

Teaching Portfolio

Pablo Cuellar

pcuel@bu.edu

www.pablocuellar.com

March 2023

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1 Teaching Statement

Teaching is a big responsibility and a huge opportunity to make a difference in students' enjoyment of thinking, reasoning, and developing critical thinking skills. As an instructor, I encourage students to become passionate about different topics and provide valuable methodologies and tools for their future, independent of their chosen path.

My teaching experience started during my undergraduate studies in Chile. I was a teaching assistant several times at Universidad de Chile while doing my undergrad and master's studies and at Boston University during my doctoral studies. I have been an instructor in three opportunities. I taught Economic Analysis of Legal Issues at Boston University and Introduction to Microeconomics and Managerial Economics at Utah State University. I have also mentored three undergrad students, in their research assistants role, in the last year at Utah State University.

My teaching objective is to provide students with the necessary tools and training to develop critical thinking. I believe the learning process is more effective through problem-solving and discovery learning. To do so, I rely on the discussion of cases and real-life examples as an opportunity to make connections between the class topics and real-world scenarios.

My teaching experience has deepened my understanding of equity, inclusion, and belonging. I aim to foster and support diversity, and to make every student feel comfortable, included, and in a safe environment where their differences do not impede the learning process. I have taught students of different backgrounds, gender expressions, cultures, religions, and learning abilities, and I ensure that everyone is included in the learning process. Each student's background affects their learning process, and it is fundamental to incorporate that into the preparation of the class. I make accommodations and emphasize in the classroom and during office hours that each person can participate in how they feel most comfortable and how they learn best. I will continue to ensure that everyone is included in the learning process.

The link between teaching and research is essential. I believe teaching has been an important part of my academic formation. It has not only helped me to sharpen my understanding of different issues, but it has also helped me to express complex ideas in simple terms. I have had the valuable opportunity of mentoring three students in the last year, as they have been my research assistants. I have helped them to get a first approach to do research, which has been a good training form then and for me. I have benefited from insightful discussions with them.

According to my experience, the following three elements are essential to good teaching:

1. **Inclusion and engagement:** One of the most important elements I always consider is the heterogeneity of students. Accommodating the class to meet their needs is fundamental to the learning process; my philosophy has always been that no student should be left behind. Understanding the differences between students when going over the concepts, assignments, and group discussion is essential.
2. **Discussions of cases and real-life scenarios:** A successful learning experience is not just passing material to the students. It has to include discussions among peers and the instructor about relevant concepts and applications of what they are learning. A good discussion must have an objective beyond the specific topic. While teaching, I provide tools for reasoning and analyzing different situations. Each discussion of real-life cases has to have that target as the long-term goal; it is not only the objective of understanding a specific context but also teaching a methodology for approaching complex topics that students might face in the future.
3. **Course preparation and flexibility:** Designing a good class requires a sizeable investment of time before the class starts to prepare the lectures, assignments, discussions, and complementary material. But it also requires identifying what the message is beyond the class. Some students will work in private organizations, others in federal jobs, and others will pursue an academic career. How will the class I teach help them in those heterogenous plans? That requires planning the important concepts I want them to learn and keeping with them in the long run.

Once the class starts, being prepared to be flexible about making changes and adjustments is also critical. In my experience as an instructor, I have had to adjust the time and amount of material spent on some topics because the class pace was different from what I anticipated. Planning what material to add or leave out was essential for making minor modifications without changing the primary goal of the class.

Lastly, my main teaching interests relate to microeconomic theory at the undergraduate and graduate level and its applications, such as managerial economics, information economics, contract theory, etc. I am also interested in teaching other topics, such as experimental economics and law and economics. I am confident that my experience has prepared me for teaching at any level, graduate and undergraduate.

I look forward to continuing to learn and making teaching an essential part of my career.

2 Teaching Experience: Complete List of Courses

2.1 At Utah State University

Instructor

ECN2010 - Introduction to Microeconomics - Spring 2022

ECN3010 - Managerial Economics - Fall 2021

2.2 At Boston University

Instructor

EC337 - Economic Analysis of Legal Issues - Summer 2019

Teaching Fellow - *Weekly discussion sections and regular office hours*

EC101 - Introductory Microeconomic Analysis - Fall 2016 (2 sections)

Teaching Assistant - *Grading of tests and assignments, regular office hours*

EC201 - Intermediate Microeconomic Analysis - Summer 2020

EC332 - Market Structure and Economic Performance - Spring 2017

EC333 - Market Organization and Public Policy - Spring 2017, 2018

EC337 - Economic Analysis of Legal Issues - Fall 2017, Spring 2018

EC571 - Energy and Environmental Economics - Fall 2017

EC572 - Public Control of Business - Fall 2017

2.3 At Universidad de Chile

Teaching Fellow - *Weekly discussion sections*

IN3202 - Microeconomics - Spring 2012

IN5204 - Industrial Organization - Fall 2012 (two sections), Spring 2012

IN701 - Microeconomics I - Fall 2013 (M.S. in Applied Economics)

IN702 - Microeconomics II - Spring 2013 (M.S. in Applied Economics)

IN780 - Advanced Microeconomics - Spring 2012, 2013 (M.S. in Operations Management)

Teaching Assistant - *Grading of tests and assignments*

CI4301- Analysis of transportation systems - Fall 2012

IN3202 - Microeconomics - Fall 2012, Spring 2011

IN4203 - Macroeconomics - Spring 2011, Fall 2011

IN5204 – Industrial Organization – Spring 2011

3 Teaching Training

I have attended two teaching training sessions, one at Boston University and the other at Universidad de Chile.

Workshop: Summer Term Teaching Bootcamp

Organizer: Center for Teaching & Learning, Boston University

Date: May, 2019

Description:

Thoughtfully designed lesson plans are critical for helping students to stay engaged and focused on what they need to learn. In this workshop, participants will learn how to prepare an effective lesson plan and explore research-based strategies for how to structure class time to promote active learning. Participants will also learn about the services available year-round at the CTL and connect with an interdisciplinary community of fellow graduate student instructors.

Workshop: Developing emotional skills for teaching

Organizer: Área de Desarrollo Docente, Engineering School, Universidad de Chile

Date: November, 2013

Description:

The workshop's objective is to make students reflect and be aware of the emotional components of university teaching. In that way, they can expand their tools to teach more effectively, focused on achieving meaningful learning. In addition, the workshop aims to contribute to the formation of emotional skills that allow teaching fellows to improve their interpersonal and communication skills, becoming models for the students they teach.

4 Teaching Evaluations Reports

My commitment to delivering high-quality instruction is reflected in my teaching evaluations. Although most of them are positive, I take each suggestion, feedback, negative comment, and evaluation seriously. I reexamine my teaching performance constantly during the academic year and when planning a new class. In the future courses I teach, I will continue incorporating the feedback I have received in previous semesters.

The following table is a summary of the question regarding the instructor's overall rating.

Class	Instructor evaluation (original phrasing)	Mean (out of 5)	St. Dev.
ECN2010	Overall, I rate this instructor an excellent teacher	2.59	1.19
ECN3010	Overall, I rate this instructor an excellent teacher	4.00	0.77
EC337	The instructor's overall rating is	4.91	0.29
EC101 - C1	Overall rating of Instructor	4.86	0.36
EC101 - C9	Overall rating of Instructor	4.50	0.71

Table 1: Quantitative feedback for “instructor's overall rating.”

The following pages contain the full report of the teaching evaluation. The order is as follows:

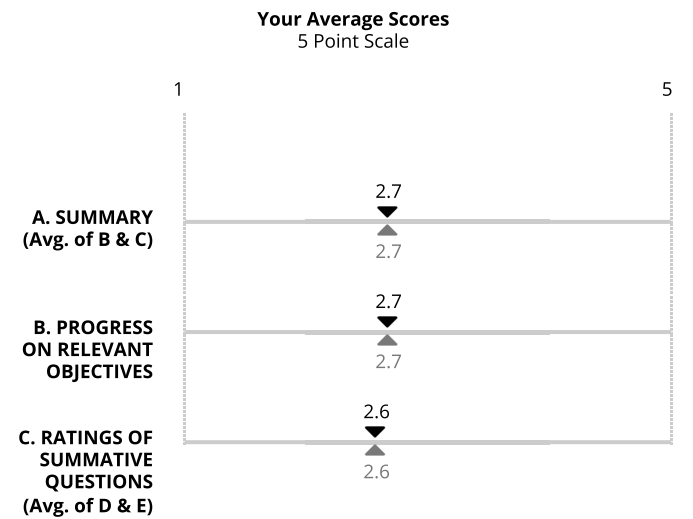
1. ECN2010 - Introduction to Microeconomics - Spring 2022 (USU)
2. ECN3010 - Managerial Economics - Fall 2021 (USU)
3. EC337 - Economic Analysis of Legal Issues - Summer 2019 (BU)
4. EC101 - Introductory Microeconomic Analysis - Section C1 - Fall 2016 (BU)
5. EC101 - Introductory Microeconomic Analysis - Section C9 - Fall 2016 (BU)

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

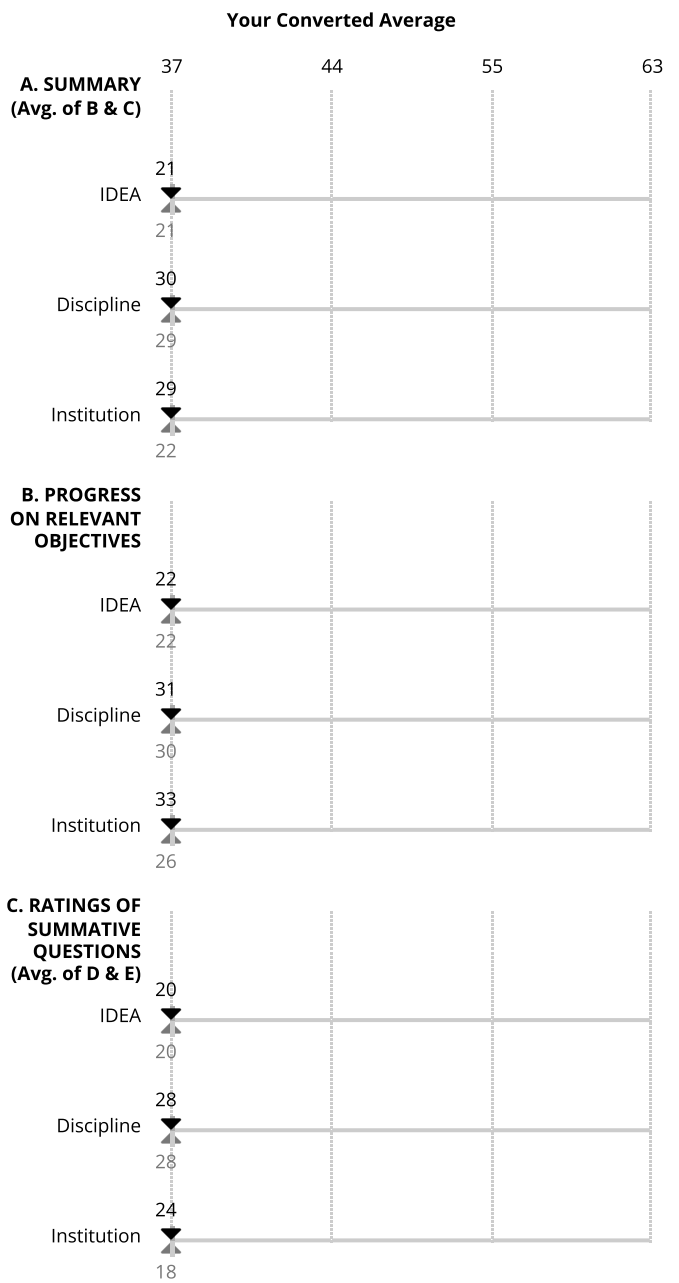
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	2.6	2.6
E. Excellent Course	2.5	2.5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	19	20
Discipline	27	28
Institution	17	22
E. Excellent Course		
IDEA	20	20
Discipline	28	28
Institution	19	25

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average						
						Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline
Student Ratings of Learning on Relevant Objectives		Importanc e Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		E	2.9	2.9	38	26	23	23	30	31	23	29
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	2.4	2.4	50	18	26	26	34	34	36	39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		E	2.8	2.8	41	29	24	24	31	32	26	33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	2.5	2.5	59	24	19	19	30	30	22	29
Acquiring skills in working with others as a member of a team		M	2	2	62	9	22	22	34	35	30	36
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	1.7	2.2	76	3	23	30	34	41	29	39
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	1.8	1.8	79	3	19	19	33	33	28	33
Developing skill in expressing myself orally or in writing		M	1.9	2.2	71	12	19	23	32	35	30	38
Learning how to find, evaluate, and use resources to explore a topic in depth		I	2.2	2.2	56	12	19	19	29	30	29	35
Developing ethical reasoning and/or ethical decision making		M	2.3	2.3	56	15	27	27	35	35	37	40
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I	2.3	2.3	65	21	21	21	29	29	31	36
Learning to apply knowledge and skills to benefit others or serve the public good		M	2.5	2.5	50	21	26	26	35	37	35	41
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	2.7	2.7	47	21	33	33	33	33	39	42

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8		48	48
I really wanted to take this course regardless of who taught it.	3.6		48	42
My background prepared me well for this course's requirements.	3.2		45	37

Quantitative

<p>Thirteen possible learning objectives are listed, not all of which will be relevant in this class.</p> <p>Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:</p> <p>No apparent progress</p> <p>Slight progress; I made small gains on this objective</p> <p>Moderate progress; I made some gains on this objective</p> <p>Substantial progress; I made large gains on this objective</p> <p>Exceptional progress; I made outstanding gains on this objective</p>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	5.88% (2)	32.35% (11)	35.29% (12)	20.59% (7)	5.88% (2)	34	0	0.99	2.88
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	29.41% (10)	20.59% (7)	32.35% (11)	11.76% (4)	5.88% (2)	34	0	1.19	2.44
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	23.53% (8)	17.65% (6)	29.41% (10)	14.71% (5)	14.71% (5)	34	0	1.35	2.79
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	23.53% (8)	35.29% (12)	17.65% (6)	11.76% (4)	11.76% (4)	34	0	1.29	2.53
Acquiring skills in working with others as a member of a team	44.12% (15)	17.65% (6)	29.41% (10)	8.82% (3)	0% (0)	34	0	1.04	2.03
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	58.82% (20)	17.65% (6)	20.59% (7)	2.94% (1)	0% (0)	34	0	0.9	1.68
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	47.06% (16)	32.35% (11)	17.65% (6)	2.94% (1)	0% (0)	34	0	0.84	1.76
Developing skill in expressing myself orally or in writing	47.06% (16)	23.53% (8)	17.65% (6)	11.76% (4)	0% (0)	34	0	1.06	1.94
Learning how to find, evaluate, and use resources to explore a topic in depth	35.29% (12)	20.59% (7)	32.35% (11)	11.76% (4)	0% (0)	34	0	1.05	2.21
Developing ethical reasoning and/or ethical decision making	32.35% (11)	23.53% (8)	29.41% (10)	8.82% (3)	5.88% (2)	34	0	1.18	2.32
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	32.35% (11)	32.35% (11)	14.71% (5)	14.71% (5)	5.88% (2)	34	0	1.23	2.29
Learning to apply knowledge and skills to benefit others or serve the public good	29.41% (10)	20.59% (7)	29.41% (10)	11.76% (4)	8.82% (3)	34	0	1.27	2.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	17.65% (6)	29.41% (10)	32.35% (11)	8.82% (3)	11.76% (4)	34	0	1.21	2.68
<p>For the following items, choose the option that best corresponds to your judgment.</p>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	5.88% (2)	29.41% (10)	47.06% (16)	17.65% (6)	34	0	0.81	3.76
I really wanted to take this course regardless of who taught it.	8.82% (3)	14.71% (5)	14.71% (5)	35.29% (12)	26.47% (9)	34	0	1.26	3.56
My background prepared me well for this course's requirements.	5.88% (2)	11.76% (4)	44.12% (15)	29.41% (10)	8.82% (3)	34	0	0.97	3.24
Overall, I rate this instructor an excellent teacher.	20.59% (7)	29.41% (10)	29.41% (10)	11.76% (4)	8.82% (3)	34	0	1.19	2.59
Overall, I rate this course as excellent.	23.53% (8)	26.47% (9)	26.47% (9)	20.59% (7)	2.94% (1)	34	0	1.14	2.53

	No Apparent Progress	Slight Progress; I made small gains on this objective	Moderate Progress; I made gains on this objective	Substantial Progress; I made large gains on this objective	Exceptional Progress; I made outstanding gains on this objective	N	DNA	SD	M
This class fulfills Breadth Social Science requirements of General Education, and we would like you to answer a question about your learning in that specific area: Please describe the amount of progress you made on demonstrating an understanding of the similarities and differences among individuals at different life stages, between social groups within a society, between societies and/or during different historical periods:	23.53% (8)	23.53% (8)	32.35% (11)	17.65% (6)	2.94% (1)	34	0	-	-

Qualitative

Comments -

- really my main issue is that the exams in the class were really random. I spent over 10 hrs per exam studying the textbook, slides, and practice quiz but consistently barely passed the tests. the class is listed as 3 credit hours and its only econ 2010. it really should not be that complicated.
- Pablo was a great teacher. You can tell he knows the material but lacks the ability to convey it in a way that students understand. The textbook and it's respective videos were the biggest help in understanding course material, concepts, and themes.
- changes needed
- Thank you for allowing adjustments to be made
- I hate to say this but I definitely wish we had more homework/assignments that would be relevant to the tests. I hate how majority of our grade is based on four tests on which I feel very underprepared for, despite studying the practice test for many hours. I really put forth a lot of effort but still didn't do as well on the tests as id hoped. I feel like It may have gone a lot better with more homework or assignments that applied to the test to help prepare me better.
- Hard accent to understand.
- I don't know if I just didn't put forth enough effort, but the tests were really hard and didn't seem to line up with what I studied. It would have been nice to have some sort of buffer assignments like homework to practice what we are learning before the test to help prepare us for the tests and also add in another grade.
- Pablo is a very interesting person but a very hard teacher to learn from. I feel like everything I learned in this class came from my own reading of the textbook and seeking information from other sources. His tests were hard and not what we learned in class. The resources to study for the tests were limited and poor. 250 practice questions for a 35 question test is not the best way to learn. Especially when the answer key is occasionally wrong.
- This class was very difficult because although the Professor knew the material, he was unable to teach the class. He had no assignments other than an occasional in class assignment and 4 tests. I was forced to learn from the textbook and other sources because although I was present every day, I was unable to learn anything from class. You know that a class is bad when the teach has to adjust the grading scale so that an A is an 85% or higher.
- I found it difficult to understand the coursework. I really liked him, but maybe things needed to go at a slower pace.
- I really liked his teaching style. Most kids struggled to follow along but I thought he did a great job. He didn't just read powerpoint slides, he actually knew what he was talking about and just taught the class.
- Really nice guy. Did not same like he had quite figured out his course structure yet and we also struggled. He changed his grading scale because we were all struggling so bad.

What aspects of the teaching or content of this course do you feel were especially good? -

- I do not know
- His general knowledge and being able to answer any question.
- He seemed passionate.
- No homework or assignments (besides the lectures) was really nice.
- Really in-depth lectures and Professor Cuellar's jokes were always great.
- I feel like Pablo was always willing to try his best to answer question and meet one on one.
- He had a good grading scale.
- Nothing.
- I liked that the notes were straight out of the book, it made it easier to follow. The powerpoints also made it easy to take notes.
- He gave us lecture assignments that were somewhat helpful.
- I like the grading system and Pablo
- What was good was the class assignments that help solidify the understanding
- He went in depth about a lot of concepts/theories and made a lot of real-world connections.
- there wasn't any homework outside of class, all the assignments were tests and in class assignments.
- na (meaning not a whole lot)
- The beginning lessons were taught well and I saw many examples of graphs.
- Pablo was good at understanding when topics needed more discussion. He has a good amount of class involvement and allows students to teach and also be taught.
- I liked the fact that the slides and textbook matched and worked well together

What changes could be made to improve the teaching or the content on this course? -

- content is fine, i would suggest that the teacher actually sticks to how the slides describe stuff instead of spending all class drawing graphs on the board. because that confused me and complicated things. I think this professor is really smart but needs to realize that this is just econ 2010 and he needs to learn to teach just the material we need to know before going more in depth.
- The teaching would be more helpful if it included more abstracts, such as videos and hands-on learning to be able to convey concepts that can be confusing through traditional lecturing and whiteboards.
- I felt like we only covered graphs and it could have been more helpful to look through the powerpoint more often. I felt like the information we learned in class wasn't relevant to the tests. I think some optional homework would also be helpful so we could test if we were understanding the subject. I also think that tests should be worth a lower percentage.
- yes (meaning a lot of changes needed)
- Having a more structured lecture instead of just Pablo reading from and lecturing the slides every class.
- more assignments that would help prepare us for the test
- I think he could improve on his teaching style, when it comes to his presentation style.
- I feel personally if the graphs and reading assignments were clear it would have been more beneficial. know and accessing the reading assignments were very difficult to do.
- Like I said, more homework to help on the tests
- More focus on what to study Maybe more practicing in class before we just have to take a test Less review questions we have other classes
- Lectures were long and boring, no one talked. The whole class was based off of exams and I'm literally getting below a 60% in this class because it's so hard.
- Better study guides need to be made for the tests. Nobody has time to go through 17 pages and 250 questions to prepare for one test. Material needs to be taught more clearly. When we all did bad on the test, he told us we didn't study enough instead of analyzing his own teaching. He wanted us to study over 10 hours a week. Most of us are full time students and a lot of us have jobs. Even if I did study that much I still wouldn't understand Pablo's teaching. Test questions and study questions were confusing and it was almost like we had to read his mind to find out what exactly the correct answer is was. I consider myself a very good student but was found completely frustrated with this course.
- I think adding homework assignments and allowing the tests to be open note.
- I think he could do a much better job at explaining material. He made it very difficult to understand topics. He could also give us better review material for exams to be able to study. He gave us a very broad variety of things that we might have to know for the test, and then picked very few of those things to put on the test. When we asked him for information about what we should know for tests and things that are important to know for this course, he barely gave us any information. He was not helpful at all when trying to understand this course. He did change the grading policy, but that can only do so much. I think there is definitely room for improvement for him. He needs to improve and learn how to properly help students, especially for future students who will be taking this class.
- Have better study materials for exams Write on both sides of the whiteboard with dark legible markers Explain the concepts in multiple ways with lots of examples Have clear dates and deadlines of when things are
- I think we need assignemnts to be able to understand the course material better and to start to apply what is talked about in class. I also think that material needs to be applied better to us in the classroom. Drawing graphs on the board all class with little explanation is not an effective way to teach students.
- Overall the course structure is poor, only having exams as the major percent of the grade did not work well for me, not having any assignments really hindered my learning
- The lectures at times got side tracked with higher level or more complicated math or graphing which made it hard to follow what was happening kind of frequently.
- Slow down the course work and have the exams more similar to practice exams.
- Allow more assignments so it is not so test heavy. Provide a review day before the exams. Provide more resources for students to better prepare for tests.
- I would suggest giving homework that helps students apply what they learned in class to examples and different scenarios.
- Focus on the important material that will prepare us for the tests. The study guides were very complicated and not helpful either.

ECN 3010 (BCNT): Managerial Economics

Fall 2021 | Pablo Cuellar Tapia | Course CIP Code: 45.06

14 | Students Enrolled

10 | Students Responded

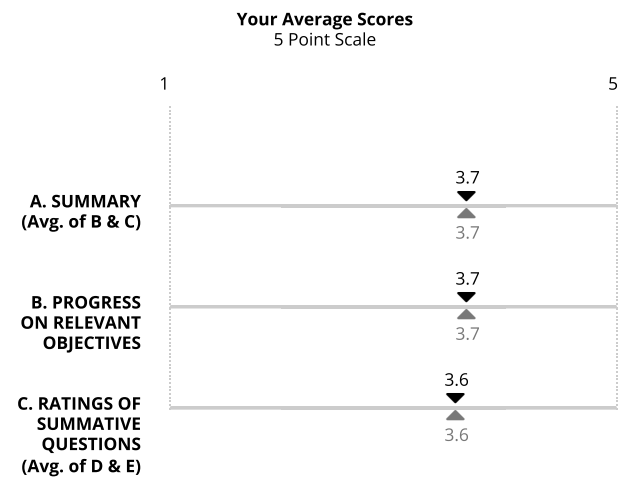
71.43% | Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

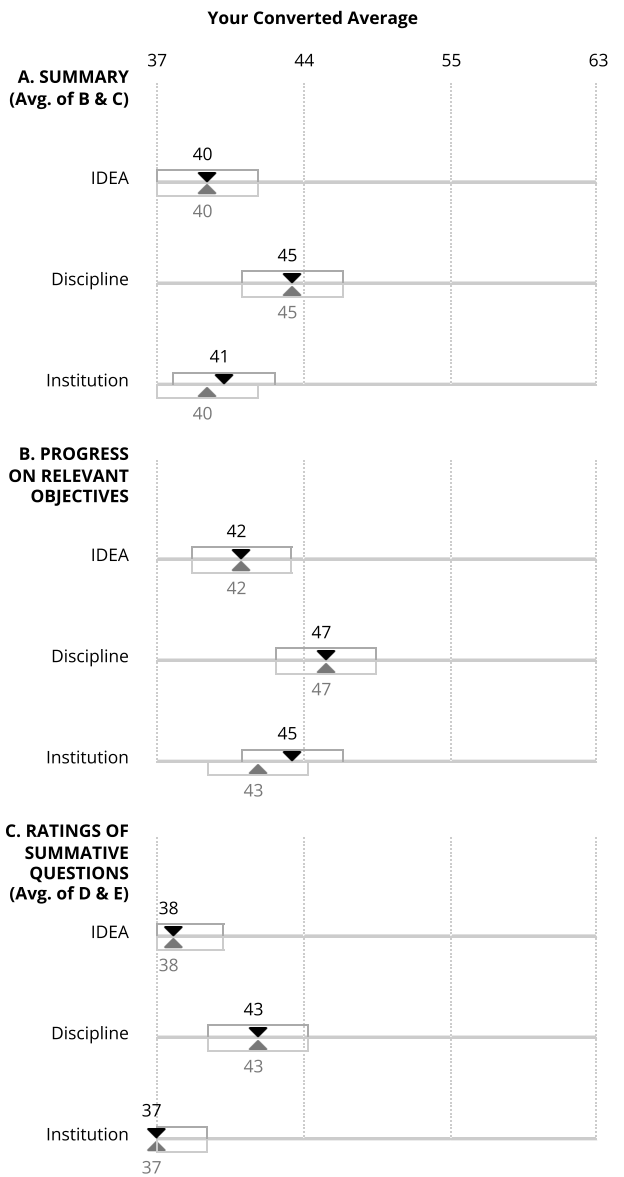
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4	4
E. Excellent Course	3.2	3.2

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	44	44
Discipline	48	48
Institution	43	43
E. Excellent Course		
IDEA	32	32
Discipline	38	38
Institution	31	31

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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							Your Converted Average					
							IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives		Importance Rating	Your Average (5 Point Scale)		% of Students Rating							
			Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		E	3.8	3.8	20	60	43	43	47	47	43	45
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	3.2	3.2	30	40	39	39	44	44	45	47
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		E	3.5	3.5	30	50	38	38	43	43	40	41
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		E	3.7	3.7	20	60	42	42	48	48	43	46
Acquiring skills in working with others as a member of a team		M	2.6	2.6	60	40	31	31	40	40	37	39
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	2.8	2.8	50	50	39	39	47	47	42	43
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.1	3.1	50	50	40	40	49	49	45	47
Developing skill in expressing myself orally or in writing		M	3.2	3.2	40	60	40	40	47	47	45	46
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.4	3.4	30	50	40	40	45	45	46	47
Developing ethical reasoning and/or ethical decision making		M	3.2	3.2	40	50	41	41	46	46	48	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I	3.8	3.8	20	70	48	48	51	51	52	53
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.4	3.4	40	60	42	42	47	47	46	49
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	3.9	4	20	70	52	53	51	53	54	56

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	38		38
I really wanted to take this course regardless of who taught it.	3.9	54		48
My background prepared me well for this course's requirements.	3.9	56		50

Quantitative

<i>Thirteen possible learning objectives are listed, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale: No apparent progress Slight progress; I made small gains on this objective Moderate progress; I made some gains on this objective Substantial progress; I made large gains on this objective Exceptional progress; I made outstanding gains on this objective</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	SD	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	20% (2)	20% (2)	20% (2)	40% (4)	10	0	1.17	3.8
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	10% (1)	20% (2)	30% (3)	20% (2)	20% (2)	10	0	1.25	3.2
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	10% (1)	20% (2)	20% (2)	10% (1)	40% (4)	10	0	1.43	3.5
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	10% (1)	10% (1)	20% (2)	20% (2)	40% (4)	10	0	1.35	3.7
Acquiring skills in working with others as a member of a team	40% (4)	20% (2)	0% (0)	20% (2)	20% (2)	10	0	1.62	2.6
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	40% (4)	10% (1)	0% (0)	30% (3)	20% (2)	10	0	1.66	2.8
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	30% (3)	20% (2)	0% (0)	10% (1)	40% (4)	10	0	1.76	3.1
Developing skill in expressing myself orally or in writing	10% (1)	30% (3)	0% (0)	50% (5)	10% (1)	10	0	1.25	3.2
Learning how to find, evaluate, and use resources to explore a topic in depth	10% (1)	20% (2)	20% (2)	20% (2)	30% (3)	10	0	1.36	3.4
Developing ethical reasoning and/or ethical decision making	10% (1)	30% (3)	10% (1)	30% (3)	20% (2)	10	0	1.33	3.2
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)	10	0	1.33	3.8
Learning to apply knowledge and skills to benefit others or serve the public good	10% (1)	30% (3)	0% (0)	30% (3)	30% (3)	10	0	1.43	3.4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	10% (1)	10% (1)	10% (1)	20% (2)	50% (5)	10	0	1.37	3.9

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	SD	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	10% (1)	60% (6)	10% (1)	20% (2)	10	0	0.92	3.4
I really wanted to take this course regardless of who taught it.	0% (0)	10% (1)	20% (2)	40% (4)	30% (3)	10	0	0.94	3.9
My background prepared me well for this course's requirements.	0% (0)	10% (1)	10% (1)	60% (6)	20% (2)	10	0	0.83	3.9
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	30% (3)	40% (4)	30% (3)	10	0	0.77	4
Overall, I rate this course as excellent.	20% (2)	10% (1)	20% (2)	30% (3)	20% (2)	10	0	1.4	3.2

Qualitative

Comments -
<ul style="list-style-type: none">not Pablo's fault at all, last minute being thrown in to teach a course all online for such a difficult subject made this course very difficult, especially with classes only being through zoom (the worst way to do online courses in my opinion)I really enjoy your style of teaching, and I think you did an excellent job at instructing via Zoom compared to many other professors. It was clear you have a strong understanding and interest in the various games and theories we discussed in class, and you have inspired a greater interest in game theory and incentives within me.See likes and dislikesVery interesting course! I loved the flexibility of the classes being recorded and how the tests were administered!!

What aspects of the teaching or content of this course do you feel were especially good? -

- Tests scores were based on class results.
- I thought the lectures were very helpful. I think there was a good mix of theories and example problems.
- Professor is very kind, but it was hard to understand the writing and speaking of the professor.
- Examples and detailed walk throughs to help me understand each game and scenario we discussed. As well, I thought the way you adapted the course according to how the class was progressing was excellent. At least for me, after the first exam it was clear I was struggling to fully understand the concepts, and you took time and patience to help the class be more prepared and have deeper knowledge for future exams.

What changes could be made to improve the teaching or the content on this course? -

- Personally, I enjoy feedback on exams. I could have taken time to set up office hours or ask questions during/after class about specific exam questions, but it would have also been nice to receive direct feedback on the exam form itself.
- in person course
- Better writing software / notes , maybe provide homework to practice
- I really would have liked to have a textbook or some other way to learn the material for this class. I enjoyed not having any homework but I think doing a problem or two a week would have helped me learn even if they were not graded, but briefly discussed in class. Also I don't know if I just couldn't find it but I felt like lecture notes stopped getting updated after the first exam. I really liked the review problem set for the first exam and was disappointed to not see one for the second exam and final.

Summary Report

Jul 15, 2019

Pablo Cuellar Tapia
Term: Summer19

Quantitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>EC 337 (A1): Economic Analysis of Legal Issues</u>	A	Released	12	11	91.67%
Overall			12	11	91.67%

Please answer the following questions using the given scale.

		N/A	1 - Poor	2	3	4	5 - Superior	Mean	Standard Deviation	Did Not Answer	Total Responses
The extent to which you found the class intellectually challenging	A	0% (0)	0% (0)	0% (0)	27.27% (3)	45.45% (5)	27.27% (3)	4	0.74	0	11
The extent that assignments furthered your understanding of course content	A	0% (0)	0% (0)	0% (0)	9.09% (1)	63.64% (7)	27.27% (3)	4.18	0.57	0	11
The extent that the class normally met the required number of hours	A	0% (0)	0% (0)	0% (0)	18.18% (2)	27.27% (3)	54.55% (6)	4.36	0.77	0	11
I found the textbook/cases/course materials	A	0% (0)	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	4.55	0.5	0	11
The extent to which I would recommend this course to others	A	0% (0)	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	4.55	0.5	0	11
I would rate the course overall as	A	0% (0)	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	4.55	0.5	0	11

Please answer the following questions using the given scale.

		N/A	1 - Poor	2	3	4	5 - Superior	Mean	Standard Deviation	Did Not Answer	Total Responses
The instructor's ability to present material is	A	0% (0)	0% (0)	0% (0)	9.09% (1)	27.27% (3)	63.64% (7)	4.55	0.66	0	11
I would rate the instructor's enthusiasm as	A	0% (0)	0% (0)	0% (0)	0% (0)	9.09% (1)	90.91% (10)	4.91	0.29	0	11
The instructor's ability to encourage questions/discussion is	A	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (11)	5	0	0	11
The instructor's mastery of the course materials is	A	0% (0)	0% (0)	0% (0)	0% (0)	27.27% (3)	72.73% (8)	4.73	0.45	0	11
The extent to which the instructor's grading criteria are clear and fair	A	0% (0)	0% (0)	0% (0)	9.09% (1)	9.09% (1)	81.82% (9)	4.73	0.62	0	11
The extent to which the instructor returned assignments in a timely manner	A	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (11)	5	0	0	11
The instructor's overall rating is	A	0% (0)	0% (0)	0% (0)	0% (0)	9.09% (1)	90.91% (10)	4.91	0.29	0	11

		1 - Poor	2	3	4	5 - Superior	Mean	Standard Deviation	Did Not Answer	Total Responses
How would you rate your Boston University Summer Term experience, overall?	A	0% (0)	0% (0)	0% (0)	54.55% (6)	45.45% (5)	4.45	0.5	0	11

		Yes	No (What school do you regularly attend?)	Did Not Answer	Total Responses
Are you a Boston University student?	A	72.73% (8)	27.27% (3)	0	11

		Yes	No	Did Not Answer	Total Responses
Are you an international student?	A	45.45% (5)	54.55% (6)	0	11

		C or less	C+ to B-	B, B+	A-, A	Did Not Answer	Total Responses
What grade do you expect to receive in the course/	A	0% (0)	0% (0)	27.27% (3)	72.73% (8)	0	11

Qualitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>EC 337 (A1): Economic Analysis of Legal Issues</u>	A	Released	12	11	91.67%
Overall			12	11	91.67%

Responses

- Are you a Boston University student? - No (What school do you regularly attend?)
- A
- No (What school do you regularly attend?) American University of Beirut
 - No (What school do you regularly attend?) Trinity College

Responses

- Please comment on the strong points of this instructor's teaching and presentation: -
- A
- Very nice, encourages class discussion
 - Very clear and patient with students. I've enjoyed being in his class.
 - Encourages discussion, critical thinking and always available for any question, comment, suggestion Great professor
 - He is a great instructor; very caring and down to earth person. He is very easy to talk to and always tried to make the most out of a summer course. 10/10 would recommend my friend to take this course.
 - Explains things very simply and clearly with good examples

Responses

Responses

Please comment on aspects of this instructor's teaching and presentation that might be improved: -

A

- He is very nice, but clearly inexperienced. The class is clear and flows well, but could be a bit more engaging. Overall a good teacher, just needs some more experience!
-

Responses

Please comment on the strong points of this course: -

A

- Very very interesting, not taught at my University but definitely should be!
 - Clear expectations
 - Interesting
-

Responses

Are there any courses you would have taken this summer that were not on the schedule? -

A

- EC392
 - Nope
-

Responses

Do you have any other comments about your summer experience at Boston University? -

A

- None
 - I loved it, The 6 weeks are very reasonable time and have the best timing to enjoy the rest of the summer
-

PROFESSOR Pablo Cuellar

NUMBER OF STUDENTS RESPONDING: 14

NUMBER OF STUDENTS ENROLLED: 15

PERCENT OF ENROLLED STUDENTS RESPONDING: 93.33

STATISTICS REFLECT FREQUENCY OF RESPONSES

I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	2	0	1	2	2	7	EXCELLENT	4.250	1.055
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	2	0	0	7	2	2	EXCELLENT	3.545	0.820
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	2	1	1	6	2	2	EXCELLENT	3.250	1.138
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	0	0	0	0	2	12	EXCELLENT	4.857	0.363
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	12	0	0	0	0	2	EXCELLENT	5.000	0.000
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	1	0	0	0	3	10	EXCELLENT	4.769	0.439
7. OVERALL COURSE RATING	POOR	1	0	0	1	3	9	EXCELLENT	4.615	0.650

II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	0	0	0	0	5	9	EXCELLENT	4.643	0.497
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	0	0	0	2	6	6	EXCELLENT	4.286	0.726
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	0	2	4	8	EXCELLENT	4.429	0.756
11. FAIRNESS IN GRADING	POOR	0	0	0	0	3	11	EXCELLENT	4.786	0.426
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	0	0	0	0	3	11	EXCELLENT	4.786	0.426
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	0	0	1	4	9	EXCELLENT	4.571	0.646
14. AVAILABILITY OUTSIDE OF CLASS	POOR	0	0	0	0	5	9	EXCELLENT	4.643	0.497
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	0	0	2	12	EXCELLENT	4.857	0.363

PROFESSOR Pablo Cuellar

NUMBER OF STUDENTS RESPONDING: 14

NUMBER OF STUDENTS ENROLLED: 15

PERCENT OF ENROLLED STUDENTS RESPONDING: 93.33

STATISTICS REFLECT PERCENTAGE OF RESPONSES

I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	14	0	7	14	14	50	EXCELLENT	4.250	1.055
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	14	0	0	50	14	14	EXCELLENT	3.545	0.820
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	14	7	7	43	14	14	EXCELLENT	3.250	1.138
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	0	0	0	0	14	86	EXCELLENT	4.857	0.363
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	86	0	0	0	0	14	EXCELLENT	5.000	0.000
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	7	0	0	0	21	71	EXCELLENT	4.769	0.439
7. OVERALL COURSE RATING	POOR	7	0	0	7	21	64	EXCELLENT	4.615	0.650

II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	0	0	0	0	36	64	EXCELLENT	4.643	0.497
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	0	0	0	14	43	43	EXCELLENT	4.286	0.726
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	0	14	29	57	EXCELLENT	4.429	0.756
11. FAIRNESS IN GRADING	POOR	0	0	0	0	21	79	EXCELLENT	4.786	0.426
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	0	0	0	0	21	79	EXCELLENT	4.786	0.426
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	0	0	7	29	64	EXCELLENT	4.571	0.646
14. AVAILABILITY OUTSIDE OF CLASS	POOR	0	0	0	0	36	64	EXCELLENT	4.643	0.497
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	0	0	14	86	EXCELLENT	4.857	0.363

Fall 2016
Cuellar, Pablo
EC 101
SECTION C1

ENROLLMENT: 15
COMMENTS: 10
SCANTRONS: 14

STRENGTHS:

- Great at explaining concepts
- Very good job explaining concepts
- Easy to follow explanation
- Structure is very clear.
- Instructor gave organized notes. Easy to follow with neat graphs. Overall effective.
- Knowledgeable. Able to answer questions. Explains topics well. Good discussion leader
- Made things so clear. Very helpful, would've failed without him!
- Everything is fine
- Excellent at explaining concepts

WEAKNESSES:

- None.
- Could elaborate more at times
- Everything is fine

GENERAL COMMENTS:

- This guy is excellent!
- Nine, love this class
- Good!

PROFESSOR Pablo Cuellar

NUMBER OF STUDENTS RESPONDING: 10

NUMBER OF STUDENTS ENROLLED: 11

PERCENT OF ENROLLED STUDENTS RESPONDING: 90.91

STATISTICS REFLECT FREQUENCY OF RESPONSES

I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	2	0	0	1	2	5	EXCELLENT	4.500	0.756
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	1	0	0	3	5	1	EXCELLENT	3.778	0.667
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	0	1	1	3	3	2	EXCELLENT	3.400	1.265
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	0	0	0	1	3	6	EXCELLENT	4.500	0.707
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	9	0	0	0	1	0	EXCELLENT	4.000	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	1	0	0	1	3	5	EXCELLENT	4.444	0.726
7. OVERALL COURSE RATING	POOR	0	0	0	0	5	5	EXCELLENT	4.500	0.527

II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	0	0	0	1	5	4	EXCELLENT	4.300	0.675
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	0	0	1	2	5	2	EXCELLENT	3.800	0.919
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	1	3	1	5	EXCELLENT	4.000	1.155
11. FAIRNESS IN GRADING	POOR	0	0	0	0	6	4	EXCELLENT	4.400	0.516
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	1	0	0	0	1	8	EXCELLENT	4.889	0.333
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	0	0	2	3	5	EXCELLENT	4.300	0.823
14. AVAILABILITY OUTSIDE OF CLASS	POOR	0	0	0	1	3	6	EXCELLENT	4.500	0.707
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	0	1	3	6	EXCELLENT	4.500	0.707

PROFESSOR Pablo Cuellar

NUMBER OF STUDENTS RESPONDING: 10

NUMBER OF STUDENTS ENROLLED: 11

PERCENT OF ENROLLED STUDENTS RESPONDING: 90.91

STATISTICS REFLECT PERCENTAGE OF RESPONSES

I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	20	0	0	10	20	50	EXCELLENT	4.500	0.756
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	10	0	0	30	50	10	EXCELLENT	3.778	0.667
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	0	10	10	30	30	20	EXCELLENT	3.400	1.265
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	0	0	0	10	30	60	EXCELLENT	4.500	0.707
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	90	0	0	0	10	0	EXCELLENT	4.000	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	10	0	0	10	30	50	EXCELLENT	4.444	0.726
7. OVERALL COURSE RATING	POOR	0	0	0	0	50	50	EXCELLENT	4.500	0.527

II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	0	0	0	10	50	40	EXCELLENT	4.300	0.675
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	0	0	10	20	50	20	EXCELLENT	3.800	0.919
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	10	30	10	50	EXCELLENT	4.000	1.155
11. FAIRNESS IN GRADING	POOR	0	0	0	0	60	40	EXCELLENT	4.400	0.516
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	10	0	0	0	10	80	EXCELLENT	4.889	0.333
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	0	0	20	30	50	EXCELLENT	4.300	0.823
14. AVAILABILITY OUTSIDE OF CLASS	POOR	0	0	0	10	30	60	EXCELLENT	4.500	0.707
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	0	10	30	60	EXCELLENT	4.500	0.707

Fall 2016
Cuellar, Pablo
EC 101
SECTION C9

ENROLLMENT: 11
COMMENTS:
SCANTRONS: 10

STRENGTHS:

- The course itself was very informative and helpful for me an econ major. The discussion instructor always got back grades quickly and did a good job of being available.
- Was prepared every discussion
- Useful contents
- Explain concepts step by step
- Professor Cuellar was a great instructor and I was grateful for his ability to explain concepts in an easier way for us to understand.
- Instructor engages well with the materials. Helps with difficult concepts.
- Great class, great and super helpful discussion. Everything was graded so quickly. Discussion was always clear and relevant.
- Thoroughly explains the problems we go over in discussion. Stays after class to answer questions. Effectively and clearly answers students' questions in class.
- Pablo was friendly and approachable, made the class engaging and was very knowledgeable about the subject. I felt I learned a lot in discussion and any questions I had from lecture were answered in discussion. Really glad I had him for a TF!

WEAKNESSES:

- The instructor often explained ideas and concepts differently in class which often confused me.
- Sometime explanations wasn't too clear
- Connects us more with the professor
- Less work outside of class
- Not much, I had a great time. Micro can be pretty bland so it's hard to spice it up in general.
- Get confusing occasionally. His "M's" don't look like "M" and lead to confusion.
- Sometimes writing on chalkboard was hard to read, especially the letter M.

GENERAL COMMENTS:

- Good
- Instructor is great and makes the course more enjoyable
- Pablo is A-class, he definitely helped me do better in this class.