

**Sanket Kanekar**  
**Teaching Experience and Evaluation**

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Below is a summary of student teaching evaluations and a sample of students' comments from the courses in which I served as the main instructor at the Department of Economics in Auburn University. The full set of student evaluations and comments are available upon request.

**Teaching Experience:**

- Instructor, Department of Economics, Auburn University
  - ECON 2020: Principles of Microeconomics (5 semesters, 6 sections)
- Tutor, Auburn Global, Auburn University
  - ECON 2020: Principles of Microeconomics

**Teaching Interests:**

Given my teaching, research, and learning experiences, I am interested in teaching the following courses:

- Undergraduate Level
  - Introductory/Intermediate Microeconomics and Macroeconomics
  - Health Economics
  - Public Health
  - Public Policy
  - Econometrics
  - Labor Economics
  - Statistics
- Graduate Level
  - Health Economics
  - Public Health
  - Public Policy
  - Applied Microeconometrics
  - Microeconomics

**A Sample of Compliments (verbatim):**

**Fall 2020**

- “I was provided with ample opportunities to apply my learning in this course.” and “I was prompted to think critically about the course material.” are areas of particular strength for Mr. Kanekar.
- I liked how Mr. Kanekar allowed me to come to class and it helped me understand the material better. He was also available for any questions I had concerning the course material.
- Great teacher! Was very helpful with questions during the class.

## **Spring 2021**

- Was very willing to work with us and wanted us to succeed.
- The professor managed to make Micro as enjoyable as possible, which is impressive. I could also tell that Mr. Kanekar actually cared about what we were learning by constantly making sure we understood the material we were covering. That goes a long way in teaching.
- The material can be somewhat tough but the instructor does a good job of simplifying it and going over what will be expected on the test. The assignments are a good review. The only area of improvement would be to include more class resources that students can use to study.
- Sanket was good at communicating regularly.
- He was very helpful when we were confused on material as well as flexible to help or give extra time when it was needed.

## **Fall 2021**

- The teacher made the class fun by telling jokes and making practice problems before the test to give us an idea of what kinds of questions he would ask. That made it easier for studying.
- Did an amazing job teaching! Great teacher really have enjoyed him.
- Enjoyable course with challenging but interesting topics.

## **Spring 2022**

- This Professor provides many opportunities for your grade to be raised. If you come to class and pay attention and take the quizzes then you will be able to pass. He provides examples to go along with the PowerPoints and goes very in depth during his lessons. Economics is a harder concept to grasp for some people but this Professor allows you to ask questions if you ever need help. He is very uplifting and seems to really care for his students.
- The group work was helpful because working with other students helps me learn. Sanket doing examples on the board was the most helpful way for me to learn.
- One strength of this professor is that he tries his best to ensure that students understand the material, and he encourages students to reach out if they have questions. One area of improvement for the course is in terms of the quizzes because I wish we would go over the

answers to the quizzes the next class after we take it. Sometimes we wouldn't go over the answers until right before the exams, which stressed me out.

- Appreciated the candidness of this professor as well as his willingness to work with me if I was not understanding the material.

### **A Sample of Criticisms (verbatim):**

#### **Spring 2021**

- The professor was overall very good but occasionally the scheduling was a little confusing.

**Action Taken:** The class was scheduled according to the university's schedule. I used to not put the exam dates on the syllabus, and I think that's what the student is referring to. However, I made sure to give an update about the upcoming exam at least 1.5 weeks before the actual exam date. For the next semester, I made sure the syllabus was up to date and provided tentative dates for the exam. Furthermore, I communicated with the class on a regular basis regarding the quiz/assignment schedule and gave them a reminder about deadlines. There were no further criticisms on scheduling after the Spring 2021 semester.

- The material can be somewhat tough but the instructor does a good job of simplifying it and going over what will be expected on the test. The assignments are a good review. The only area of improvement would be to include more class resources that students can use to study.

**Action Taken:** I usually provided slides and an opportunity to take notes in class. The slides covered all the concepts and provided many examples for students to practice. I also took quizzes and practice assignments that were an additional source of resources. Students had the option to buy a book for the class if they needed extra help. I reminded students about the book for the next semester and encouraged them to take notes so they would have extra materials to study. There were no further criticisms on additional class resources after Spring 2021 semester.

#### **Fall 2021**

- Sometimes the handwritten notes on the screen were hard to read and understand.

**Action Taken:** I used the Doc-Cam/board to write during my lectures. I sometimes wrote quickly, which might have impacted my writing. From the next semester, I was mindful of my writing speed and wrote more clearly. Students from the next semester found the writing quite useful and readable, which can be justified from the Spring 2022 comment "The group work was helpful because working with other students helps me learn. Sanket doing examples on the board was the most helpful way for me to learn."

## Spring 2022

- One strength of this professor is that he tries his best to ensure that students understand the material, and he encourages students to reach out if they have questions. One area of improvement for the course is in terms of the quizzes because I wish we would go over the answers to the quizzes the next class after we take it. Sometimes we wouldn't go over the answers until right before the exams, which stressed me out.

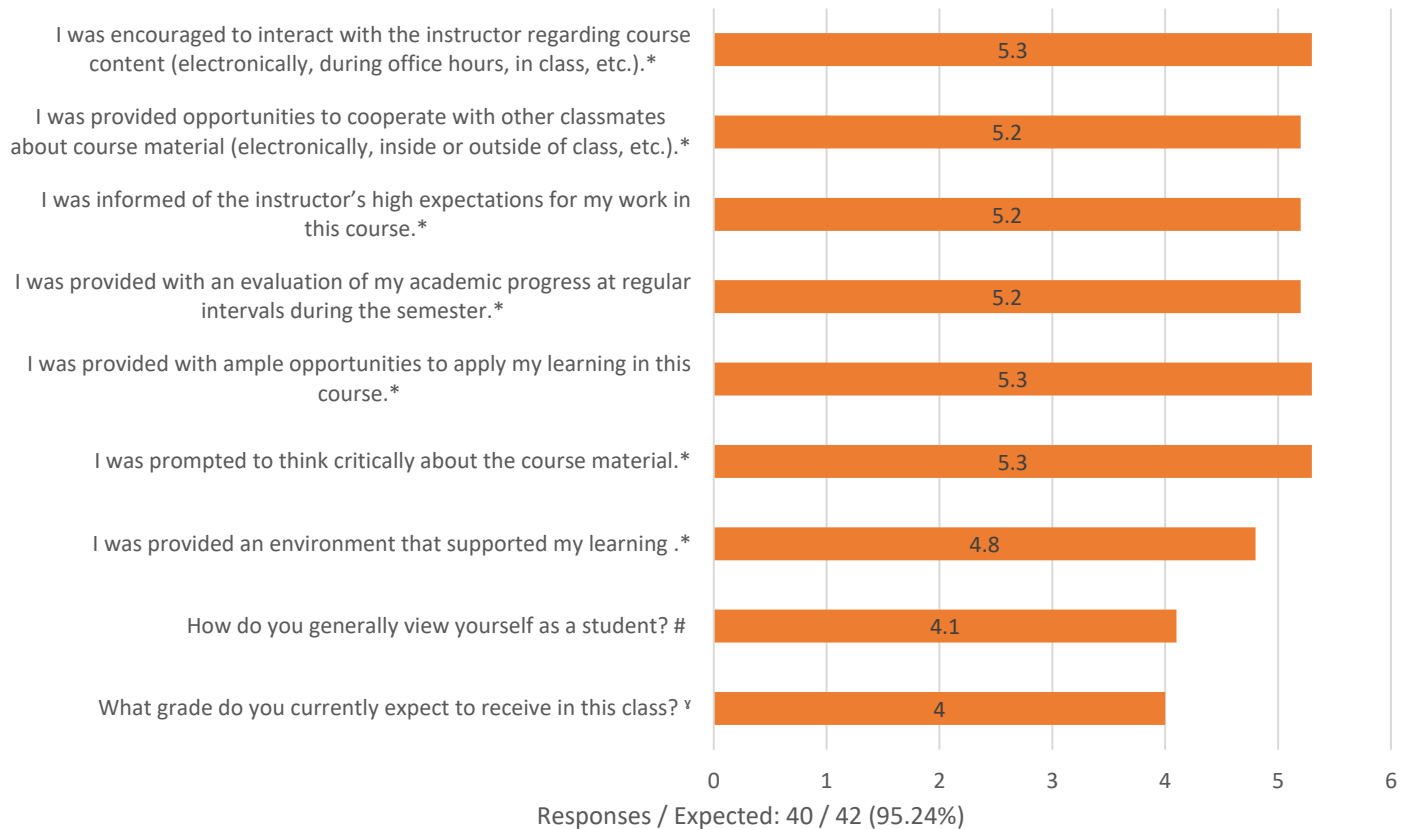
**Action Taken:** I used to take a quiz after finishing a chapter. Sometimes I could not go over the quiz right after due to limited timing. However, the solution for the quiz were posted, and I used to go over the quiz before the exam. For the next semester, I made sure to review the quiz after the due date.

## Student Evaluations:

The average scores for each question on my teaching evaluations are summarized in the figures below. This provides two ways of measuring my teaching performance. First, these scores can be compared to those of faculty members and graduate students who taught similar courses. Second, this data can be used to measure consistency across students. Figures below report my evaluations for Principles of Microeconomics (ECON 2020). I am happy to say that my teaching scores are much higher than the average in a department known for great teaching. Evaluation scores improved significantly, and feedback from colleagues and students has been positive. I attribute this improvement to the extra effort I put into my teaching, and I am very gratified that it has paid off.

Each instructor at Auburn University receives an evaluation from students based on a 10-question form (recently it is 18-question) given to students and anonymously tabulated. Most of the questions are scored based on a Likert scale: 6=Strongly Agree, 5=Agree, 4= Slightly Agree, 3=Slightly Disagree, 2=Disagree, 1=Strongly Disagree.

Figure 1: Evaluations for Principles of Microeconomics (Fall 2020)

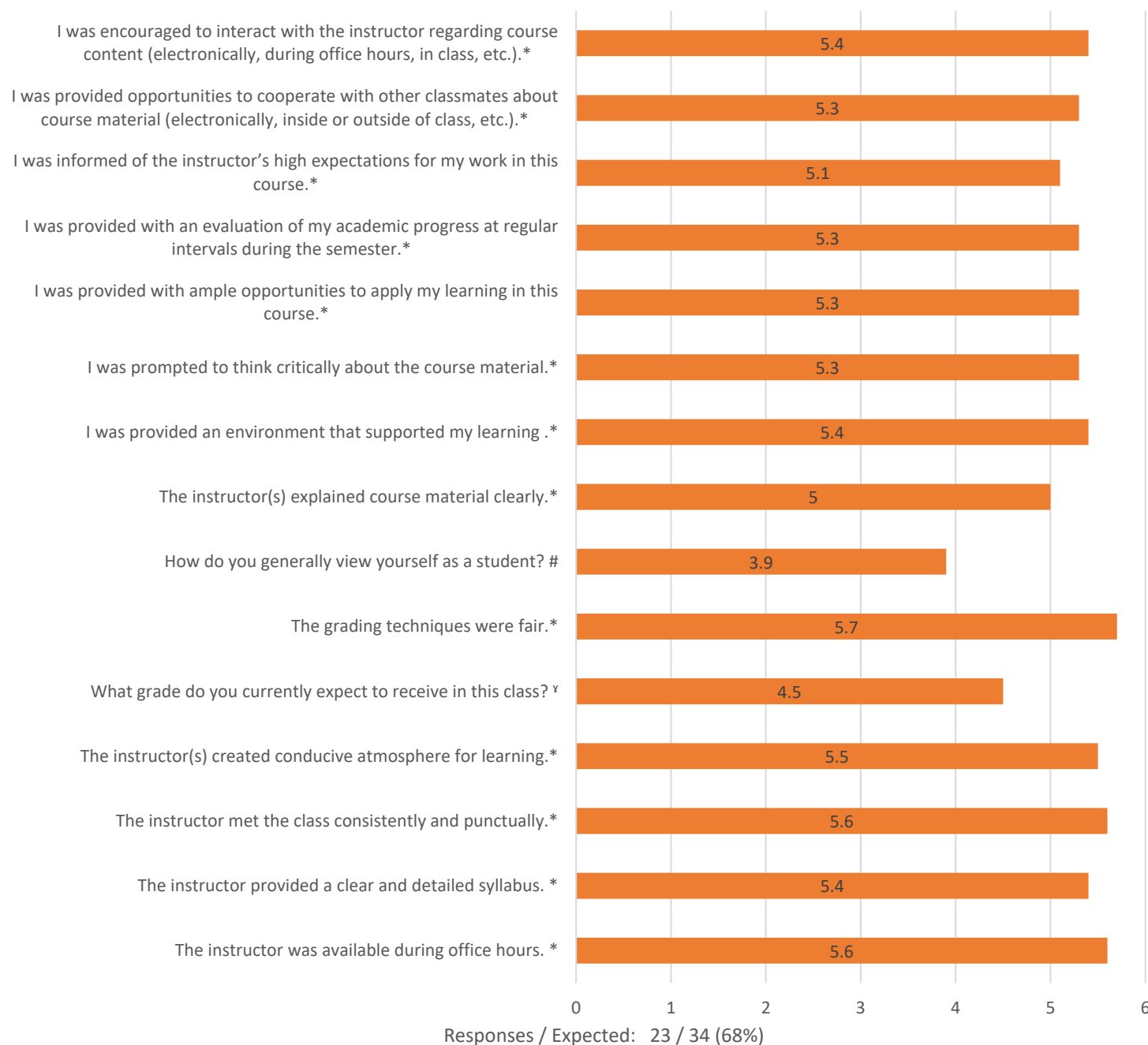


\*Responses format scale: Strongly Agree=6 Agree=5 Slightly Agree=4 Slightly Disagree=3 Disagree=2 Strongly Disagree=1.

#Responses format scale: Very Strong=5 Strong=4 Moderate=3 Weak=2 Very Weak=1.

†Responses format scale: A=5 B=4 C=3 D=2 F=1.

Figure 2: Evaluations for Principles of Microeconomics (Spring 2021)

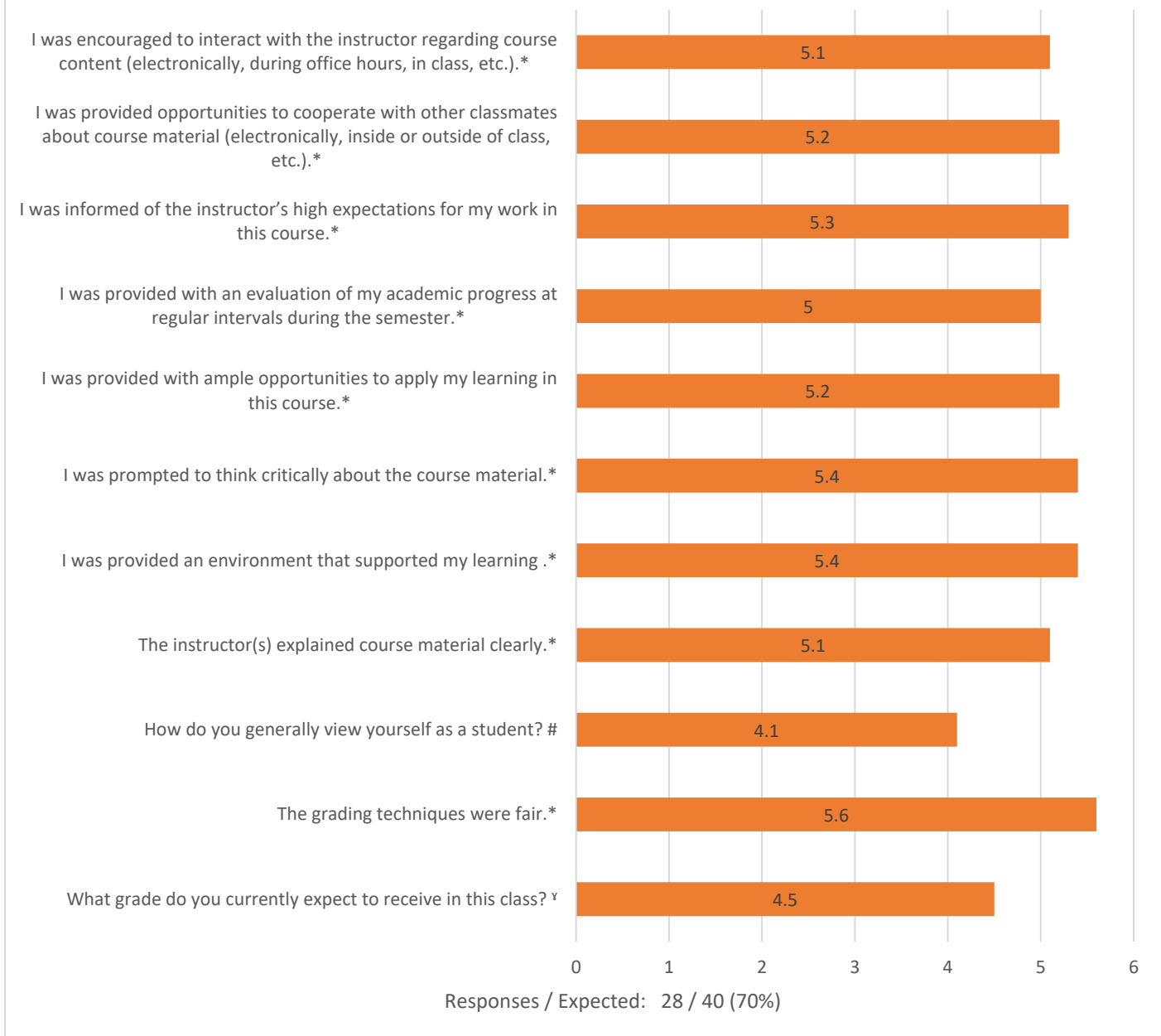


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Figure 3: Evaluations for Principles of Microeconomics (Fall 2021)

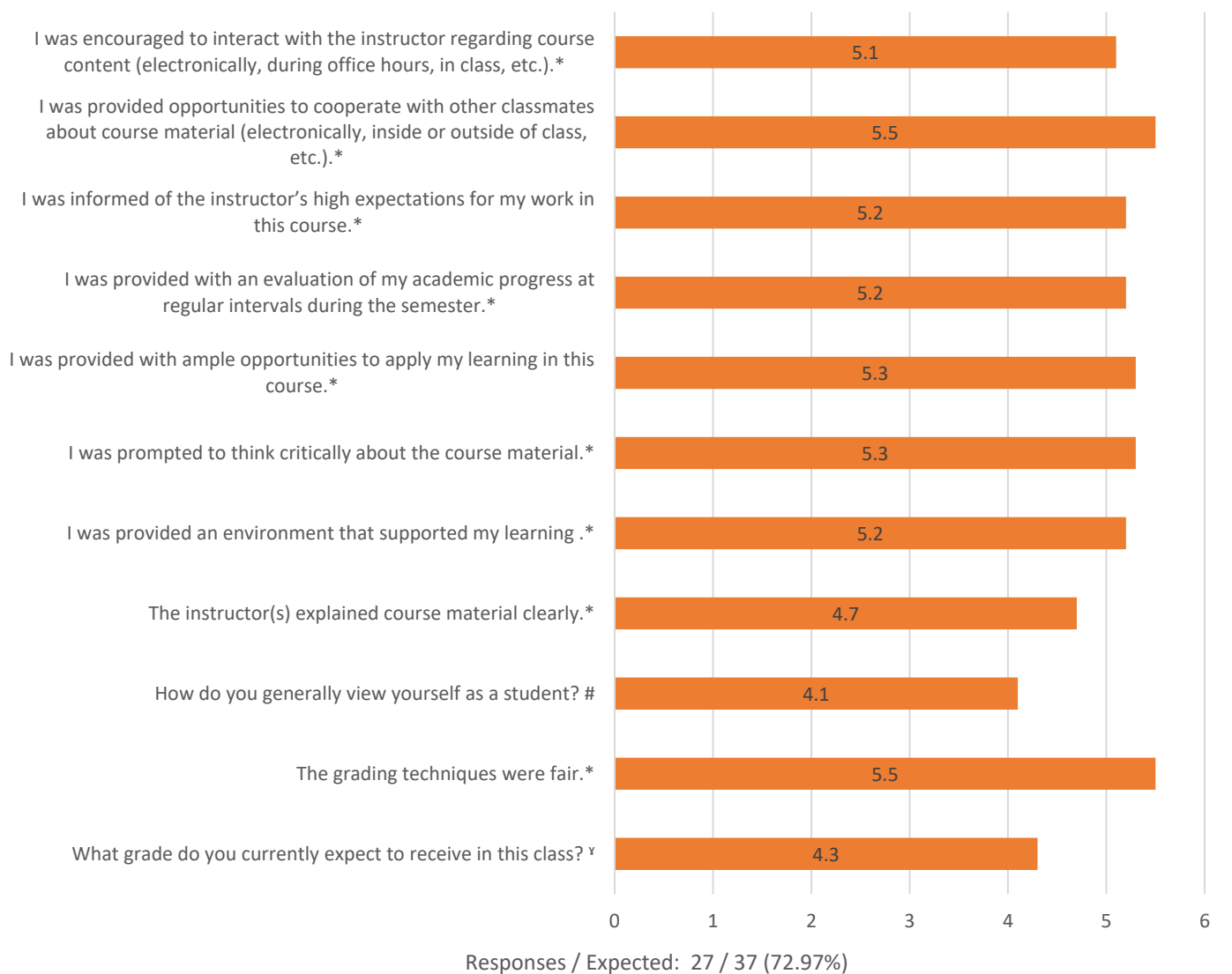


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Figure 4: Evaluations for Principles of Microeconomics (Spring 2022)



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