimes lectures could get a little long |
| Nothing in particular, maybe communicating better with TA's so they serve there purpose as discussions |
| Every time at the beginning of the lecture say which chapter the upcoming lecture will correspond to in the textbook. |
| I like the way the course is structured. |
| none |
| NA |
| I think spending more time explaining complicated graphs would be beneficial, especially during the supply curve unit. I also think that the econ minutes should be made available for the entirety of the year instead of only for a week because a lot of students would benefit from going back and rewatching them before exams. Additionally, having the lectures recorded could also be a great way for students who are otherwise helpless (e.g. sick, on emergency leave) to study the material without having to rely on other students' notes. |
| I think it is hard to keep up with course material if one misses class, which might make students feel forced to attend even given extenuating circumstances. Recording lectures can really help solve this issue. |
| n/a |
| This course could benefit from, as I previously stated, DIVERSE CONTENT. Examples shape comprehension and not everyone understands the generic American-based examples that Elzinga uses often. |
| The class was very well structured and organized. Everything felt fair and I felt like I had a lot of opportunities to prove my learning and earn points towards my grade. Almost everything went smoothly (except the wifi in the classroom was spotty at best). Please continue to use personal anecdotes from students and jokes in class, it makes it more fun to participate during lectures. |
| Record lectures and go over more of the textbook topics. |
| I do not have any |
| I believe that the course would benefit from having more straightforward study guides and exam topics. |
| At times he could've put more words on the slides for note-taking. |
| The only suggestion I have is to somehow record the lectures, so that students can rewatch clips that they need help on if needed. |
| Not exactly his fault, but I had some problems with the wifi using iClicker questions, and just got enough points. Maybe try using a different kind of website or something for other participation points. |
| Perhaps putting more useful information on the slides (such as definitions, key points) would be useful for students. |
| The weighting of the different assignments of the course seem a bit uneven, so it doesn't reflect the the effort of students put into the course. |
| I would enjoy having the Econ Minute videos available for a longer period of time so they are available to look back on before exams. |
| While I did well on the iClicker Questions, I feel that a short explanation of the answer after much of the class has gotten a question incorrect could help to immediately correct misunderstandings of the material. |
| To organize the slideshows in class better, with headlines directly relating the topic to the story, rather than merely outlining the story. |

| Comments |
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| I had a pretty negative experience with my TA and felt other students had a very different experience, so I would ask to ensure symmetry throughout discussion sections because I got very little out of mine. |
| The class is so large that it is almost impossible to have a direct relation with Elzinga, however he does like all of his students if you make an effort to get to him so more opportunities to engage with the professor. |
| When there are clicker questions and the class barely gets it right, it would be helpful to go over or send out an explanation of the question if there is no time in class. |
| Keep the Econ minutes up for longer than just one week. |
| Lecture could cover more topics on the Colander book |
| Please consider recording your lectures! Yes, the attendance rate may fall, but perhaps editing the recordings to be interactive will be a good resource for those who genuinely want to learn. |
| Provide more opportunities to practice specifically for tests. |
| There is a reason he has been here so long, continue things as they are! |
| Maybe have more notes on the slides so it would be easier to take notes during the class |
| the tests were very difficult and it seemed like sometimes the book and lecture didn't follow. |
| I loved the course and loved the way he taught! |
| Go over the textbook more |
| Have early access to have a personal relationship with him. |
| Sometimes, I would rather have some more notes than the bare minimum slides we got because when you missed something in class because it was gone over so quick, it was hard to really figure out what it was, although I really enjoyed the class. |
| More variety of information between lecture and discussion would be helpful. |
| I have no constructive suggestions for this course. |
| Honestly, there isn't much that needs changing with this course. I didn't love in some lectures when he just quoted a bunch of people or referenced different books to introduce a concept, but I can see that some people find that interesting. |
| I believe that sometimes during lecture we went over things without an intention or purpose behind it. Overall, the class was helpful. |
| No criticisms. Lectures were interesting, applicable, and reasonable. Really glad I took this course with Professor Elzinga. |
| Fewer quotes. |
| Go more in depth on specific concepts that are important for the course. |
| good stuff |
| I think that the lectures were not always clearly laid out and it was sometimes hard to connect the concept being explained to the requirements of the course. |
| keep adding to the course as new research is done but other than that keep it |
| Maybe fix the Wifi before assigning iClicker questions |
| nothing it was perfect |
| None! |
| please make lectures more aligned towards tests |
| I don't think there is any particular thing to improve on, I believe the resources of this class coupled with the discussion sections that accompany them is more than enough for students to understand the content. |
| Maybe move away from a system like iClicker because it often does not work due to the amount of students using the network for the app in lecture at once. |
| I hope that Mr Elzinga will not test students on names of economists and psychologists (he hasn't yet but I saw names on the final exam sample) because I don't think they are much relevant to the Econ content that we learn and apply in the future |
| Leave the econ minutes up for the entire year for later review in the unit. |
| I know that this is on the syllabus, but it would be really helpful if you encouraged student to use the textbook connect website in lecture. Not all of the TA's, use the website, so they don't recommend or mention it in discussion section (at least mine didn't). Therefore, I did not start using this valuable resource until a bit later in the semester. I think that would help students study better for exams. |
| I found the times when Professor Elzinga had in-class activities that showed off the economic concepts that we were discussing in lecture especially helpful, so more of those might help both with learning the material and keeping the class more engaging. |
| I think that this class could benefit from having a more standardized study guide/materials before exams so students in different TA sections have equal access to study materials |

| Comments |
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| More Econ Minutes. |
| None |
| More writing on the powerpoints |
| N/A |
| My main preference would be to be able to lecture for longer periods of time, not only for 50 minutes. |
| I think the lecture can adhere more closely to Colander in terms of examples. |
| Keep it up! |
| Become more engaging with students? Go up to the crowd more |
| You manage to make a large class feel small, and I always come to class excited for what surprises (all connected by economic logic) lecture may hold. I can tell you make a sincere effort to get to know individual students—know that does not go unappreciated. This feels like what university education should be. Thank you for an engaging and informative course on economics (and life)! |
| I would make the slides shown during the lecture a little more content filled. I know it is your style to have the slide introduce or outline what you are talking about, but there were times in class where I didn't know what I should've been taking notes on. |
| Possibly breaking up the lectures and including activities or videos could be helpful but overall I enjoyed this course a lot. |
| I have no suggestions. |
| I think the discussion classes could be more useful if there was more conversations between the class. I also think the lectures were really hard to pay attention to. |
| I think he's figured everything out by now. |
| One constructive suggestion I would have for professor is to make exam content more specific and less open ended. A lot of the questions on his midterm can be left up to interpretation and could be argued as the correct answer. This makes exam review very frustrating. |
| I think that keeping the Econ minutes up for the entire semester would really help students prepare for exams. |
| Increasing the viewing time for the Econ Minutes would be somewhat beneficial, as it could allow more time for students to review the video as a whole along with their own notes. |
| None! |
| Slow down a little during lecture |
| I think he has it down well |
| maybe put a little more information on the slides |
| I think that lectures could be a bit more fast-paced |
| I do not have any suggestions, I think ECON 2010 was well organized and well taught. |
| While I understand it may be difficult to integrate this for a discussion section of hundreds of students, maybe there could be hands-on review questions in between lessons. Something like a Kahoot or Quizlet might work at facilitating it. |
| I have no suggestions |
| It would help out if the point system (for final grades) were put into the syllabus, so that way students could calculate their grade in the class. |
| I think there should be more clicker questions in order to help people practice, or some explanations to the clicker questions that people struggle on. |
| I think just having a class very stuff in lecture is most of the content on tests would be helpful. |
| Give more comprehensive exam prep |
| I think Professor Elzinga could cover more content outside of the textbook material to make the class more interesting |
| explain the graphs in more detail and in simple words as I had a very hard time understanding them |
| Provide more homework to cushion the grades and help with deeper understanding. I found that I would often not think about the course material outside of class because there was no homework, and this made it more difficult for me to study for the exams, because I had not been provided an opportunity to continuously engage with the material. |
| While I attend the lectures, I would want recorded lectures because I have often wanted to go back to lecture information, and it is hard to figure out what we were talking about based on pictures or lists. Some of my other classes do this, and I think that it really helps me come exam time. |
| Posting lecture slides would be valuable for students to use to study at a later date. Additionally, providing more materials to study with for the final exam would be especially helpful. |
| Provide more sample questions per unit. Maybe problem sets through the lecture, not just the discussion. |

| Comments |
|--|
| No suggestions. |
| Stick to the objective learning and try not to diverge from the actual content. |
| Please make expectations clearer. Your grade in this class is over 50% which TA you end up getting. |
| I don't really have an important suggests. Maybe to have more slides in the lecture presentations with definitions on them. |
| I know it is difficult in such a large lecture class, but if there was any way to increase engagement during lectures beyond just clicker questions that would be good. I also wish there were more practice problems available for those students who wanted them in order to better prepare for the tests. I also wish the textbook more closely aligned with the course content. Maybe find a better textbook? Colander was often very dense for topics that did not need to be so dense. |
| Less stories and more examples on par with questions on the midterm |
| I think he could record the lectures to make it easier when a student needs to be absent. I had a hard time catching up on what I missed when I was absent. I understand that could be incentives for students to not show up, so maybe he could have it so you have to email your TA with the reason why you missed class to get access to the lecture. |
| When you make jokes and things such as the econ love advice it makes lectures much more entertaining and should be done more often. |
| Add more information on the slides |
| If you could record the lectures by any chance? It is hard to keep up with your pace while handwriting my notes. My attention is split between writing the notes and listening to the lecture. If possible, maybe just have an audio recording is great! I also just love Olly, so I think future students would love to see his cameos in the Panapto videos! |
| Maybe increase the class time for a monday wed fri lecture so you can spend more time talking about more complex topics |
| Add more economic jokes. |
| Leave the econ minutes on Panopto video rather than take them down after a week or two. |
| Overall the instructor was amazing. I think we needed more guidance on what is most important in th textbook. |
| N/A |
| I might change the formatting of the dutch knockout. |
| maybe slow down on essential topics so we can take notes |
| Lectures are great |
| n/a |
| None |
| Make the lectures more engaging, spend more time explaining difficult concepts instead of explaining examples |
| Just making sure that all TA's have access to the same materials. I know of some that had practice tests and others that didn't. Those practice test are incredibly useful, so not having them is very detrimental. TA's can make or break how some understand the material. |
| I think that the lectures could be more focused on what we are tested on. For me it would be more helpful to have the topics we need to know explained rather than going through long examples. |
| The only thing to improve this course is that the slides can be hard to follow if you miss a lecture and are trying to catch up. While reading the textbook is helpful, Profesor Elzinga doesn't follow the textbook to a tee. |
| I was hoping for the slides to have some more key points, especially when they have only pictures |
| He could ask a few more questions to the audience, and engage the class a bit more. |
| Provide study guides and more info about the midterms and final |
| Use more real world examples |
| I personally feel the course is run very well and effectively by Mr. Elzinga. I have no specific changes to the course. |
| Easier mid terms |
| Put words on the slides rather than just pictures so its easier to follow along. |
| many |
| None – loved this class |
| Hammer in the important topics. Teach them twice or even three times during the lecture. Some of the time I would get only the gist of an important topic then it would never get talked about again. |
| Maybe have more review/explanations on slides. |
| The only thing I would say is to walk through with the students how to access the Econ minutes. |
| none, class was great, maybe make the tests a bit more reasonable |

| Comments |
|--|
| Maybe leave econ minutes posted a little longer to allow for review. |
| None, I loved the course—funny yet insightful |
| Highlight libertarian/other political beliefs as being normative, not empirical |
| Awesome class. Your lectures were amazing. |
| lectures could be more engaging; make sure to state the point of each example sometimes it can get confusing |
| N/A |
| Nothing, it is as effective as possible. The only problem of depersonalization is because the lecture is so massive |
| record lectures |
| Please consider weighting more important concepts heavier on exams, and less relevant things less. I received an 81 instead of a 91 on the first exam because I knew the difference between positive and normative statements, but I mixed up the words. I received a 77/80 on the second exam, but that nuance on the first exam might cost me a letter grade. In my opinion, questions like these are not as significant of a determinant of my understanding of Economics, and I believe exam question weighting should reflect this. |
| Record lectures for those who miss it. |
| I would say to add recorded versions of the lectures, and have a slightly more organized system for the Econ minutes. |
| Professor Elzinga should post the clicker question and other examples to help us learn further. |
| N/a |
| I would encourage more opportunities and introduce projects to the class, as this can be another way students can learn. I feel like the class is missing the hands-on/project approach, which I think could be easily implemented. |
| The opportunities for participation and fun game examples were my favorite parts. I'd love to see more of that and covering more of the material in the textbook. |
| None. Everything was awesome. |
| Spend lecture time explaining graphs and exam content, not random situations, markets, or vocabulary that are not relevant to exams. |
| I would appreciate having another exam. I think another exam would be beneficial in my learning experience, but would also help to space out the exams so that there wouldn't need to be an exam on or right before Halloween, which I think was challenging for many people. |
| None. Thank you, Professor Elzinga, for a great semester. |
| none |
| I think the lectures should be more interesting. I found myself zoning out because I was not interested or engaged |
| A lot of the examples were useful to the topic, but they went on for over half the class and at that point it didn't help the lecture but just caused a lot of people to stop paying attention. |
| n/a |
| Great professor and overall explains material really well. |
| it is hard to tell what from the lecture is important to the tests. |
| As I noted earlier I think implementing a project oriented assignment would be a very valuable addition to students' experiences in the class. |
| Make more practice questions available. |
| I would suggest that he would continue to do the peg sheet and ensure that all information that is talked about is covered to some degree somewhere else. I would also hope that he continues to cover more topics and current events because I always love it when teachers teach us new things that were not taught or even around years ago. |
| I enjoy the real world examples but I felt the lectures lacked structure. I had a hard time figuring out where we were in the lecture and when we had moved on to a new topic. I think title/section slides as a part of the power point to guide the lecture would be helpful. Also I think all the topics need definitions before applying real life examples in order to be effective. |
| NA |
| It would be helpful if Mr. Elzinga provided master keys for the practice exams released prior to each midterm. Oftentimes the TA's differed in their keys or opinions on the answers, which sometimes made it confusing or otherwise difficult to study. |
| More opportunities to practice applying what we've learned. |
| nothing. |
| I think this course definitely needs a class recording. |
| Sometimes there are too many examples when I feel like that time could rather be used better explaining new topics or really going into detail for graphs and answering the question why. While the examples did help, I typically had a good grasp by the first |

| Comments |
|---|
| example. Sometimes there were two or three examples and the amount of time spent on them seemed a bit unnecessary. Also, I think keeping the econ minutes up the entire semester would be beneficial for future students. Sometimes I was working on readings or work for other classes and was unable to get to the econ minute quickly. Other times, I wanted to go back, especially in preparation for exams, and they were gone. Keeping these up would be beneficial to future students and I truly do not see the need for taking them down. |
| I wish Professor Elzinga would answer questions about content during office hours. |
| Maybe lecture better |
| Make the presentations more detailed, and give more time to copy down some of the text (I understand he was trying to make the lectures short enough to not overload the students though). |
| Adding more info in slides and recording lectures. |
| Although I found clicker questions helpful, I wish there was more application questions to practice. |
| I would recommend adding more videos to the lectures to keep our attention. I like how he doesn't read directly from the slides, but I wish the slides had more information so that if we missed a class, we would understand the material we went over. |
| n/a |
| n/a |
| I really enjoyed the course and liked coming to all of the lectures! I think it was a good balance between lectures, Econ minutes, iClicker questions, and the textbook. I always find that rewatching lectures for classes help with studying, so if they were recorded that would be really useful for studying for the midterms/final exam and also be great in terms of filling in any missed notes (considering the most important part of the course is what Professor Elzinga says, which isn't (most of the time) included in the presentations). |
| I don't have any constructive suggestions. I found myself to be thoroughly prepared for the previous two midterms in this course, and the organized structure of the course made it easy to follow. |
| I have a vision of you with a t-shirt gun, launching various economics-themed goods into the lecture hall audience. It would improve entertainment for the rare occasion where your lectures become difficult to focus on. Whether this vision is realized is up to you, but I offer it up free of charge. |
| If the lectures were recorded it would be very helpful. |
| Nothing, it was awesome |
| More econ pick-up lines and jokes! |
| None |
| A bit more engaging lectures, can be hard to sit and focus for that long on one topic with consistent talking and voice inflection |
| n/a |
| not much |
| I think that it would be very beneficial to see more examples of the concrete economic concepts instead of so many abstract real-world examples. |
| There should be other graded assignments that balance out the main grade, I don't think tests should be the major grades. If tests are going to be the major grades, there should be an opportunity for corrections or extra credit. |
| My only grievance was with the iClickers- which is more of an IT issue, but it did create a lot of stress and anxiety for me in trying to get everything set up when arriving to class. |
| The first few weeks of class, a few classmates and I were a bit confused on if single lectures corresponded with single chapters, or if groups of lectures and groups of chapters all went with one another. Though this wasn't difficult to figure out after a few classes, having something to clarify that might help. |
| I would recommend posting the slides online or recording the lectures because it is such a large class size and people miss for a variety of different reasons. I think it would be beneficial to have access to missed content. |
| Maybe more practice exam material |
| While I understand that is difficult for a course of such a large size, it would probably benefit students to have more assignments to demonstrate knowledge and buffer their point totals instead of having so much riding on the three exams. |
| none |
| N/A |
| No suggestions! The course was wonderful and I feel so lucky to have had Elzinga this fall. |
| More specifically state if he would like a definition or a formula on vocabulary sections of the exams. |
| I think it would greatly help if the lectures were recorded for students who aren't able to attend every lecture (especially given the size of the class, seats aren't always available). |

| Comments |
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| Nothing, it was a great course and I enjoyed it very much. |
| I would really suggest including more hands-on activities with the students. I understand that there are many students in the auditorium, but perhaps you can incorporate an example with 1 or 2 people that the rest of the people can see to better understand an economic concept. |
| Another suggestion would be to invite someone to do a guest lecture on one topic. I remember us discussing some famous people who had their start in the business world through economics courses and college, and it would be beneficial to invite these people over to guest lecture on a topic that they feel was their favorite, or most important to them. |
| I don't love the fact that our midterm exams are exclusively free response questions, and then we must be prepared to take a final that is only multiple choice questions. I think all exams should either be a mix of the two (multiple choice and FRQs), or only FRQs because I feel as though they allow students to better demonstrate their understanding of a topic. |
| none |
| While I think you have a very well oiled machine, I do think that clicker questions throughout lecture to ensure engagement would be a good touch. |
| This course was incredible. The only comment is to include a less crucial lecture to the exam the day before thanksgiving break or record the lecture. Otherwise, I loved this class and now I love economics. |
| I think the short answer questions on the midterm exams could have been graded less strictly. I also wish the times available for office hours were more flexible. |
| I have no suggestions he teaches it well. |
| The examples, although helpful, became lengthy at times. Nonetheless they were good to hear, but sometimes it can become very long. |
| N/A |
| For me, personally, I might have appreciated more in class practice to really show my understanding of the material. |
| Nothing of note, perhaps having more opportunities for practice (more clicker questions). |
| It would be helpful if students had access to previously asked iClicker questions to study. |
| Post more practice exams |
| I think more iclicker questions would be beneficial |
| None. |
| none |
| I wish the lectures focused more on concepts that were then seen on the exams. |
| Be more engaging |
| more info on the slides |
| N/A |
| recorded lectures or lecture slides that more closely follow the lecture content |
| None, keep on keeping on! |
| I think providing more study resources for the final (if possible) would be helpful. I also think that having recaps at the ends of lectures would be helpful to ensure that students understood the key concepts of the lecture. However, putting this at the beginning is also helpful. |
| More practice problems that are as tricky as the ones on the exam |
| Make three midterms and 1 final for more chances to improve grade. Before each lecture, it would be helpful to state which textbook reading you should do for the next lecture. |
| I believe the TA organization could be better, as well as the clicker question format, as the connection issues are really important and can affect our grades. |
| Thank you for the course! |
| The clicker can be tough due to wifi. |
| I would suggest making sure that the TAs are all assigning the same amount of work for TA points. I heard that there were a lot of differences in how difficult it was to get TA points for some sections when compared to others. |
| More practice questions could be helpful in preparation for the final or other exams |
| I think that Lectures could be a bit more engaging, as sometimes just lecture can get a bit repetitive (still great though!) Also, I think that it is hard to just have two tests effect your entire grade, espeically since the tests are typically hard and taxing on time. I think that if tests were made to understand the concepts without being so specific would cause for a more equitable testing standard. |

| Comments |
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| I do not have any suggestions as I think that this course was one that was well organized, and I enjoyed compared to the other courses I took this semester. |
| Sometimes its hard to get everything down in my notes during lecture because we go through so much. I think it would be helpful to put more information in your slideshows so that if we miss something in class we can go back and find it! |
| Put more words in the slides |
| n/a. Course was good overall. |
| It is definitely difficult to create an environment or support in cohesion in a lecture of this size, but I think that students would appreciate more structure in this course. The slides could contain a bit more information, and the content could be more consistent across lecture and the textbook. I attended all but one lecture, but my notes were always very scattered and hard to follow when studying, as much of lecture consists of stories rather than well-structured and explained concepts. |
| Maybe just go through a few sample test questions and how to appropriately answer them. |
| It would have been helpful to have recorded lectures. I attended every lecture this semester yet I found it difficult to incorporate all of the details covered in the lecture into my notes. Having recorded lectures to reference or return to in the future would have made worrying about writing everything down less stressful. Otherwise, I really enjoyed this class and thought it was structured very well. |
| I would suggest doing more practice problems in class. |
| The material on the in-class slides was sometimes gone through a little too quickly, especially during the "how to get rich the Econ way" lectures. |
| n/a |
| In the future, it would be useful to make practice problem sets mandatory. This would likely have helped my studying. |
| I would say it would be nice if the econ minutes stayed up the entire semester for studying purposes. |
| n/a |
| In the future I would provide better guidance on when the Econ Minutes were going to be posted, as oftentimes it was briefly mentioned in class but not super helpful on the timeframe. Otherwise the lectures were enjoyable, sometimes they were hard to follow along with but I learned a lot! |
| It might be helpful if EconMinutes were kept up for longer than a week or so because I know some students who would forget to watch them. |
| More application in the lectures of course concepts. |
| I would say stress the emphasis on the textbook and to make the lectures more engaging |
| I don't have any constructive feedback for this course. This was my favorite course that I took this semester. However, I would like to voice my appreciation for the course as coming into this course I had never taken an Econ class. This class really changed the way I think and grew my love for economics. Just yesterday I caught myself thinking about lazy monopolies while writing a paper for my Asian history class. |
| Please go over test content during your lectures and stop using so many quotes. |
| Talk more about what is going on in the world |
| N/A |
| Keep doing what you're doing. This course is set up in a way to benefit students as much as possible and I appreciate that. |
| make the lectures more exciting |
| I do not think that discussion attendance should be required. If students dont need to ask the TA questions, then they should not have to waste an hour of their week late at night on a weekday or on a friday going to class. |
| I think he could clearly communicate more all of the material that is going to be on the test and emphasize more to students that it is very important to do the text book reading |
| One frustrating thing was that TAs did not seem to be very thoroughly enforced concerning exam preparation materials: most significantly, while my friends in other sections received multiple practice exams and answer keys for each one, my section received fewer practice exams and no answer keys. I assumed that these types of materials came from Professor Elzinga and that it wasn't up to each TA's discretion to give out more or fewer of them. It was frustrating that students in my section had to go to other TAs or their friends in other sections to receive the same materials. |
| No improvements! |
| To improve this course for future students, I would suggest that more practice questions be given to practice for the final exam. I loved having several exams to practice with for midterms and feel that having multiple final practice tests would benefit the students. |
| I know that since it's a big lecture class it is hard to implement hands on activities in class but I would encourage maybe having more homework assignments rather than such a free range of work. |
| Students would probably benefit from a summary of important information from the textbook in the presentation. |

| Comments |
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| Honestly, I do not really have much. I would just say to keep doing the Econ Minutes because they were helpful in explaining smaller concepts and providing very applicable examples. |
| More practice |
| I think it would be helpful if you posted the previous clicker questions before each exam. It would be a good study tool. |
| I would say may to provide more practice questions throughout the course. |
| To have more powerpoints with actual notes. |
| One thing Elzinga could do is add the chapter that associates with the lecture in the first slide |
| Follow the lecture plans, try to make the lectures less over the place, and please refrain from marking off points when what you wanted was not stated in the question. |
| I think that a switch from iClicker to Learning Catalytics for in class questions might help the lecture run more smoothly. There were a number of times when the iClicker platform failed to work |
| Clicker questions could be throughout the lecture to keep students more engaged. The questions could be on things that appeared in that lecture. |
| I would say that my experience in the course had few to no issues. |
| Due to technology issues that come with such a large class, Iclicker questions often do not work for students. I think there should be a way to get the points for these Iclicker questions if you attended the lecture, even if your technology failed and no answer was submitted for them. |
| I think he should just continue to do what he has been doing. |
| Maybe more practice resources. |
| I dont really have any constructive suggestions, there was alot of material accessible to us |
| I really enjoyed his lectures, but the only thing I would maybe consider is to move the lecture before Thanksgiving break to online because many people miss this lecture. |
| Offer more out of class resources to help study |
| Please keep teaching and mention your mysteries more |
| Provide a recording of the lecture so if students are sick or absent they can still see that days lecture. This would be helpful since the lecture information is so important, and it would also be a useful tool for students to go back and watch as a way of studying. |
| None |
| Maybe a little more grace with the exams, this class is full of first-years, and getting such poor grades can really be damaging. I really do think everyone in this class tries their absolute best so maybe some more recognition of that could be beneficial for future students! |