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## Report Comments

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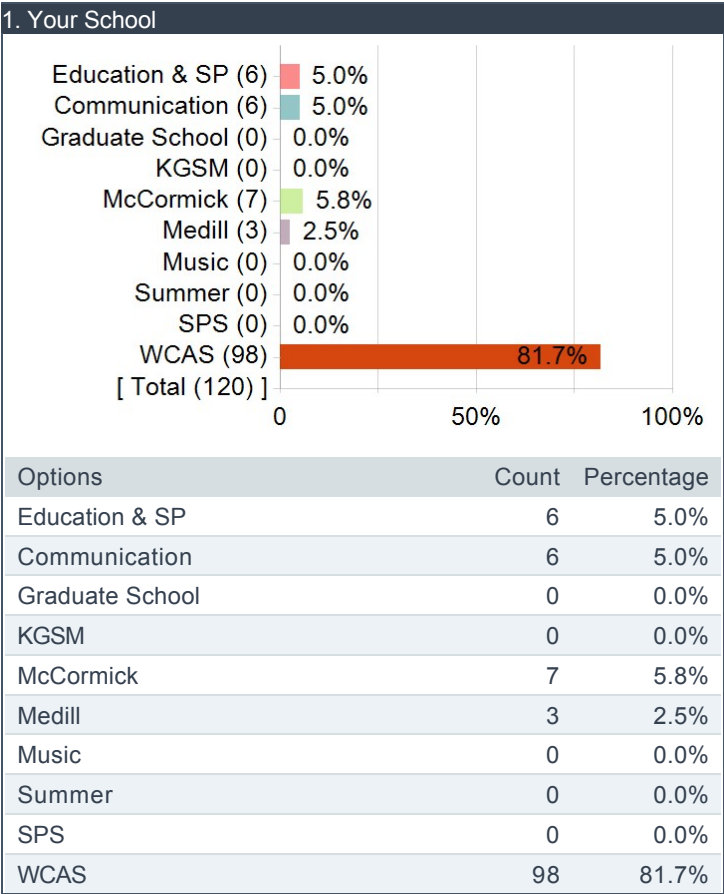
Northwestern University

Course Evaluations

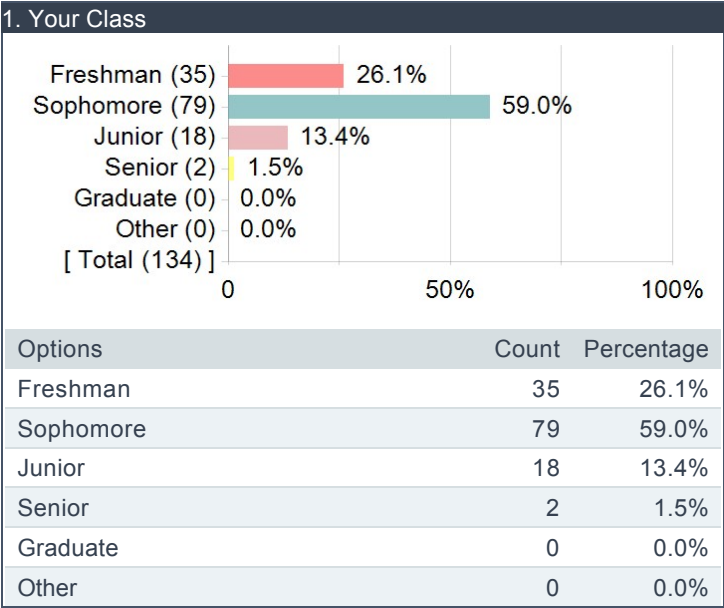
Teaching Assistant	Course
Kristina Manyшева	ECON_281-0_20: Intro to Applied Econometrics

DEMOGRAPHICS

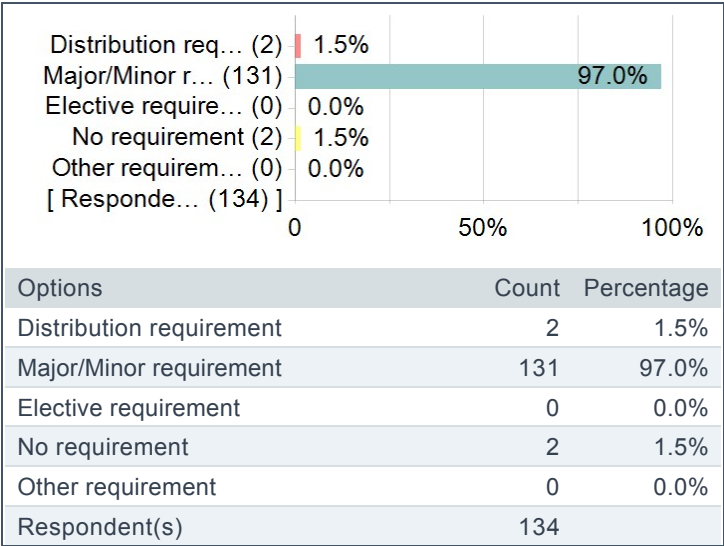
Your School



Your Class

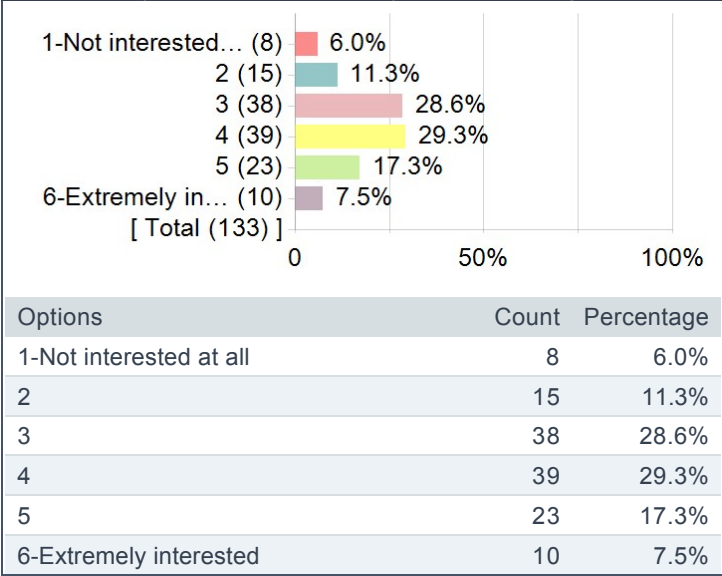


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

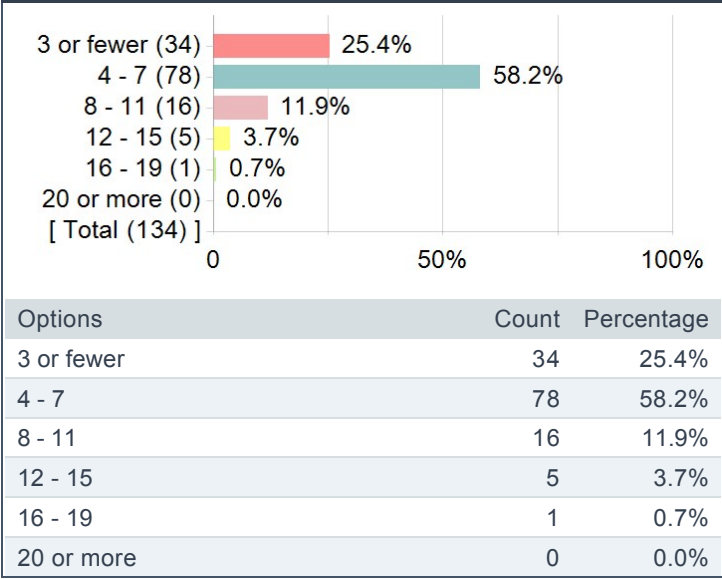
1. What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

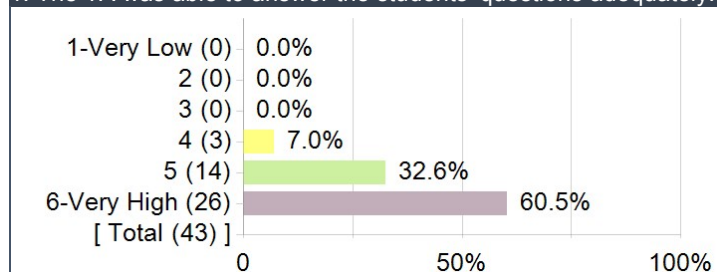
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

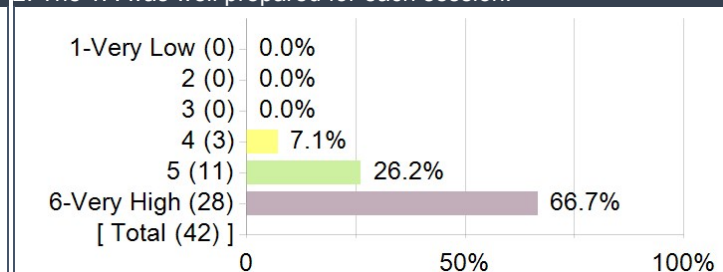
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



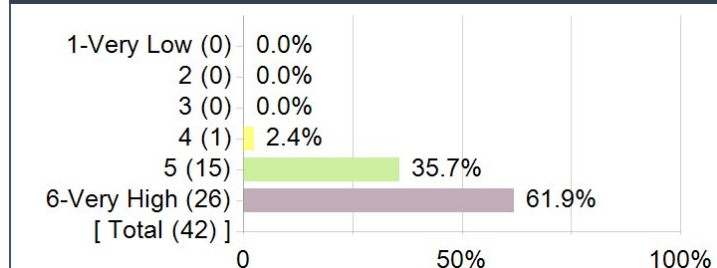
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	7.0%
5	5	14	32.6%
6-Very High	6	26	60.5%
Statistics			Value
Response Count			43
Mean			5.53
Median			6.00
Standard Deviation			0.63

2. The TA was well prepared for each session.



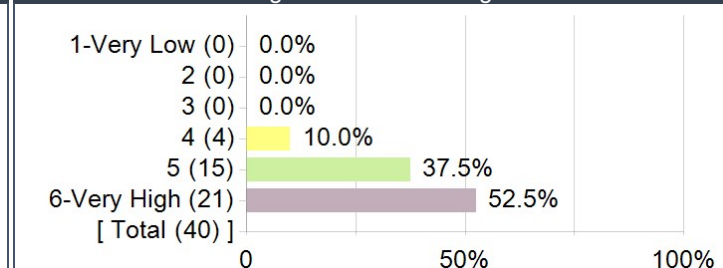
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	7.1%
5	5	11	26.2%
6-Very High	6	28	66.7%
Statistics			Value
Response Count			42
Mean			5.60
Median			6.00
Standard Deviation			0.63

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	1	2.4%
5	5	15	35.7%
6-Very High	6	26	61.9%
Statistics			Value
Response Count			42
Mean			5.60
Median			6.00
Standard Deviation			0.54

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	4	10.0%
5	5	15	37.5%
6-Very High	6	21	52.5%
Statistics			Value
Response Count			40
Mean			5.43
Median			6.00
Standard Deviation			0.68

## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
NA
She did a good job of exemplifying how to do the problems in section and was prepared to answer any questions.
Kristina was very helpful in supplementing lecture material. She explained concepts clearly and gave helpful tips when dealing with problems.
I thought she did a very fine job explaining all the concepts and how to approach the problems in the TA session materials (and thus the problem sets). The only problem was that she went too fast sometimes.
Before each discussion section, she will write all the formulas to be used later on the board to save time. I like this. And she is caring and patient when answering questions or helping to compare the computer problem sets.
She was really helpful with computer problem sets.
She was very good and helpful
Very knowledgeable, willing to help
Kristina helped to explain example really well!
Great at asking for questions and keeping us involved. Great joke—ey vibe on days we were just working on Stata.
The way she wrote down all the relevant formulas/pieces of information before each section was super helpful.
Kristina is a great explainer— really walks students through difficult material.
Friendly and helpful.
She is so willing to help and answer questions. She explains everything very thoroughly and wants to make sure everyone understands. She's my favorite TA for econ classes
Very helpful and kind

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A quick transition to remote teaching for Spring Quarter 2020 required Northwestern to re-evaluate how CTEC responses would be shared and used. The student feedback contained in these reports is intended to inform instructors and school administrators as they explore ways to improve learning and teaching.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

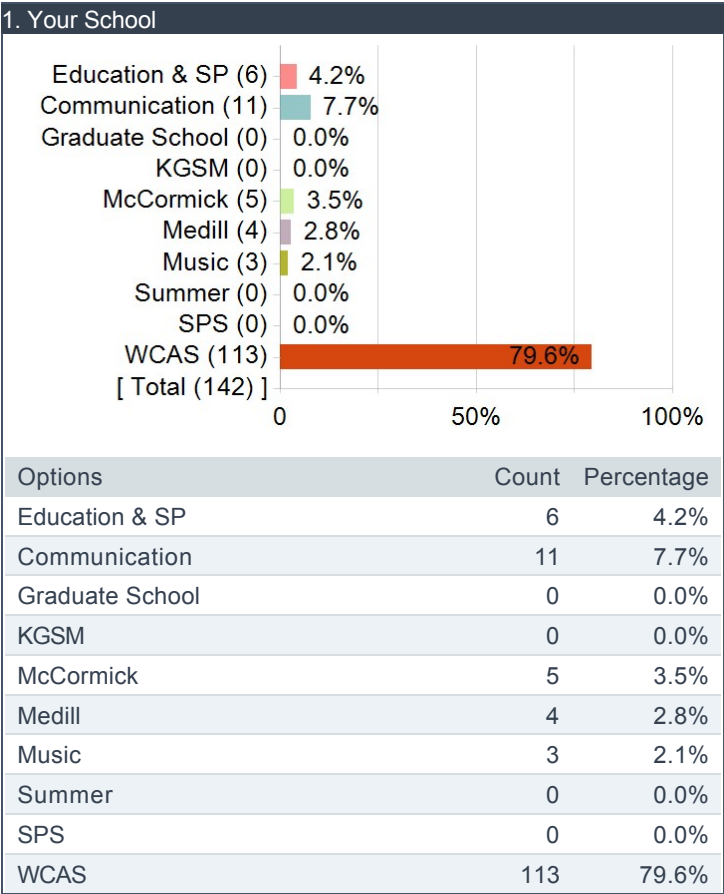
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Course Evaluations

Teaching Assistant	Course
Kristina Manyшева	ECON_281-0_20: Intro to Applied Econometrics

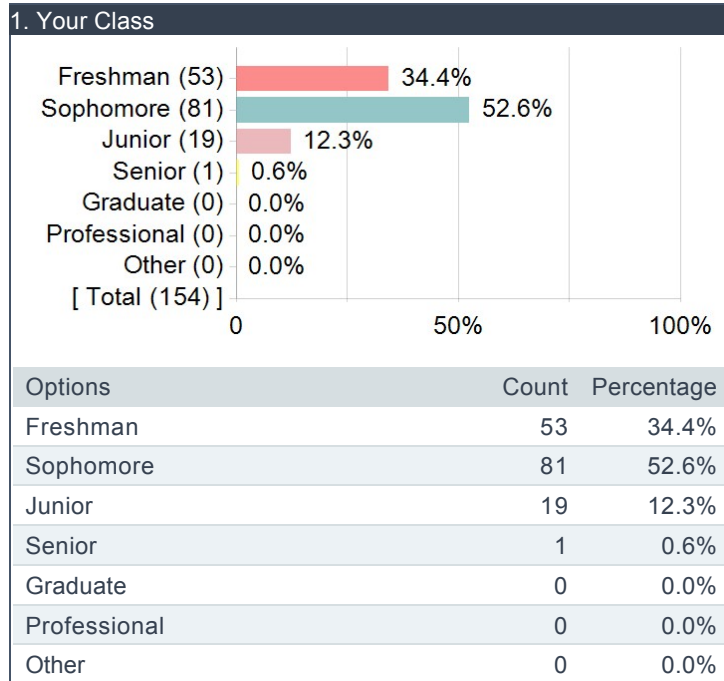
DEMOGRAPHICS

Your School

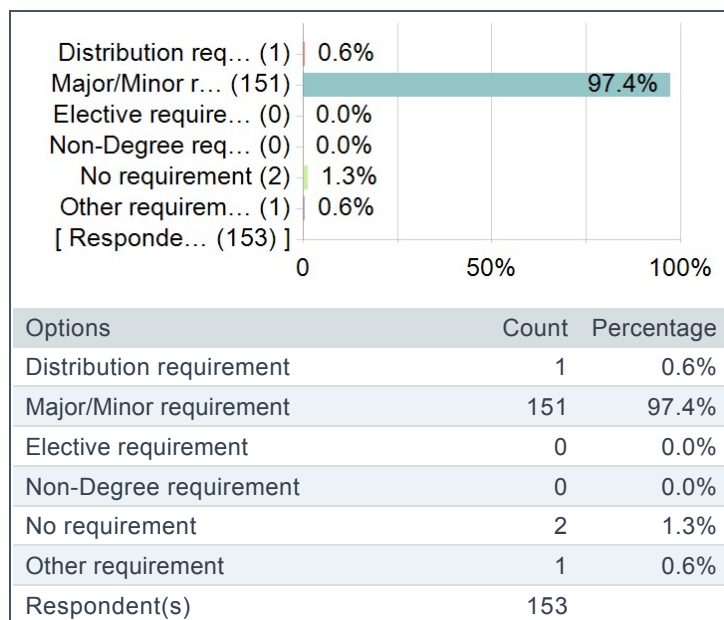




## Your Class

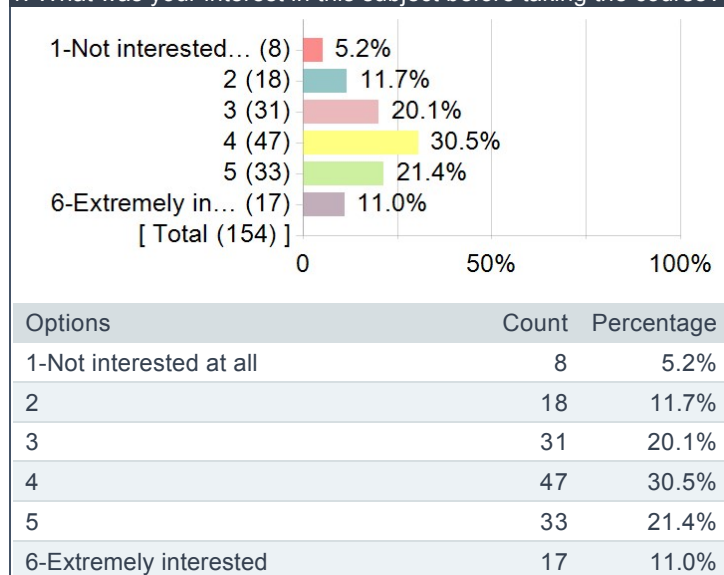


## What is your reason for taking the course? (mark all that apply)



## What was your interest in this subject before taking the course?

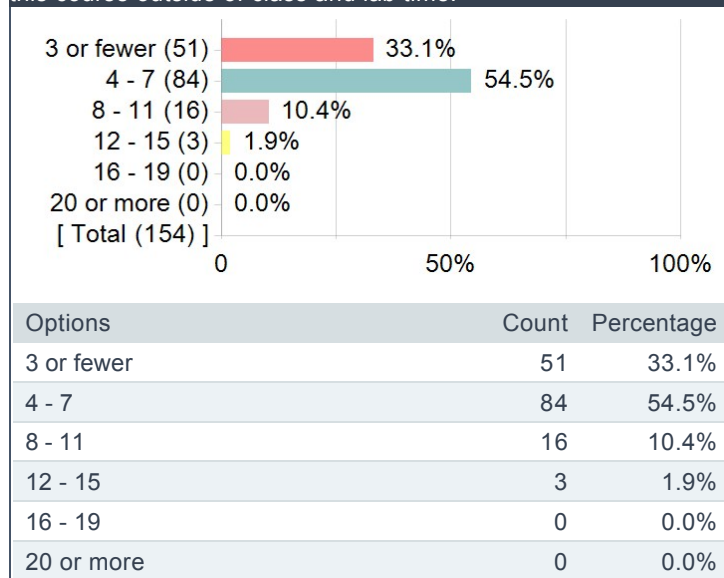
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

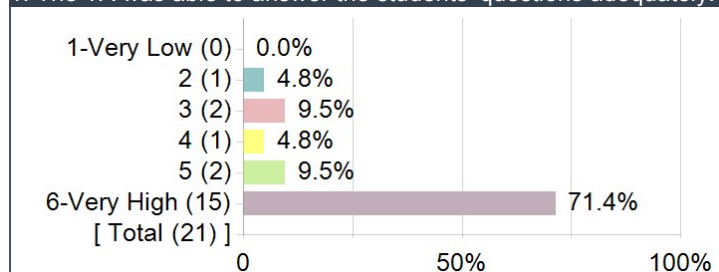
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

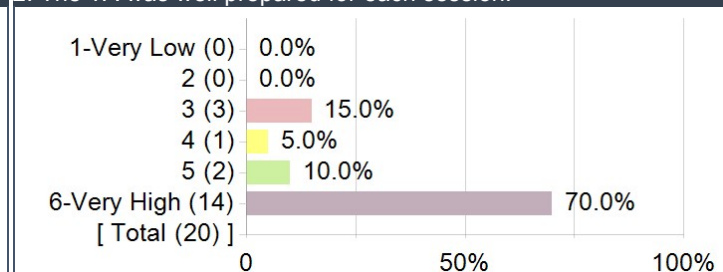
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



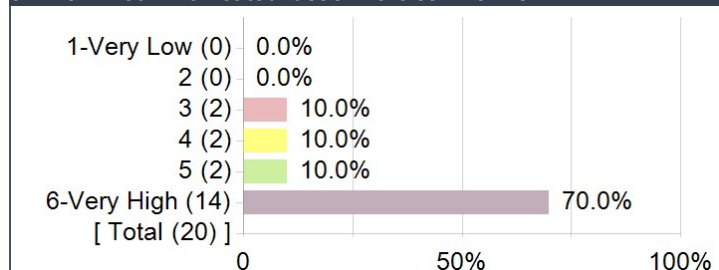
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	4.8%
3	3	2	9.5%
4	4	1	4.8%
5	5	2	9.5%
6-Very High	6	15	71.4%
Statistics			Value
Response Count			21
Mean			5.33
Median			6.00
Standard Deviation			1.24

2. The TA was well prepared for each session.



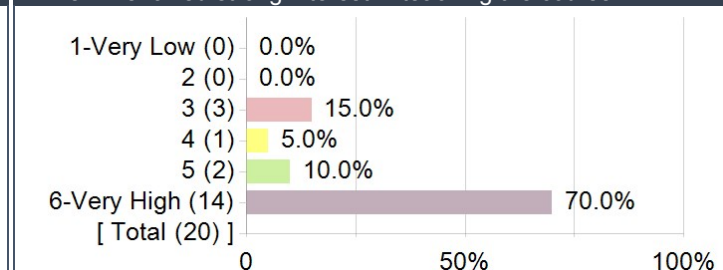
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	3	15.0%
4	4	1	5.0%
5	5	2	10.0%
6-Very High	6	14	70.0%
Statistics			Value
Response Count			20
Mean			5.35
Median			6.00
Standard Deviation			1.14

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	10.0%
4	4	2	10.0%
5	5	2	10.0%
6-Very High	6	14	70.0%
Statistics			Value
Response Count			20
Mean			5.40
Median			6.00
Standard Deviation			1.05

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	3	15.0%
4	4	1	5.0%
5	5	2	10.0%
6-Very High	6	14	70.0%
Statistics			Value
Response Count			20
Mean			5.35
Median			6.00
Standard Deviation			1.14

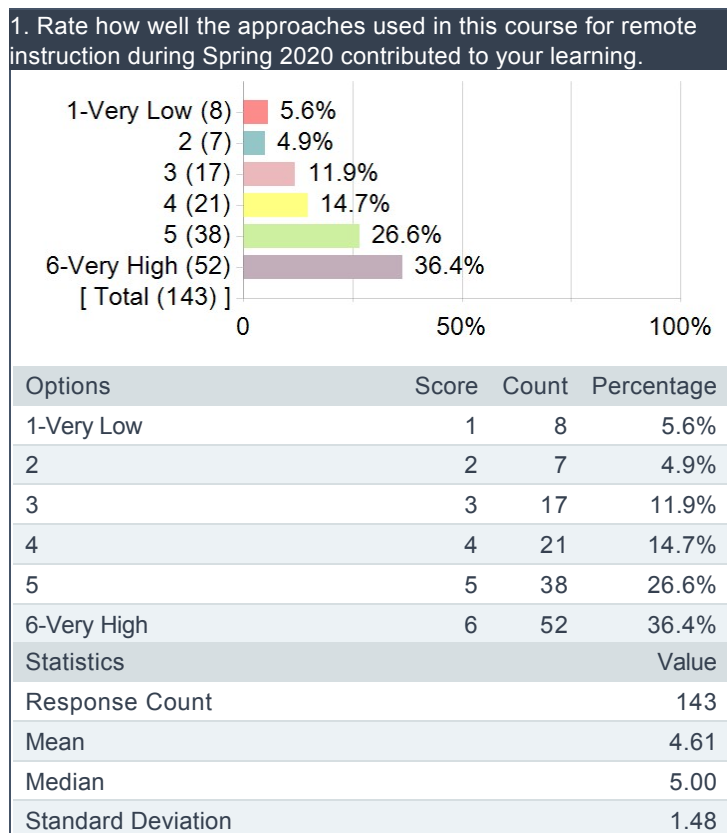
## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Kristina was very nice and was available when her section took place. Overall I would recommend Kristina as a TA for any student taking an Econometrics class.
She was clear and helpful
N/a
The TA was enthusiastic and always willing to go above and beyond in her explanations
N/A
Never needed to interact with a TA, but seemed satisfactory.
didn't have her

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2020 contributed to your learning.



Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
Professor Lewis used asynchronous lectures and this was helpful as it was incredibly useful to pause and catch up.
The teacher was very organized in distribution of his lecture videos. He made sure everything was very clear in his notes which were very helpful as asking questions online is harder.
The notes were super helpful
The video lessons were very clear and we could go back to review material. It was really nice to be able to learn Stata, especially

Comments
since we could see Stata being used in the videos.
He went over notes.
The lecture videos
The lecture videos were short and on point.
None
None.
I felt that out of all my courses, this one translated to remote instruction with the most ease. Because the lectures on campus are also large, there was little difference in having them online. It was nice to be able to pause and take notes where necessary.
–
zoom?
The notes already being filled out for the most part was very helpful for my learning. The professor was very clear in the prerecorded lectures. Just need to be disciplined to stay on track with the lessons.
Lectures were helpful (especially because we could look back at them)
In the nicest way possible and to be completely honest pretty much none of the remote instruction helped me, I pretty much taught myself the material.
The recorded zoom lectures and solutions to practice problems such as the section problems was very helpful and it was effective to see how to visually solve such problems.
The recorded lectures were very clear and concise, which is nice and makes it easy to follow. The quality of the videos were also very good.
The material and Stata examples were detailed and informative.
Recorded lectures were a good idea.
I like that class time wasn't assigned and lecture videos were concise.
Being able to review any video from a lecture, section, etc. was EXTREMELY useful. I wish I had this in Stat 210.
The way that the pre-recorded lectures were made was very helpful in understanding the thought process of the problems.
I think it was really great that he had so many practice problems up that mirrored the problem set and I also think the fact that his lectures were pre-recorded and almost never over 50 minutes helped me focus for longer periods of time in the absence of real human interaction. I think live instruction wasn't super engaging because everybody turned their video recording off (obviously of their own volition) but in the reality where that happens, I definitely think concise shorter pre-recorded videos are better.
Pre recorded lectures that allowed me to stop and go back if I didn't understand something
N/A
Recorded videos of solving problems.
Replayable lectures and printable notes
Watching him solve problems on the screen as he was talking over it was helpful
Everything was recorded, so we could stop and learn everything at the pace we chose. The homework was also very good for practice.
pre-recorded lectures instead of zoom made it impossible to ask questions unless you emailed the TA
The organization on Canvas and frequency announcements were really helpful
The recorded lectures were very helpful and let me pace myself in note-taking and absorbing the information
I liked how the professor posted recordings of the classes, because I could take as much time as I needed to learn the material.
The videos going over problems and section problems were good, but online the "section problems" were really just more problems because there was no section.
I think all the material was conveyed properly and it was great that we could access video recordings whenever so we could repeat a lecture I'd we didn't understand anything.
The handouts and section problems explain the problem sets and the exams come from the problem sets. This makes the class very easy to follow. This felt the same as Lewis's Stats class which I took last quarter with a focus on only regression instead of all of stats.
the recorded lectures were very convenient
The recorded lectures and recorded solutions to section problems. Also making the tests open note was very helpful
Recorded lectures. I could go at my own pace.
The lectures and class material was very organized

Comments
organized handout
I really enjoyed the recorded lectures as I appreciated being able to pause them when I did not understand something or rewatch them. I think having recording lectures in addition to in-person lectures would be really useful once things get back to normal (no remote classes).
The pre-recorded lectures were SO helpful.
none
I liked that the notes for the entire lecture were posted online and could be referenced independently of listening to the lecture – you can't listen to the whole lecture over again when you need to reference one piece of information. The lectures were very accessible and the section/chapter problems covered things right on topic with the lecture material and relevant to the upcoming problem set.
This class was taught completely asynchronously. It was my least favorite remote course because it was asynchronous, and it was very jarring to have not interacted with the professor at all the entire quarter. The professor did provide sample solutions on how to do the problems for each chapter, which were the only things that helped me learn how to do the material this quarter.
The videos were posted at a good pace, easy to keep up with.
how organized he was
<ul style="list-style-type: none"> <li>– ability to pause and restart videos in order to learn at an appropriate pace for myself</li> <li>– many videos and sections used to be able to study</li> </ul>
Professor Lewis would go over each assignment and explain the answers from the beginning to the end, which helped a lot.
the pre-recorded lectures
The ability to attend lecture whenever I could instead of at a set time.
Professor Lewis always responded to emails quickly and offered us ways to ask questions through the TAs.
Really worked out with how Lewis runs class as he moves quickly and it allowed you to really focus in lectures.
Professor Lewis's lectures were individually well structured and well structured as a whole. Each lecture went in depth into each concept and Professor Lewis always adequately explains how to do each type of problem and how to structure different models, and when each different model is the best to use.
Organization
I liked how you wrote on slides rather than the document itself. Helped me focus on what was important.
The fact that the videos were posted to fit everyone's schedule.
videos of the professor solving the problem sets and section problems, etc.
The videos for lectures and problem solutions were very comprehensible and easy to review.
The ability to play back the section problems at the pace needed.
Stata lectures were helpful
This course was more effective online. The ability to re-watch lectures and pause as needed to was extremely helpful.
Availability of recordings was the most helpful aspect – attending lectures live was very difficult due to the time zone difference.
I basically just did this course the way that I would've if lectures had been in person on campus. I don't think any aspects of remote instruction really helped contribute to my success in the class.
Great job with lecture recordings
Remote learning was most likely better for this course, the guided videos were concise and straight to the point (no time inefficiencies from zoom gatherings)
I actually really appreciated how the classes were all recorded ahead of time.
Online lectures basically replicated the lecture hall
Prerecorded lectures helped.
The video solutions to problem sets and section challenges were incredibly helpful because students were able to see how Professor Lewis was able to approach questions in real-time.
Video Lessons
Ability to re watch lectures
Pre-recorded lectures helped alot.
Wide availability to lecture, practice problems, section problems, etc.
Recorded video allowed flexibility
Videos were good because they were succinct but still helpful.
It was really annoying how everything was an “announcement” on canvas so there wasn't an easy way to access things and every

Comments
video recording was password protected
being at home
recorded lecture, open book tests, and no pop quizzes

**Which aspects of the remote instruction could be improved? Please explain.**

Comments
Professor did a terrible job of providing an equitable classroom environment
A comprehensive list of the videos with links would be nice; just scrolling through announcements was difficult to organize
I think having the classes be asynchronous made me lose a bit of motivation to stay engaged throughout the class, especially since this is a major pre-requisite for many econ electives.
A more engaging class environment and a zoom lecture
n/a
I don't know maybe reducing the number of videos. It can get difficult to keep up.
None
Keeping students accountable
I felt that the pacing of the class was a little bit uneven at times. I'm not sure if this was a result of moving to remote instruction, but sometimes the class went very fast and there were many things due at once. Sometimes there was a lot of time before something was due and the things we were learning in the class were only applicable to assignments weeks in the future.
—
idk
More practice with Stats because I took 202 and I didn't know any notation or the significance of important terms.
Really wish we could ask questions on psets in office hours — was not incentivized to learn because I understood section problems but sometimes not psets.
Unfortunately, in this class none of the online material, lecture videos, or office hour sessions were very helpful. So I hope in the future the recorded lectures are actually on zoom and not recorded, as it is tough to learn the material without any interaction with the teacher.
None.
Please include an outline of lectures somewhere on Canvas. Having to go to announcements every time to access lectures did not make a lot of sense. Sometimes we would get two announcements on one day, or get an announcement after or before scheduled class time so it was hard to know which lecture was meant for which day of class at times. Some of my other professors had one central site on Canvas with the dates and respective lectures linked. I really recommend a structure like that.
None.
I did not have access to a printer, so the handouts method was a struggle. There should be a Microsoft Word document for each handout (as opposed to a PDF) so that students can easily edit them in Google Drive. Even better than that, having another platform that is more supportive for document editing and taking notes would have helped immensely.
None in particular.
Probably just looking for lectures in a more organized way outside of announcements, sometimes it got sort of clunky to look at but not really a big issue
None
N/A
MAKE THE CLASSES LIVE. Please. This is the only way this class will be truly successful in allowing students to learn.
N/a
not going so fast on pre-recorded lectures
I thought it was hard to handle problems on Stata with remote instruction, though I know this is hard to improve. I think if we had access to all of the TAs discussion section hours, which ended up functioning more like office hours, this would've allowed students to get help when they needed it.
None
I would have liked if the professor just grouped all of the recordings for the STATA problem sets together just so it's a little easier to access.
It was very vexing that we could not check over our work on exams. I would finish in 40/50 mins and had to submit whereas if this



Comments
class was in person, I would have been able to go back and catch many mistakes. I also wish we had some sort of live discussion section.
I would have preferred if classes were organised live rather than simply recording because they would have helped it feel like a normal class.
Please don't password protect the lectures. I know the password is in the announcement but I'm lazy and having to copy paste a password for no reason is annoying
Monotony. Lectures, following the first few, became just listening to someone talking and flipping pages that did little to keep my interest for the full duration.
The exam format. The mandatory window to take exams could be improved by having a larger window of, say, 24 hours, but timing the exams once students start them (as was the case in all of my other classes). Moreover, only being able to see the next question after answering the current one, and locking in all answers once we move onto the next question was very inconvenient and hindered my ability to demonstrate what I have learned. There is not much time per question to begin with, so taking the exam quickly, without being able to check my answers or go back to change something hurt.
I don't really understand why on the tests we could go back to questions. Made it much more difficult
Quality of lectures?
n/a
None—thought it translated well remotely.
N/a
make it live
Having some sort of live component to the course. The class was completely asynchronous except for the exams. The exams were taken one question at a time, which I really disliked. In any normal exam situation, we are able to jump around sections and skip over/come back to questions we are struggling with—basic skills we are taught in elementary school for test-taking. I found it really hard to judge my timing and be certain of my answers when I had to take the exams one question at a time. I don't know if there is a better way to prevent academic dishonesty but at a certain point, you have to put some trust in your students to do the right thing, and this exam format made things needlessly challenging and stressful. In my other econ class we were able to take exams normally, so I do think it is possible and would be better for the students.
none
– live class to allow for more questions
We were not able to see what answers we got wrong on a test, so that could potentially be changed.
n/a
None
There were two things in particular that made remote learning challenging for this course. 1. Disorganized posting: Given that all of the videos (lectures, discussions, examples, etc..) were all posted to the announcements tab in addition to regular announcements made it really tricky to realize what video came next and what to catch up on. Something that I recommend is to create tabs on the files slide and separate lecture videos, discussion videos, sample videos, etc... This will make it easier for students to stay organized.
2. I know that there is not much that you can do about this, but I think it is important to recognize that a lot of students do not have access to a printer at home // printing at home is very expensive. Given the risks of going to public places during this time to print (due to the pandemic), I feel like it would have been more helpful for us if you could have possibly posted notes in a greater bundle than a chapter / chapter section at a time.
None.
None, Professor Lewis' recorded lectures fully taught me all the content.
All solutions were in video form, but written out pdf would be nice
There's probably a reason for this, but I wish solutions to section problems could be posted instead of recorded.
Post lectures at regular intervals that correspond to the homework. Produce stata videos for mac users as well.
Making the midterms available for 24 hours instead of having to take it at a specific time.
synchronous lectures, maybe showing the professors face in the lecture videos to make it more like a lecture
N/A
Could use more real world examples like in stat-210 and also have the lectures live so students can ask questions. Or at least live discussion sections
Despite the fact that lecture recordings were very well organized, asynchronous lectures are often harder to follow due to the lack of any interaction between the students and the class.



Comments
I wish there were video solutions to the stata problem sets, not just the Sample Computer problems
Do live lectures.
I'm not sure but for me personally it was really easy to fall behind when lecture recordings were posted rather than having live lectures on zoom because I didn't feel much urgency to stay caught up on the material.
With remote instruction, minimize use of State program – difficult to work sometimes without being able to physically meet with professor
Office hours catered for non american timings
None.
It would be nice if all of the recordings were posted in a central location, not in separate announcements on Canvas. It was slightly inconvenient to scroll through a page of announcements and open multiple tabs to load a recording.
Live lectures.
Need more video lessons on STATA. Impossible to learn on your own
All things considered, the course did the best it could.
N/A
Make exams less stricter and allow some flexibility.
n/a
i enjoyed remote instruction to be honest
N/A



## Individual Report for ECON\_311-0\_20: Macroeconomics (Kristina Manyшева)

Project Title: **Course and Teacher Evaluations CTEC Winter 2021**

Courses Audience: **127**

Responses Received: **100**

Response Ratio: **78.7%**

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Creation Date: **Tuesday, March 23, 2021**



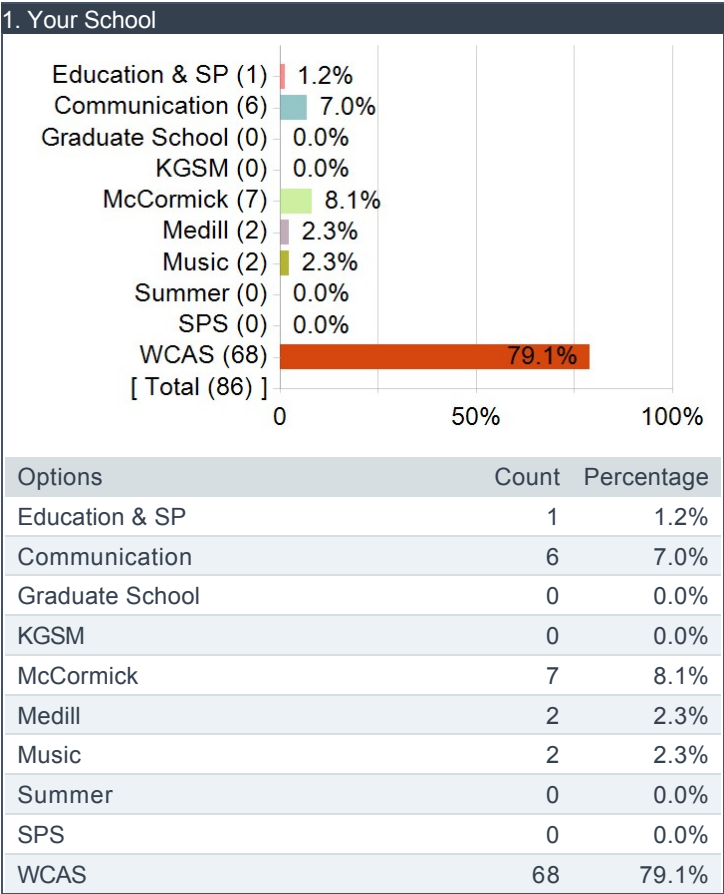
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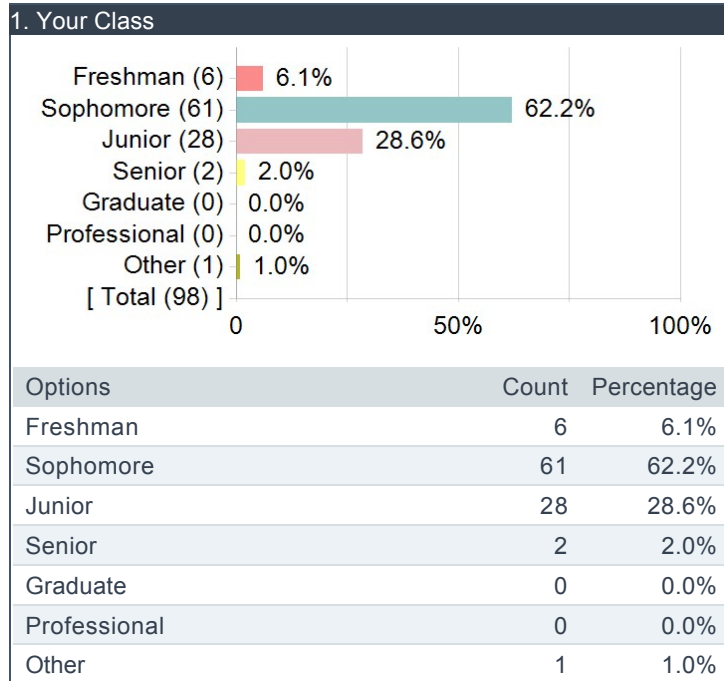
Teaching Assistant	Course
Kristina Manyшева	ECON_311-0_20: Macroeconomics

DEMOGRAPHICS

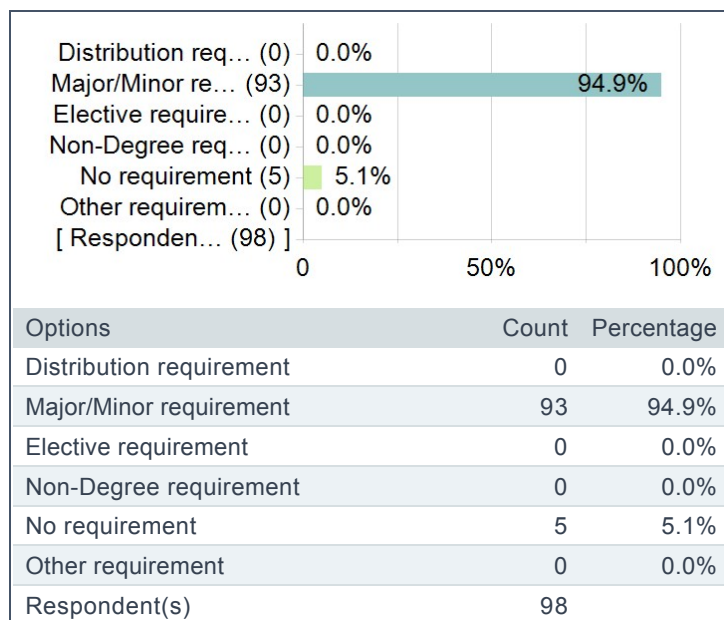
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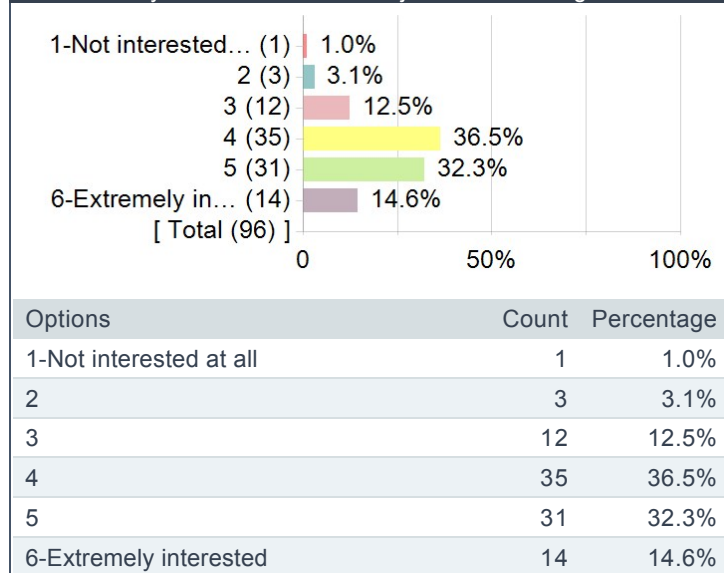


## What is your reason for taking the course? (mark all that apply)



## What was your interest in this subject before taking the course?

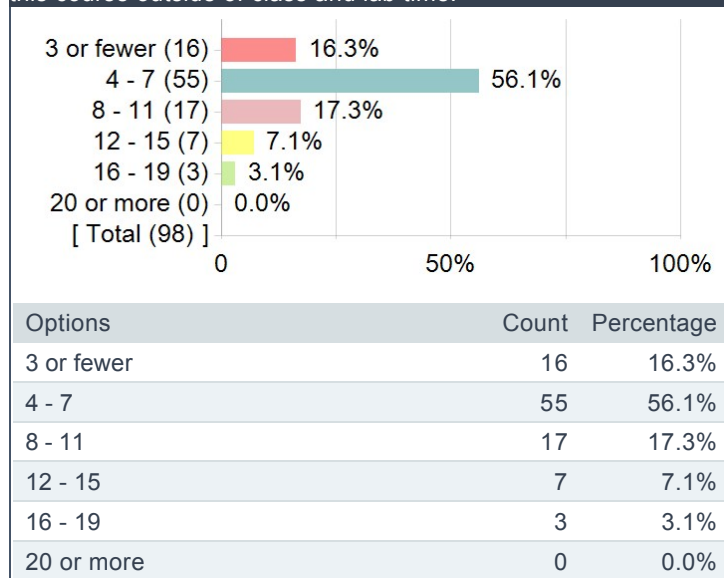
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

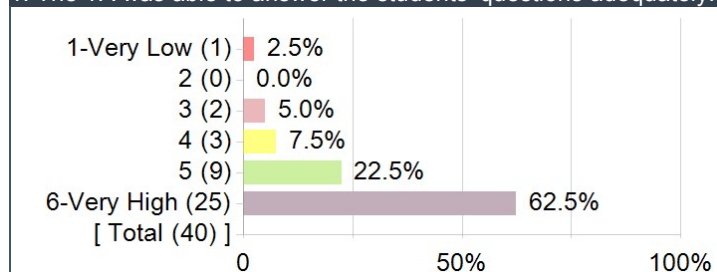
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

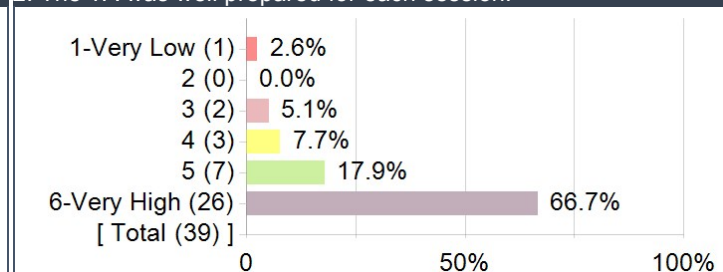
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



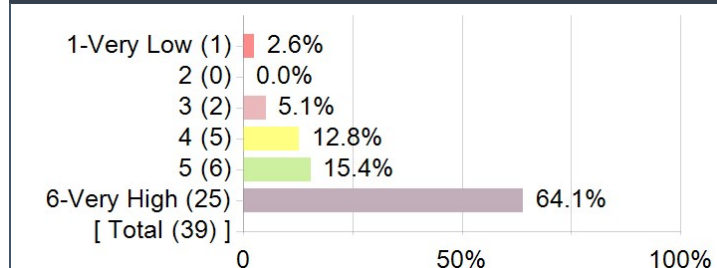
Options	Score	Count	Percentage
1-Very Low	1	1	2.5%
2	2	0	0.0%
3	3	2	5.0%
4	4	3	7.5%
5	5	9	22.5%
6-Very High	6	25	62.5%
Statistics			Value
Response Count			40
Mean			5.35
Median			6.00
Standard Deviation			1.10

2. The TA was well prepared for each session.



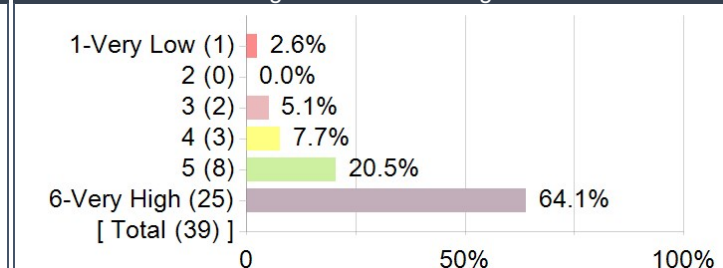
Options	Score	Count	Percentage
1-Very Low	1	1	2.6%
2	2	0	0.0%
3	3	2	5.1%
4	4	3	7.7%
5	5	7	17.9%
6-Very High	6	26	66.7%
Statistics			Value
Response Count			39
Mean			5.38
Median			6.00
Standard Deviation			1.11

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	1	2.6%
2	2	0	0.0%
3	3	2	5.1%
4	4	5	12.8%
5	5	6	15.4%
6-Very High	6	25	64.1%
Statistics			Value
Response Count			39
Mean			5.31
Median			6.00
Standard Deviation			1.15

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	1	2.6%
2	2	0	0.0%
3	3	2	5.1%
4	4	3	7.7%
5	5	8	20.5%
6-Very High	6	25	64.1%
Statistics			Value
Response Count			39
Mean			5.36
Median			6.00
Standard Deviation			1.11

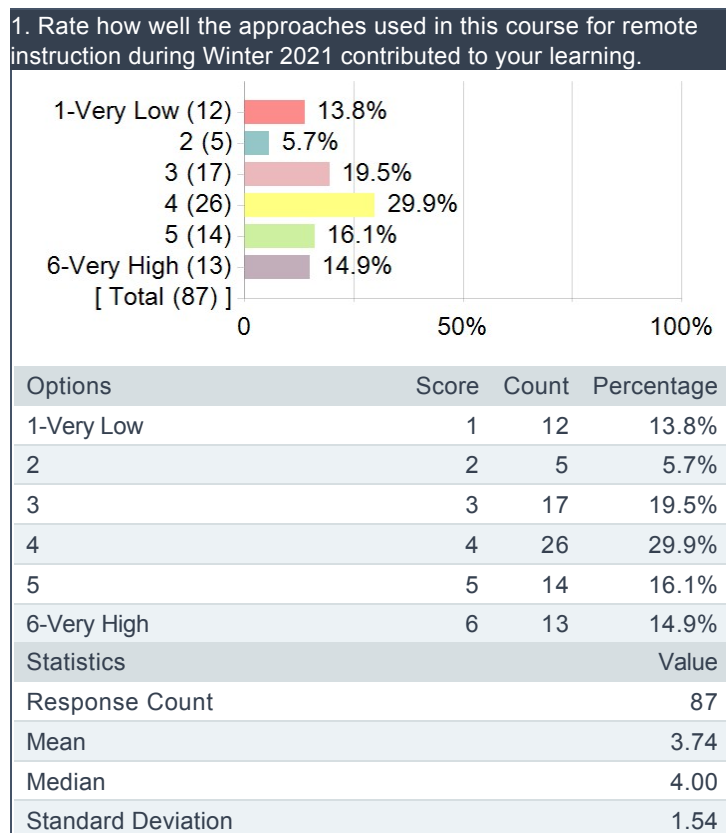
## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
made content understandable
very rude
Explained things well, helpful in office hours
Accessible good at wxplaining
Kristina was a great help during office hours and helped explain concepts I was confused about.
Kristina was super helpful whenever I went to her office hours, and I feel like she was very on top of everything all the time.
I do not know this person.
Gives really clear explanations!
She communicated clearly and explained problems well.
n/a
Bad in communication
Absolutely fantastic!

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Winter 2021 contributed to your learning.



**Which aspects of the remote instruction helped contribute to your success in this course? Please explain.**

Comments
ability to watch lectures over before exams
Variety of teaching methods
lectures and problem sets instead of quizzes
pretty well organized
I liked the TA discussion sections and MyLab. Also liked that the lectures were broken into shorter videos.
TA lectures and posted outside readings
Professor Gordon was a great lecturer and provided resources and notes to go along with pre-recorded lectures.
The mylab homeworks, long as they are, are actually pretty helpful. Do all of the problems, and then FRQ questions will become much much easier.
I liked the asynchronous lectures, accessible office hours, and supplementary assignments (problem sets and MyLabs).
Not really anything. Everything was worse because it was online. I guess it was nice to not have to buy his compilation of articles he copy and pastes from the internet and does absolutely nothing else except pockets the money.
Using Panopto instead of just uploading videos was nice.
Recorded lectures were hard to hear with bad volume. Synchronous class would have been better given the professors teaching style too I think.
The mylab was helpful but would be closed before exams so it couldn't be used for review.
I honestly liked the asynchronous lectures, and I liked the extra TA section videos. I thought that system worked well.
Teaching staff was accessible throughout.
nothing
it was asynchronous
Teaching assistant discussion sections helped with homework and understanding concepts from lectures.
The problem sets, that that's about it
presentations were great
NA
Canvas was always very organized and I appreciated the announcements that would be made every week.
The videos were well organised.
I liked that it was asynchronous so that I could take it at a more convenient time for me. I also really appreciated the discussion section only being used for office hours.
The prerecorded TA sections were awesome.
The TA lectures on how to complete problem sets were helpful
Readings were interesting.
Remote learning was useful in so far as I could watch lectures at a time of my convenience. Other than that remote learning had a neutral or negative effect on my learning.
great lectures
The lectures were always posted at the same time and broken down, so I always knew what to expect.
recorded lectures were so nice to go back and review them
I thought the class being asynchronous helped me to learn at my own pace.



### Which aspects of the remote instruction could be improved? Please explain.

Comments
none
Asynchronous classes shouldn't exist
midterms on zoom
Some of the lectures were a little hard to follow partially because of the format and that we couldn't ask questions.
Recorded lectures
I wish lectures were synchronous instead of asynchronous because it would give students more opportunities to ask questions.
I'm not a fan of asynchronous lectures.
Please improve the TA sections for the love of god.
Make it synchronous if it's listed on CAESAR as synchronous.
I felt that a lot of information was crammed into this course, as we tried to fit almost 12 chapters into a quarter. I often felt overwhelmed with all the information that we were learning, and think that in the future, maybe there could be less chapters of material to cover.
Synchronous lectures or better recordings.
Lectures, slides and keeping mylab opened.
—
more transparency. Found out about test instructions an hour before the test.
more in person
N/A
Don't give us tons and tons of lectures we signed up for 2–80 minute classes a week that's what we get
professor's mic would randomly become muffled for 5–10 second periods, during which it was hard to tell what he was saying
All of it... starting with synchronous lecture
I liked how the remote lectures were broken up into different sections, but I kind of wish the class was synchronous as I feel like I learn better with that format.
The microphone used to cut out a lot.
I would make the lectures for each chapter slightly shorter. I would also definitely have Professor Gordon help with the multiple-choice questions, they felt very challenging.
N/a
The recorded lectures are very long and very easy to lose focus. There always seemed to be incoherency between the lectures and the textbook. I didn't feel like the lectures helped me learn the material better than the textbook. I felt really alone while learning in this class online.
Include discussion sections!
n/a
I wished there was still a live discussion section rather than just a recording. The live component I think would have helped, but overall the recorded lectures were still helpful.
make professor more available to students, main communication with TAs also the AUDIO sometimes would go kinda low on the lectures
Definitely wish there was opportunities to meet my classmates and work through the material together
I wish there were more opportunities to practice because I thought I would've been more prepared if there was.

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## Report Comments

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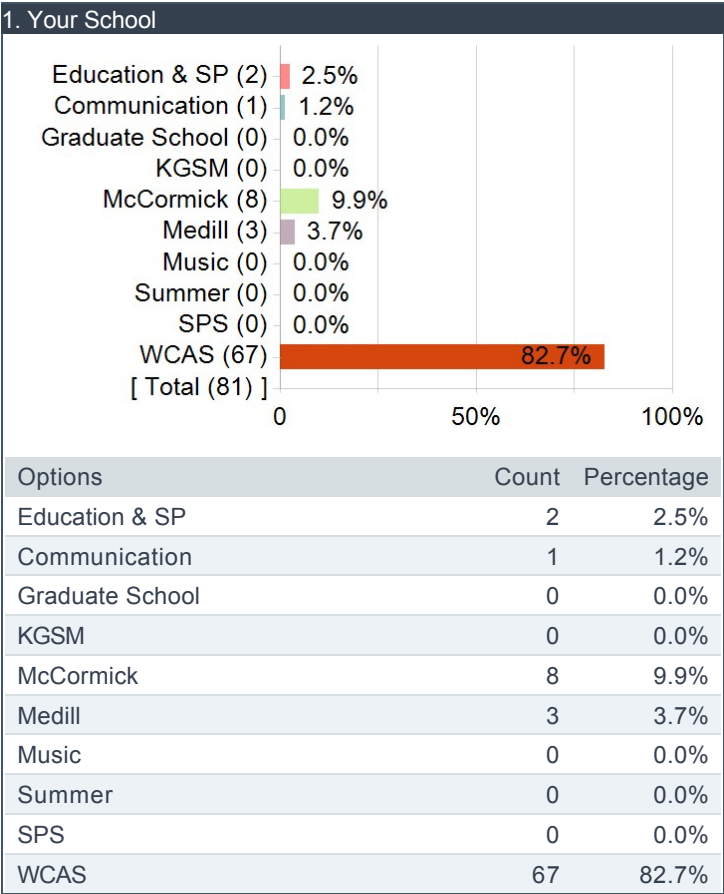
Northwestern University

Course Evaluations

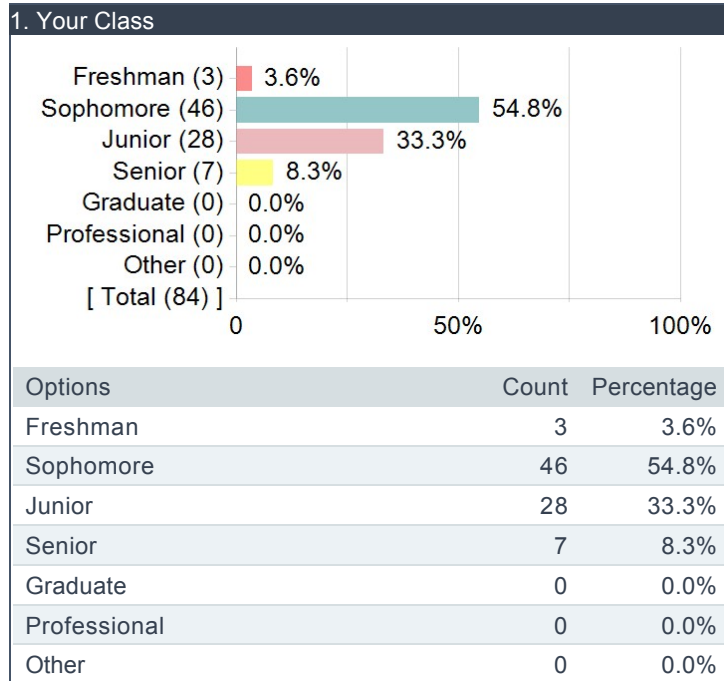
Teaching Assistant	Course
Kristina Manyшева	ECON_311-0_20: Macroeconomics

DEMOGRAPHICS

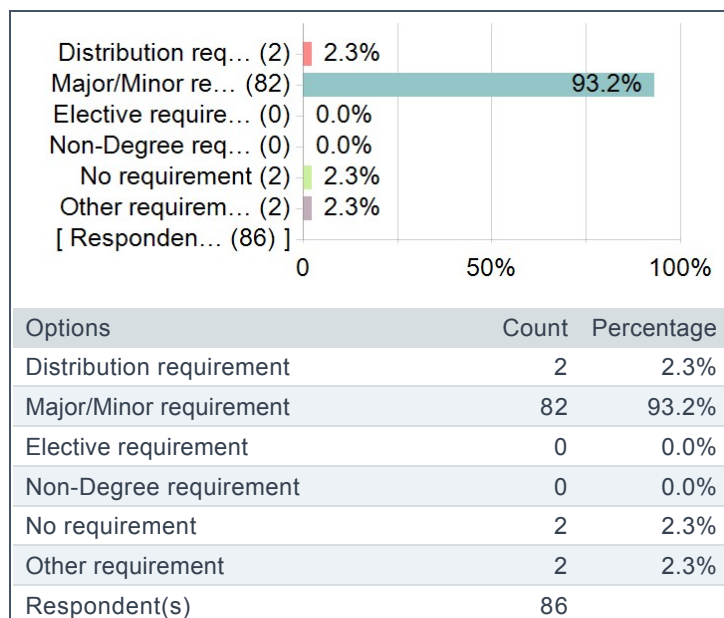
Your School



## Your Class

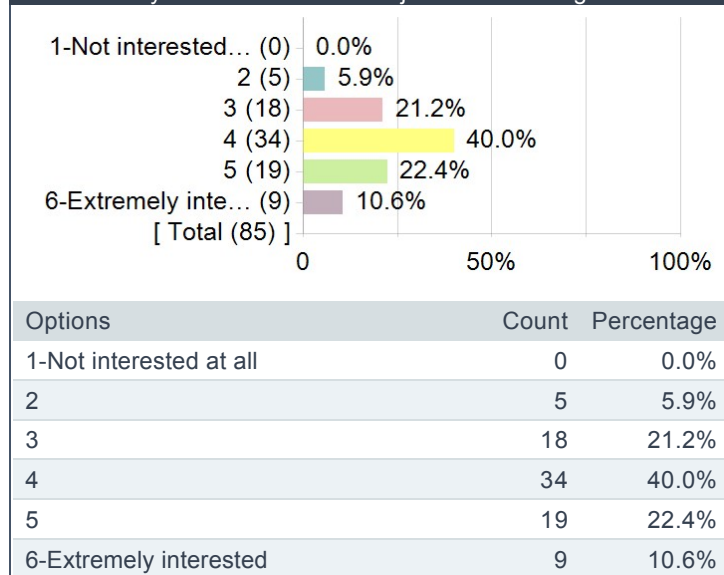


## What is your reason for taking the course? (mark all that apply)



## What was your interest in this subject before taking the course?

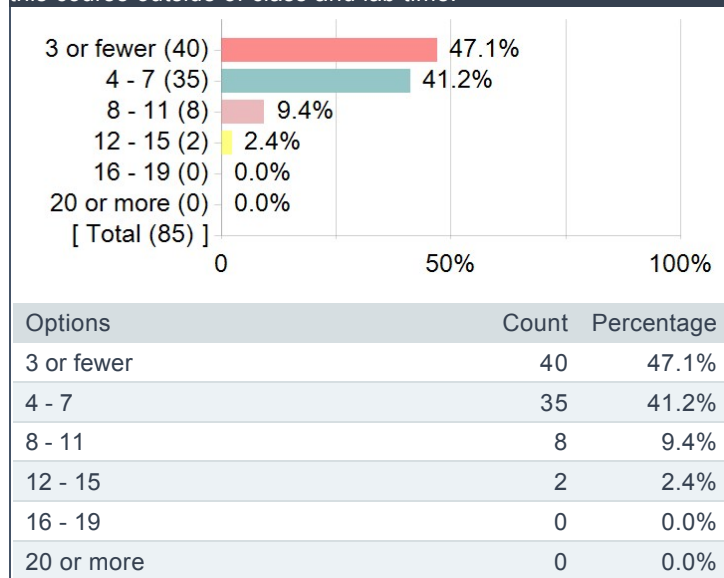
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

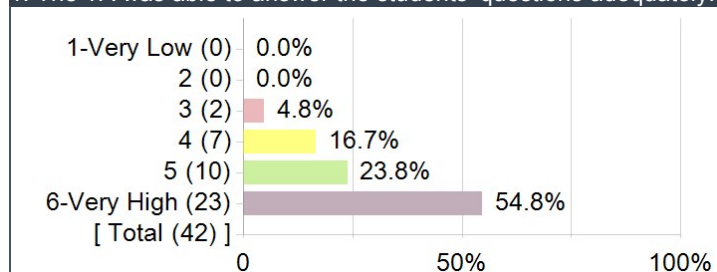
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

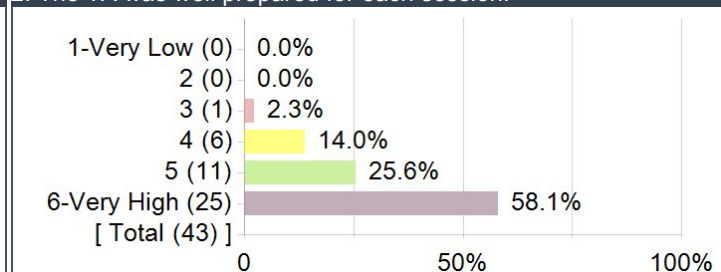
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



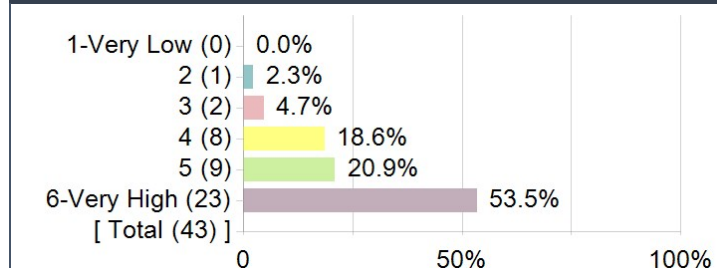
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	4.8%
4	4	7	16.7%
5	5	10	23.8%
6-Very High	6	23	54.8%
Statistics			Value
Response Count			42
Mean			5.29
Median			6.00
Standard Deviation			0.92

2. The TA was well prepared for each session.



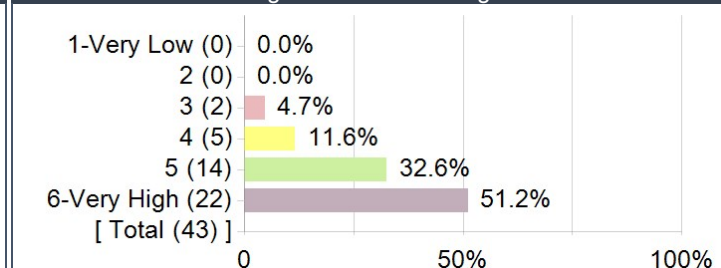
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	2.3%
4	4	6	14.0%
5	5	11	25.6%
6-Very High	6	25	58.1%
Statistics			Value
Response Count			43
Mean			5.40
Median			6.00
Standard Deviation			0.82

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.3%
3	3	2	4.7%
4	4	8	18.6%
5	5	9	20.9%
6-Very High	6	23	53.5%
Statistics			Value
Response Count			43
Mean			5.19
Median			6.00
Standard Deviation			1.05

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	4.7%
4	4	5	11.6%
5	5	14	32.6%
6-Very High	6	22	51.2%
Statistics			Value
Response Count			43
Mean			5.30
Median			6.00
Standard Deviation			0.86

## OPEN-ENDED QUESTIONS

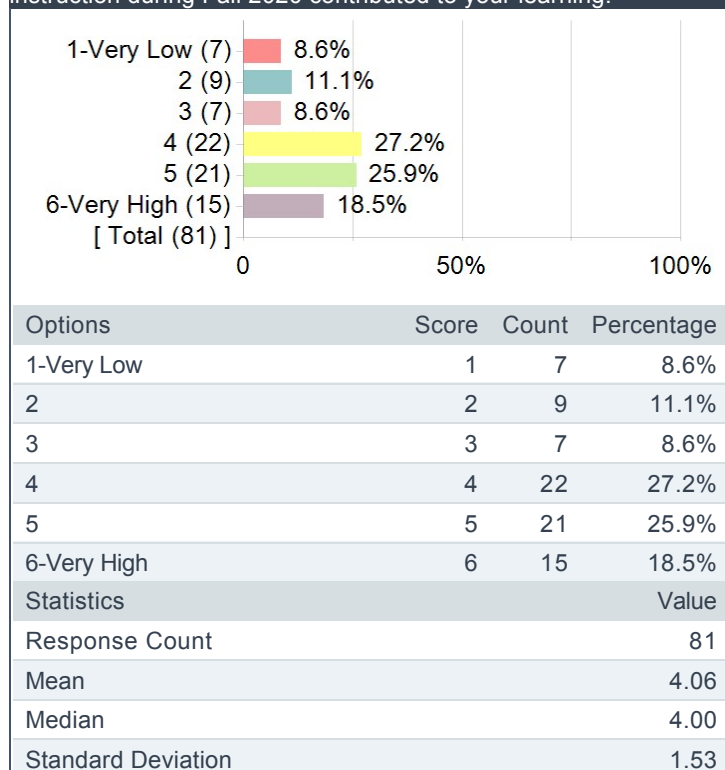
What are the primary strengths and weaknesses of the teaching assistant?

Comments
Kristina was skilled at the material, but none of the TA's were consistent with each other or the professor about the last unit, which was a big part of the final.
I really liked her teaching style. She is a very approachable person and is super kind and smart. Whenever I'm confused she's the person I go to. I would say sometimes her mind wanders but it also refocuses
It was hard to follow her problem solving method sometimes, especially the last TA session that Kristina led. I had to rewatch the session many times and infer logical steps. I also think that she may have made a couple mistakes when labeling her solutions to the session problem set.
Good instructor.
I especially liked Kristina's videos
She's good.
TA sessions were prerecorded but I went to her office hours once and she was helpful.
Kristina was really patient when answering my queries.
Kristina is so great! She explains things in a very easy and gradual manner and uses examples to help solidify our understanding. She communicates her thought processes slowly and builds an understanding in a way that it is almost impossible not to understand what she is saying. She is also available all the time and responds quickly.
I'm doing this for all TAs. Remote learning is so uncaptivating I'm not sure which TA is mine.
Explanations were a bit confusing, especially for the more complicated material.
Best TA for this class, her sections always had great notes.

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Fall 2020 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Fall 2020 contributed to your learning.



**Which aspects of the remote instruction helped contribute to your success in this course? Please explain.**

Comments
Pausing to ask if students had questions and giving us a 5 minute break so we weren't staring at our screens and zoning out.
The fact that the zoom lectures were recorded was nice
I really liked the synchronous meetings and the recorded versions. The professor also made sure to add the annotated slides on canvas which was really useful
He lectured over zoom. It was fine.
Having the lectures recorded and available for rewatching so that I could rewatch sections on concepts that I had difficulty understanding the first time around.
The recorded TA sessions helped expand my knowledge on the concepts.
Professor Primiceri is a great professor and provided the necessary resources to succeed in the class.
The TA sessions were the most helpful.
watching asynchronous lectures were allowed, zoom exams worked well
The Zoom recorded TA sessions were great for understanding how to solve the problems.
I really liked how I could go back to the previous recorded lectures and watch them again when I was not understanding a particular topic.
Flexible schedule
I can review the lectures
Office hours.
Sync. lectures are the next best alternative given the remote constraint.
recordings and posted slides help.
We were given a break of 5 minutes halfway through each lecture. This really helped us keep focused throughout and avoid fatigue by the end of the 80-minute lecture period.
I appreciated that the professor wrote on the slides instead of just going through them.
Recorded lectures
Lectures were helpful
Recordings of the lecture are helpful for reviewing materials.
I missed lots of OH opportunities because of remote learning.
recordings are helpful
N/A
The TA sessions and office hours were very helpful in clearing up doubts and misconceptions
The recording
The lecture slides and sharing screen to write notes was useful and made it easy to follow.
Asynchronous TA sessions
I was able to interact with Professor Primiceri during class just as if we were in person.
I don't think this class changed due to remote instruction because large economics classes are just being talked at for 1.5 hours with a projector when we're in person too. The only issue I had was that some lectures were not recorded in full (2 lectures where the professor forgot to record 15–30 minutes of content). I did asynchronous because of time zones and while annotated lecture slides were available, this was a bit annoying.
I think the fact that classes were recorded helped me a lot because I could go back and rewatch lectures on topics I didn't understand.
None
It was nice that Primiceri annotated his slides as he spoke so we could see a visual representation of what he was talking about. TAs were accessible and helpful in explaining how to work through problems.
Ability to watch lectures on 2x speed
None. Remote courses are garbage, especially large lectures like these. If Northwestern University wasn't attached to it I would save \$20,000 a quarter and do coursera.
The recordings of the lectures were helpful for students overseas to catch up on material at the time they are fully capable of



Comments
learning.
Plenty of office hours and professor was quick to respond to emails/concerns.
Prerecorded discussions
The discussion recordings were very helpful.
Recorded lectures
Slow pace, breaks during class, crowd mark exams.
Lecture recordings!
Having all materials uploaded and having sessions recorded was very useful.
recorded lectures

### Which aspects of the remote instruction could be improved? Please explain.

Comments
N/A
Everything else except for the fact that the crowdmark submissions were within 10 minutes for 2 point bonus instead of my Econ 281 class's 5 minutes or lose half your points system.
None.
Having the midterms and finals synchronously at 2 or 3 am is not enjoyable, but I could totally understand the point of it.
N/A
The conceptual parts and intuition of certain graph shifts could be explained better.
Professor Primiceri did a great job with remote learning I wouldn't change anything
The lectures need to more directly relate to the kinds of problems we were asked on the test.
All lectures were supposed to be recorded and posted to canvas but he would frequently forget to record parts of the class. Consequently there was no recording for part or all of some classes.
The professor lost a few recordings, which was hard since I had to take the course asynchronously.
There was no flexibility or support offered to international students, except for providing recordings of lectures.
I was in a very bad timezone so I had to take the final exam at 5am which was horrible.
n/a
Incorporate a bit more participation/interaction into the class
Ehhh, I wouldn't really say that much could be improved. Remote learning is just hard regardless of the way it is presented. If you want students to have an easier time learning, then make the material/exams easier.
N/A
The exam time should have some accommodation for students in different time zone. It's not their fault to be in different time zone and it's unfair for them to take exams at 3am.
For Chinese international students, we had to take midterms and finals around 2 am in the morning.
Remote Exams are conducted in an extremely intrusive fashion. The camera on at all times pointing face and hands. What a disgrace to learning and violation of dignity. I trust a better way exists to assess the learnings of the students.
Classes were long and tedious to sit through, particularly when there was no effort made to encourage students to engage with the material (e.g. breakout rooms, clicker questions).
Professor didn't accommodate for international students.
None
More OH hours for different time zone
sometimes the recordings have missing parts
Being more interactive instead of straight 80 minute lectures and live TA sessions.
More practices could've been given to us so that we could better prepare for the examinations
Could have been more interactive.
Test format
I understand that not recording some material was a mistake, but I would have appreciated it if the professor/TAs had uploaded shorter videos actually explaining the parts that were skipped. Even if they were not full fledged classes, just a run through of what

Comments
annotations on the slides meant would have been helpful.
I'm not sure what can be improved, but I found it really difficult to stay engaged in class sometimes. I think it may just be a result of online learning, but maybe there is a way for this class to be a bit more interactive.
None
Posting the TA sections before midnight on Sunday... my assigned TA section was at 9 AM Monday so I had to stay up late to do the section and go to section early.
None. Remote courses are garbage, especially large lectures like these. If Northwestern University wasn't attached to it I would save \$20,000 a quarter and do coursera.
The sound quality in lecture recordings sometimes hindered the lecture quality. These are technical issues but I wished I could hear the professor more clearly.
Exams were scheduled at set times which was very difficult for international students. Also group work is hard to do remotely. Lastly the fact that the exam was open book because it was remote made it a lot harder
I thought this course handled remote learning very well.
Alternate timeslots for international students. It really is quite painful to take exams in the middle of the night, and things aren't as simple as "if you don't want to do this, take the class in another quarter" because 1) we as students have considerations on our degree progress and 2) we have no idea how long the pandemic is going to go on.
I know this has been a sudden shift for professors, but please, please try to find a better way to prevent cheating than shortening exam time while simultaneously making the exam harder. As someone that tends to take a bit longer on tests, I feel my learning was improperly assessed in this class because of this measure.
It would be nice to still have TA sections be live—the sessions would be recorded just the same, and I personally prefer being able to block out time in my schedule to attend these sessions. However, I understand the complexity of the situation and that students and instructors alike are dealing with a lot.
n/a

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## Report Comments

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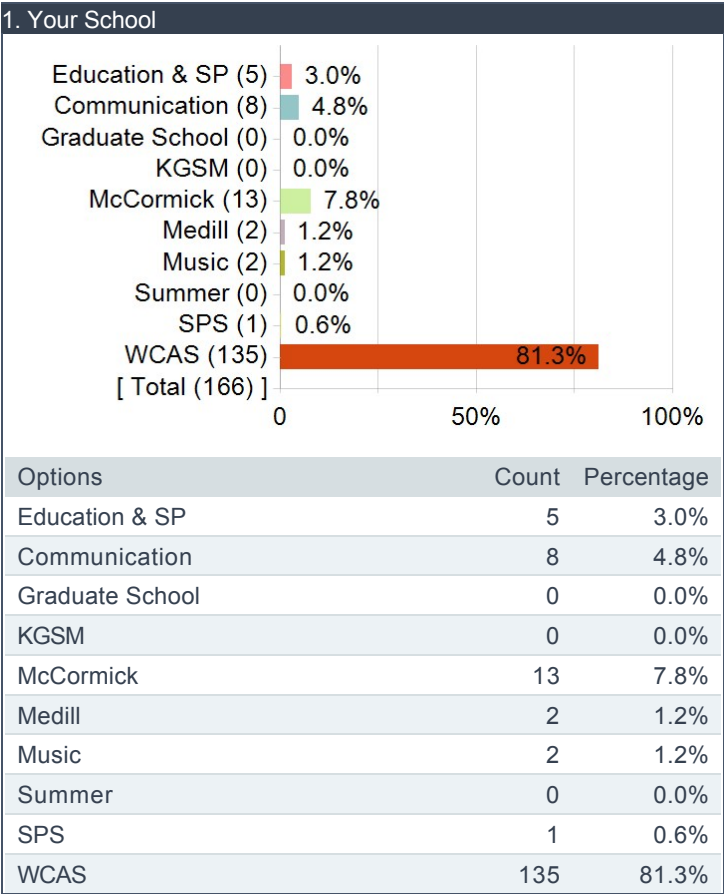
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Course Evaluations

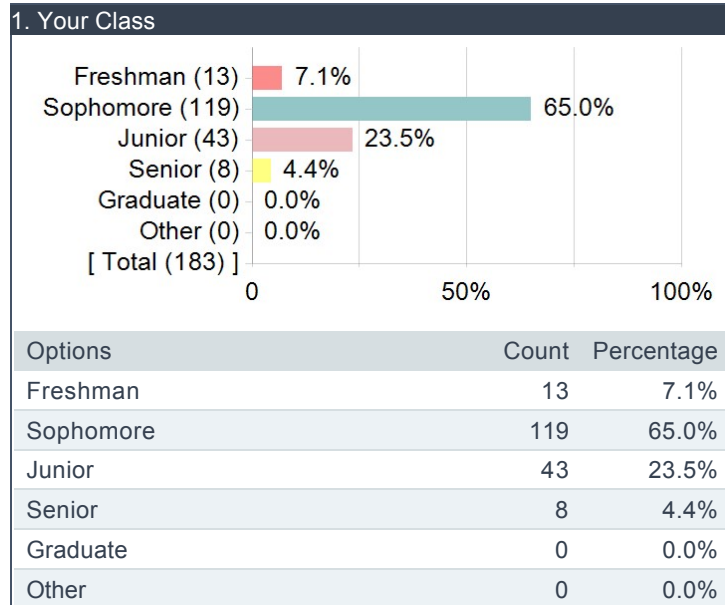
Teaching Assistant	Course
Kristina Manyшева	ECON_311-0_20: Macroeconomics

DEMOGRAPHICS

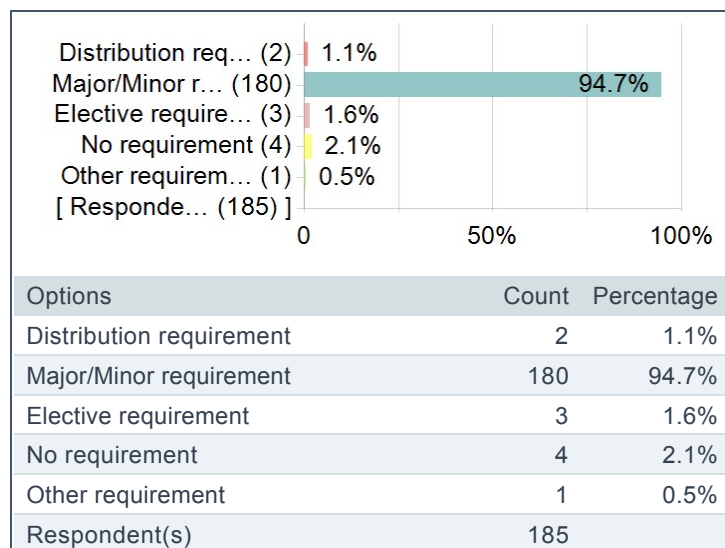
Your School



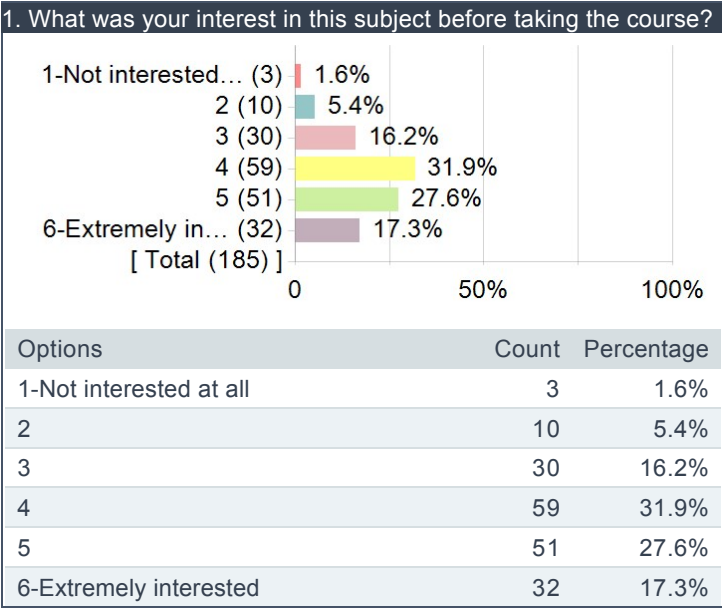
## Your Class



## What is your reason for taking the course? (mark all that apply)

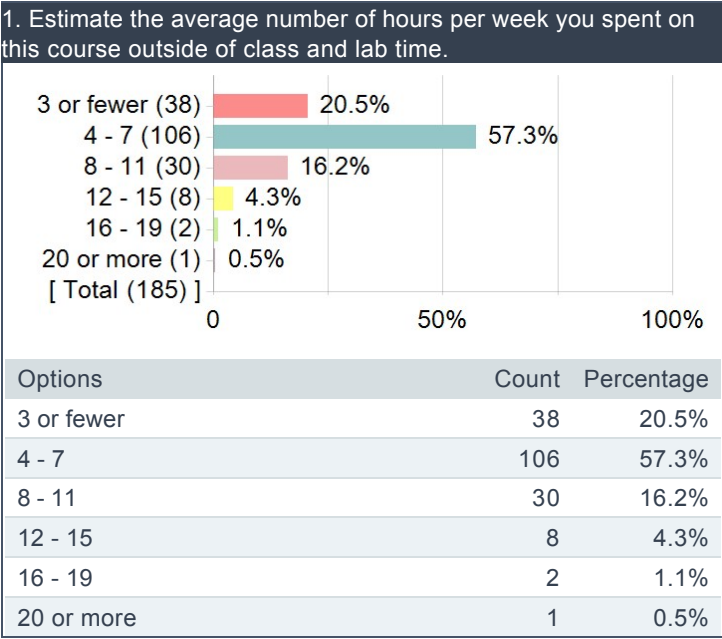


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

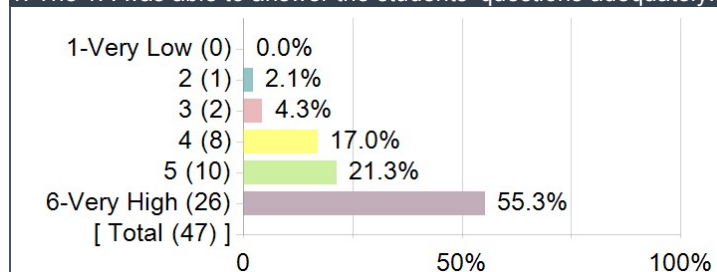
Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

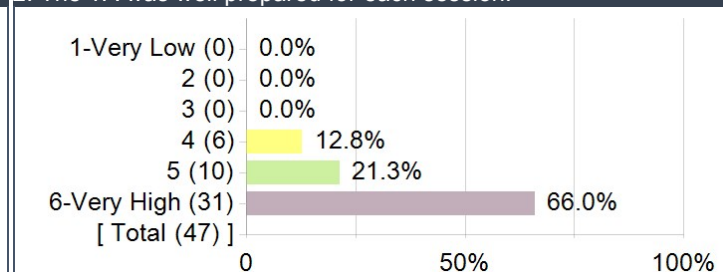
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



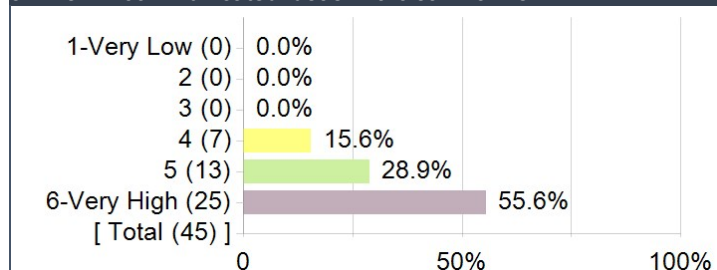
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.1%
3	3	2	4.3%
4	4	8	17.0%
5	5	10	21.3%
6-Very High	6	26	55.3%
Statistics			Value
Response Count			47
Mean			5.23
Median			6.00
Standard Deviation			1.03

2. The TA was well prepared for each session.



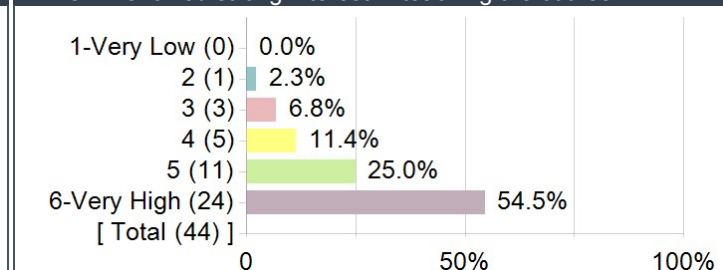
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	6	12.8%
5	5	10	21.3%
6-Very High	6	31	66.0%
Statistics			Value
Response Count			47
Mean			5.53
Median			6.00
Standard Deviation			0.72

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	7	15.6%
5	5	13	28.9%
6-Very High	6	25	55.6%
Statistics			Value
Response Count			45
Mean			5.40
Median			6.00
Standard Deviation			0.75

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.3%
3	3	3	6.8%
4	4	5	11.4%
5	5	11	25.0%
6-Very High	6	24	54.5%
Statistics			Value
Response Count			44
Mean			5.23
Median			6.00
Standard Deviation			1.05

## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
discussions were rushed but she explained all concepts
Very helpful TA, I learned more from her than from Gordon.
Did not work with this TA
Kristina came to sections prepared and was able to answer our questions. We would cover everything that was needed to be covered. However, she would go a little over time, which led to sections going over time, making us get out later. She should try to get through things a little bit more efficiently.
Communicated the concepts well enough, but when asked with a more specific question, did not really answer it fully/clearly
I would have preferred her as our professor.
she explains the materials REALLY well and is approachable
Kristina was very nice and understanding, but sometimes was hard to follow in TA section. Sometimes she breezed through things that students did not really understand, while going unnecessarily in-depth for some material.
Nothing. She was awesome.
Kristina was fantastic. Without her, there was no ECON 311 course. She definitely has a talent for teaching in a way the actual professor does not. I think most students would agree that Kristina would have taught this course better.
Kristina was amazing! Actually excellent communicator and really seemed to care about our success. hoping her the best in her PhD.
Ofentimes went very behind schedule and ended classes late, which was very frustrating
Clear teaching, tells us what we need to know. Great TA
Kristina was great and communicated important material for the class very comprehensively while maintaining adequate time for the quiz in half of the sections.
Kristina is a good TA, but the sections ALWAYS ran long!
The TA was really helpful in her sections.
Explains clearly, sometimes the answers to questions are not adequate.
Kristina was fantastic; she made the material very easy to understand and answered questions in a very clear way.
Kristina did an overall good job as our TA. She didn't answer questions from students that great but she was at least able to thoroughly convey information to us unlike our professor.
A very good TA, who was always able to answer questions and communicated the material in a clear way. She accomplished everything I was looking for in a TA.
Went over quiz concepts and answered questions clearly. Session would go over 10 minutes every week
she was dope!
Very helpful and explained things very well!
Kristina was amazing!!!!
Very good understanding of the material. Very good at explaining the parts of the material in depth.



## Individual Report for Kristina Manyшева ( ECON\_281-0\_20: Intro to Applied Econometrics)

### Course and Teacher Evaluations CTEC Spring 2018

Project Audience 152

Responses Received 114

Response Ratio 75.0%

#### Report Comments

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**Creation Date** Fri, Jul 13, 2018

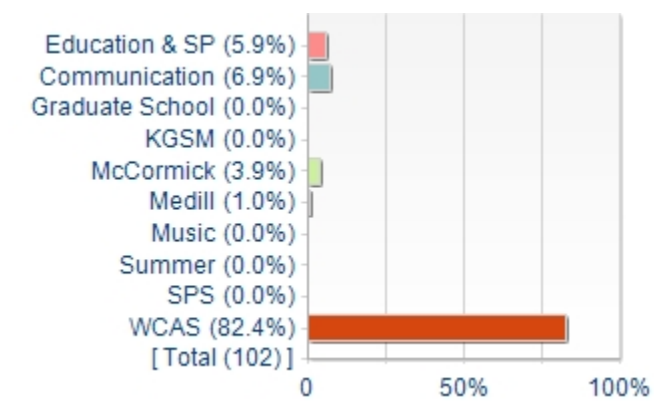
Northwestern University

Course Evaluations

Instructor	Course
Kristina Manyшева	ECON_281-0_20: Intro to Applied Econometrics

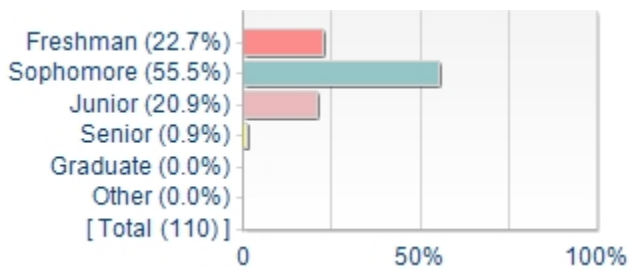
DEMOGRAPHICS

Your School



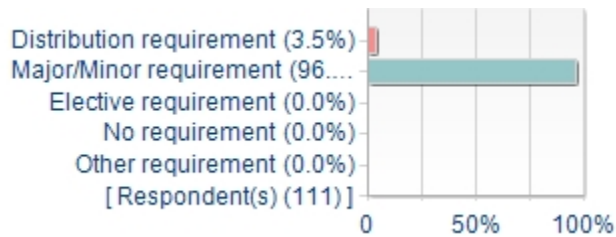
Options	Count	Percentage
Education & SP	6	5.9%
Communication	7	6.9%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	4	3.9%
Medill	1	1.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	84	82.4%

## Your Class



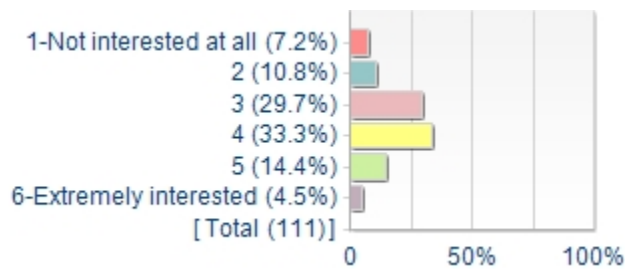
Options	Count	Percentage
Freshman	25	22.7%
Sophomore	61	55.5%
Junior	23	20.9%
Senior	1	0.9%
Graduate	0	0.0%
Other	0	0.0%

## What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	4	3.5%
Major/Minor requirement	110	96.5%
Elective requirement	0	0.0%
No requirement	0	0.0%
Other requirement	0	0.0%
<b>Respondent(s)</b>	<b>111</b>	

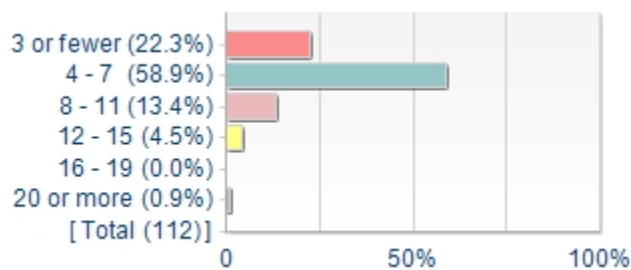
## What was your interest in this subject before taking the course?



Options	Count	Percentage
1-Not interested at all	8	7.2%
2	12	10.8%
3	33	29.7%
4	37	33.3%
5	16	14.4%
6-Extremely interested	5	4.5%

## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

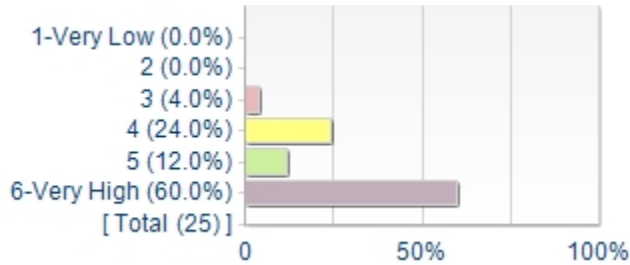


Options	Count	Percentage
3 or fewer	25	22.3%
4 - 7	66	58.9%
8 - 11	15	13.4%
12 - 15	5	4.5%
16 - 19	0	0.0%
20 or more	1	0.9%

## TA QUESTIONS

Please rate the TA on the following criteria:

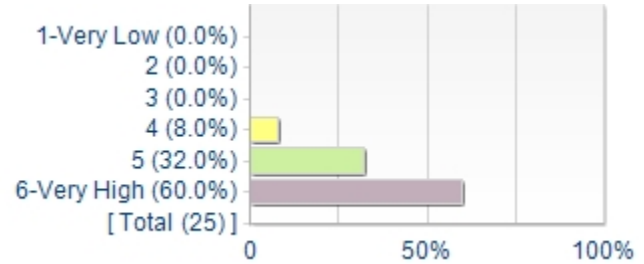
1. The TA was able to answer the students' questions adequately.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	4.0%
4	4	6	24.0%
5	5	3	12.0%
6-Very High	6	15	60.0%

Statistics	Value
Response Count	25
Mean	5.28
Median	6.00
Standard Deviation	0.98

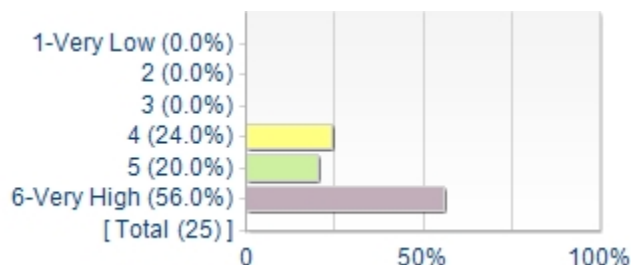
2. The TA was well prepared for each session.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	2	8.0%
5	5	8	32.0%
6-Very High	6	15	60.0%

Statistics	Value
Response Count	25
Mean	5.52
Median	6.00
Standard Deviation	0.65

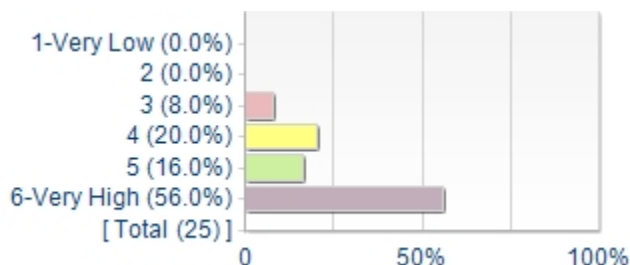
3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	6	24.0%
5	5	5	20.0%
6-Very High	6	14	56.0%

Statistics	Value
Response Count	25
Mean	5.32
Median	6.00
Standard Deviation	0.85

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	8.0%
4	4	5	20.0%
5	5	4	16.0%
6-Very High	6	14	56.0%

Statistics	Value
Response Count	25
Mean	5.20
Median	6.00
Standard Deviation	1.04

## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Kristina was a great TA!
Kristina is the best Econ TA I've ever had! Really smart and really cares about teaching/her students' learning. No weaknesses I can think of at all.
Kristina is great. She was organized and went through each problem slowly, making sure we all understood the material.
Kristina's discussion sections were always exceedingly straightforward. Her explanations were clear and helpful, and successful in enabling us to complete problem sets.
Great teacher and able to use discussion time effectively. Was available outside of class.
The best!~!!!
She did a good job working through the section problems. However, and this isn't her fault, I would have preferred that the answers to section problems were posted online, as that was the only reason to go to section, which made it feel very forced to be necessary.
She explained the concepts very well and very clearly. It was easy to follow what she was saying. She also gave us extra advice on the content which wasn't covered in class and that made the course material much easier to understand.

## Individual Report for Kristina Manyшева ( ECON\_308-0\_20: Money and Banking)

### Course and Teacher Evaluations CTEC Fall 2018

Project Audience 37

Responses Received 28

Response Ratio 75.7%

#### Report Comments

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**Creation Date** Wed, Dec 19, 2018

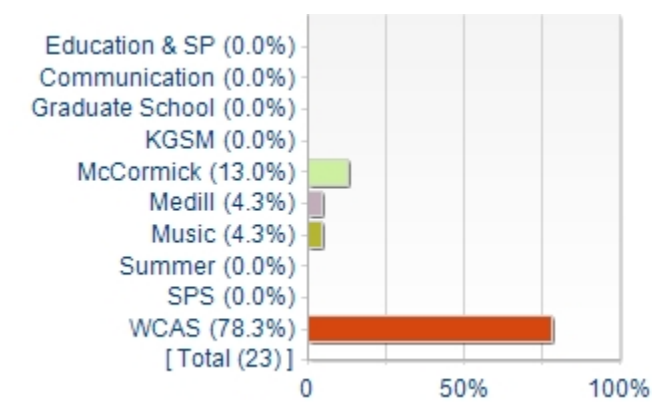
Northwestern University

Course Evaluations

Teaching Assistant	Course
Kristina Manyшева	ECON_308-0_20: Money and Banking

DEMOGRAPHICS

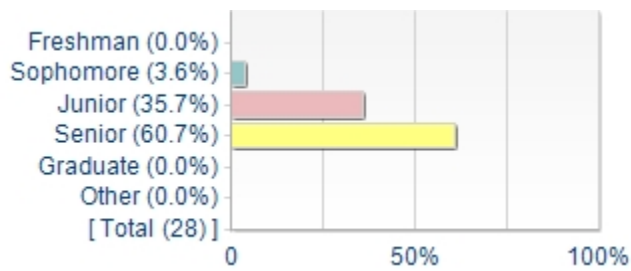
Your School



Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	3	13.0%
Medill	1	4.3%
Music	1	4.3%
Summer	0	0.0%
SPS	0	0.0%
WCAS	18	78.3%

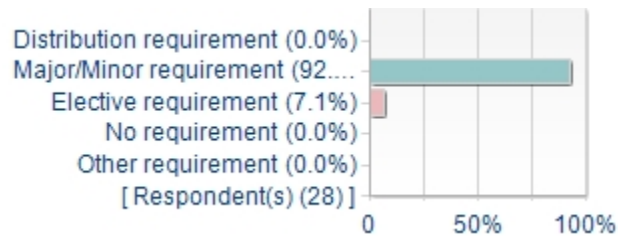


## Your Class



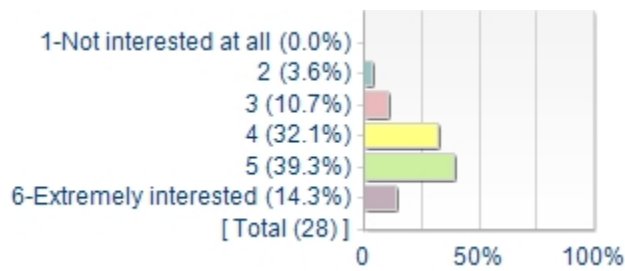
Options	Count	Percentage
Freshman	0	0.0%
Sophomore	1	3.6%
Junior	10	35.7%
Senior	17	60.7%
Graduate	0	0.0%
Other	0	0.0%

## What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	0	0.0%
Major/Minor requirement	26	92.9%
Elective requirement	2	7.1%
No requirement	0	0.0%
Other requirement	0	0.0%
<b>Respondent(s)</b>	<b>28</b>	

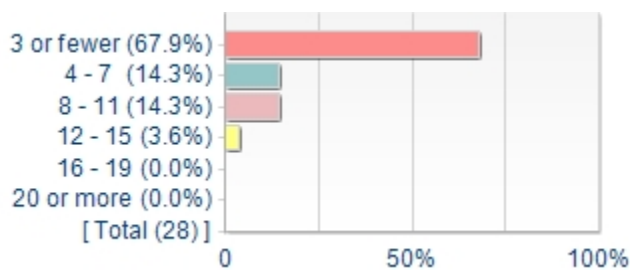
## What was your interest in this subject before taking the course?



Options	Count	Percentage
1-Not interested at all	0	0.0%
2	1	3.6%
3	3	10.7%
4	9	32.1%
5	11	39.3%
6-Extremely interested	4	14.3%

## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

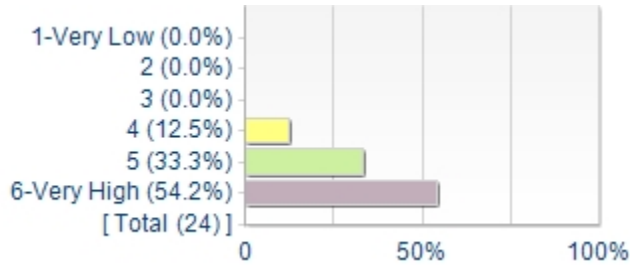


Options	Count	Percentage
3 or fewer	19	67.9%
4 - 7	4	14.3%
8 - 11	4	14.3%
12 - 15	1	3.6%
16 - 19	0	0.0%
20 or more	0	0.0%

## TA QUESTIONS

Please rate the TA on the following criteria:

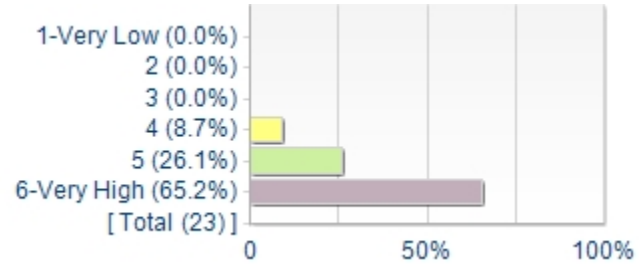
1. The TA was able to answer the students' questions adequately.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	12.5%
5	5	8	33.3%
6-Very High	6	13	54.2%

Statistics	Value
Response Count	24
Mean	5.42
Median	6.00
Standard Deviation	0.72

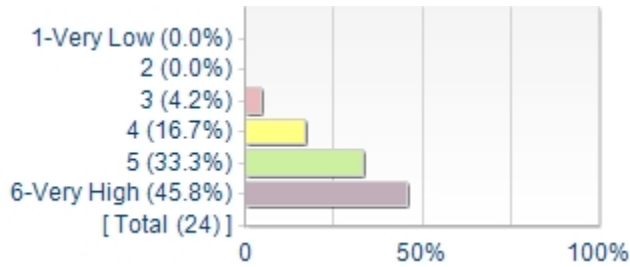
2. The TA was well prepared for each session.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	2	8.7%
5	5	6	26.1%
6-Very High	6	15	65.2%

Statistics	Value
Response Count	23
Mean	5.57
Median	6.00
Standard Deviation	0.66

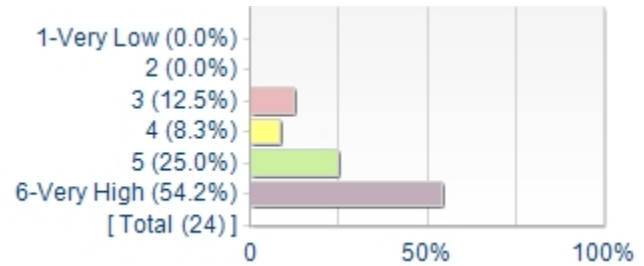
3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	4.2%
4	4	4	16.7%
5	5	8	33.3%
6-Very High	6	11	45.8%

Statistics	Value
Response Count	24
Mean	5.21
Median	5.00
Standard Deviation	0.88

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	3	12.5%
4	4	2	8.3%
5	5	6	25.0%
6-Very High	6	13	54.2%

Statistics	Value
Response Count	24
Mean	5.21
Median	6.00
Standard Deviation	1.06

## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
none
I feel like she sometimes moved through the material painfully slow during TA section.
Kristina was always organized, she went through the practice problems at the perfect pace and she was always open to answering questions.
She did an excellent job. One small thing that would be helpful is it was really difficult to see her handwriting on the black board during section. If she wrote on a projector or used slides, that would make it easier to see and understand more quickly.
Review sessions were helpful.
Great instruction. Explained the concepts in an applicable and way more understanding way.
Always willing to help!