

Individual Instructor Report Fall 2023 Version A for ECO 304K - INTRODUCTION TO MICROECONOMICS (34640) (Sahil Khatkar)

Project Title: **Course Evaluations Fall 2023**

Courses Audience: **31**

Responses Received: **21**

Response Ratio: **67.7%**

Report Comments

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

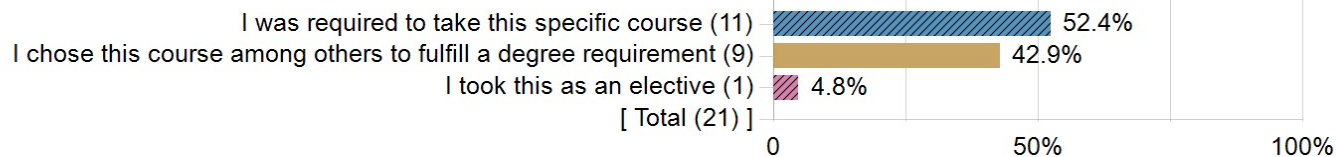
The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

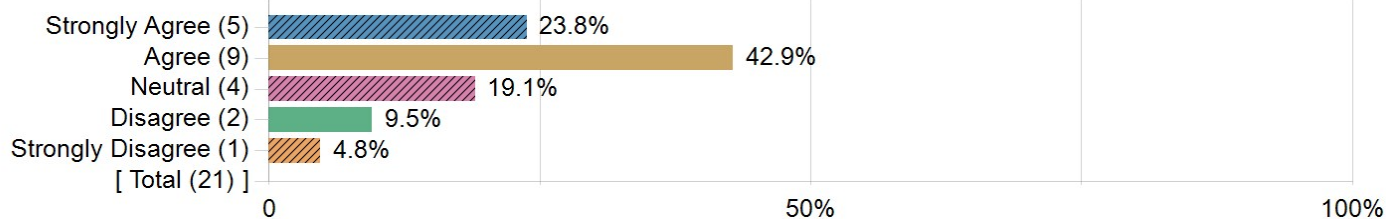
Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

Course Questions

Why did you take this course?



During this course, I gained a deeper understanding of the subject matter.



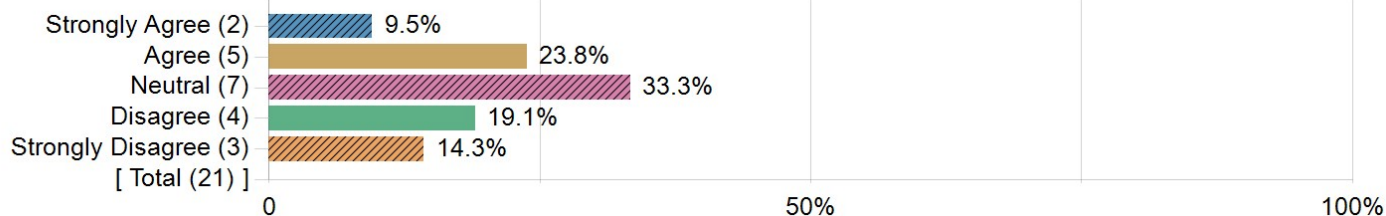
Statistics

Value

Mean

3.71

The course was well organized.



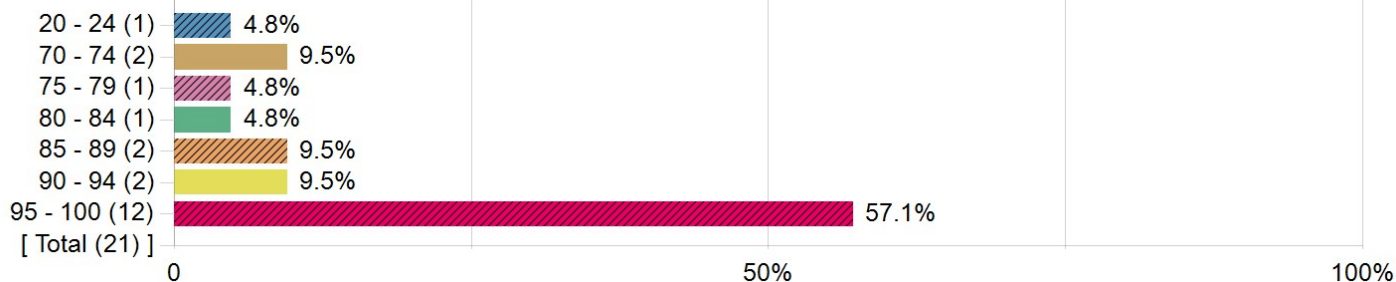
Statistics

Value

Mean

2.95

Overall, approximately what percentage of the course meetings did you attend or complete (online, in person, or asynchronously)?



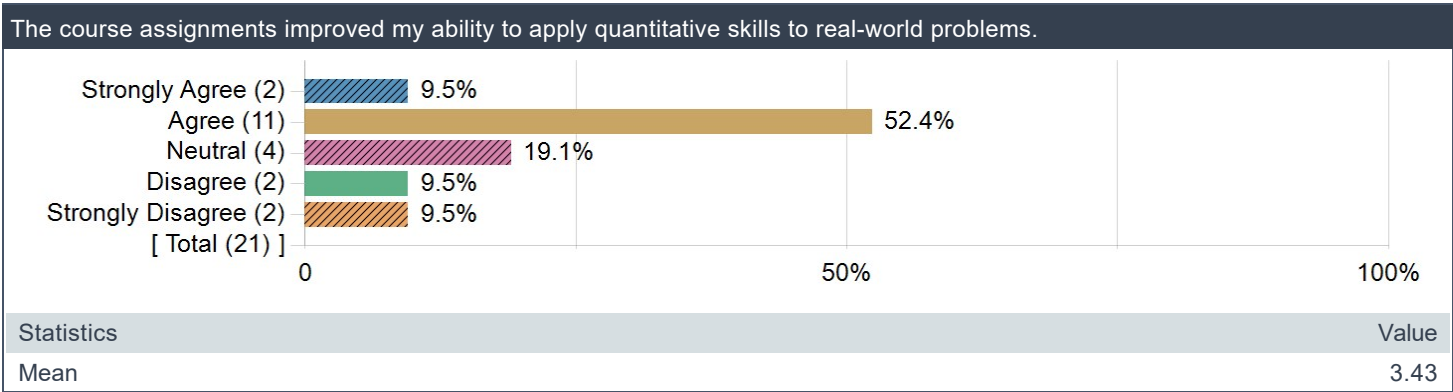
Statistics

Value

Mean

87.71

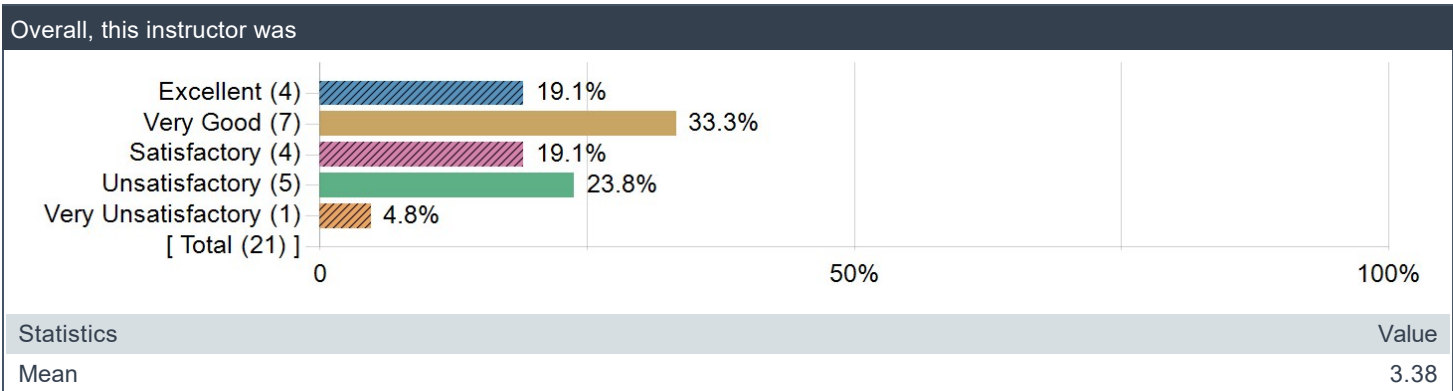
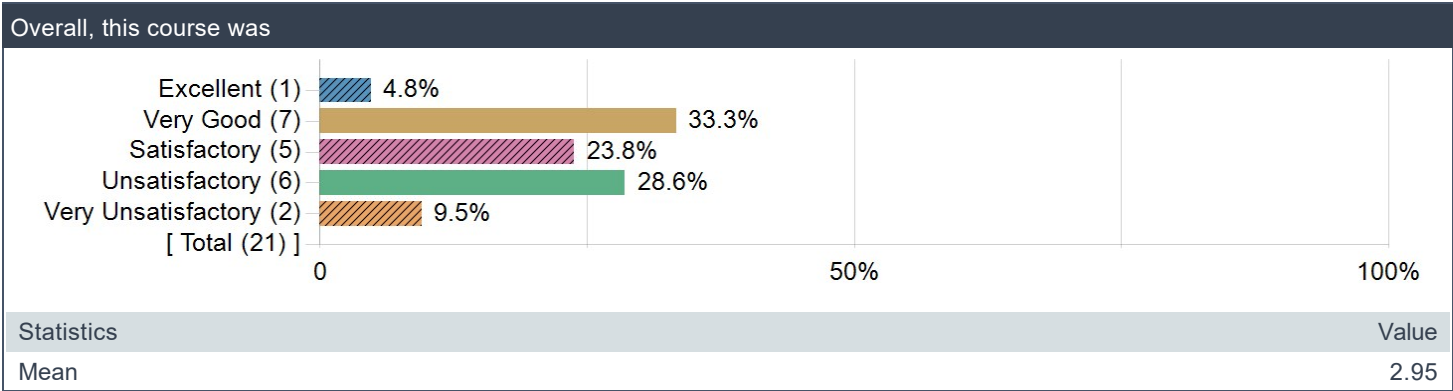
The course assignments improved my ability to apply quantitative skills to real-world problems. (Flag Question)



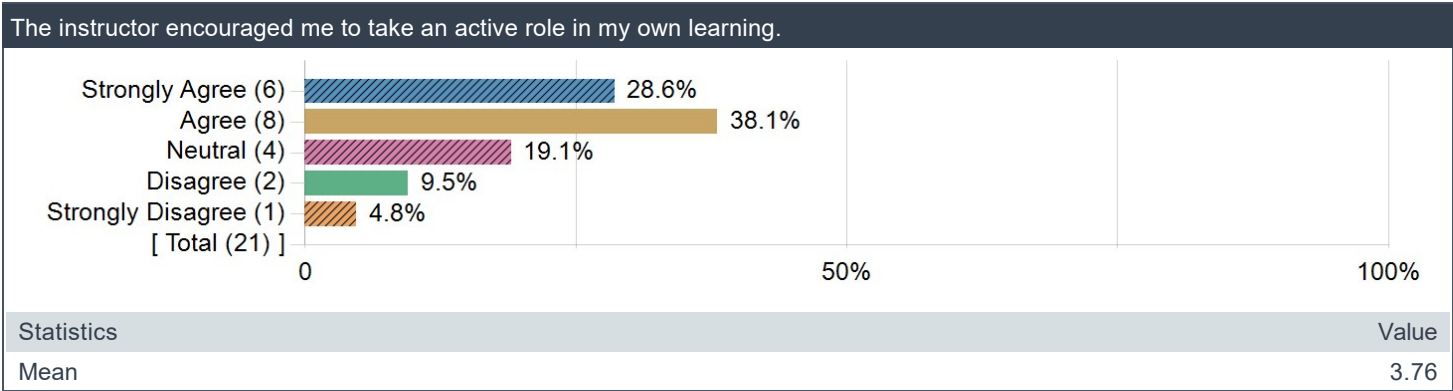
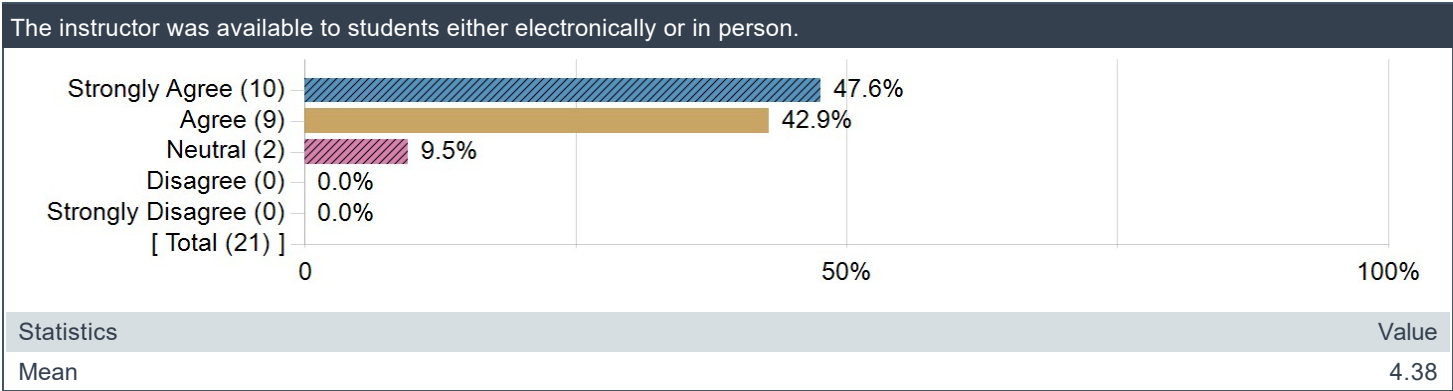
Instructor Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The instructor clearly explained the course objectives and expectations.	28.6%	33.3%	14.3%	23.8%	0.0%	21	3.67
The instructor fostered an inclusive learning environment.	38.1%	33.3%	14.3%	14.3%	0.0%	21	3.95
The instructor effectively explained the concepts and subject matter in this course.	28.6%	33.3%	28.6%	4.8%	4.8%	21	3.76
The instructional techniques kept me engaged in learning.	4.8%	33.3%	23.8%	23.8%	14.3%	21	2.90
The instructor checked for student understanding of the concepts presented in the course.	23.8%	42.9%	19.0%	9.5%	4.8%	21	3.71

Overall Questions

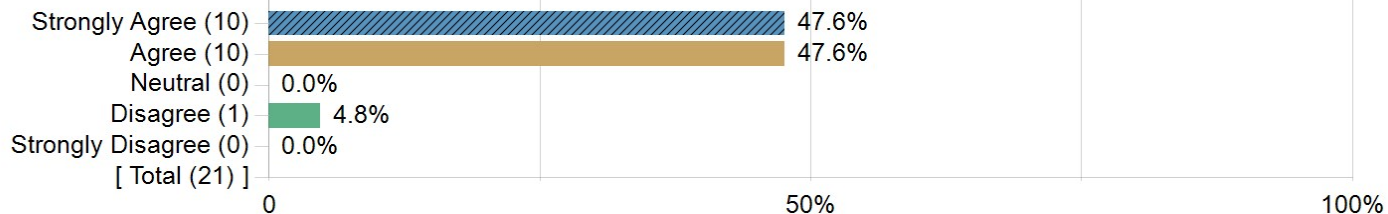


College, School, or Unit Questions



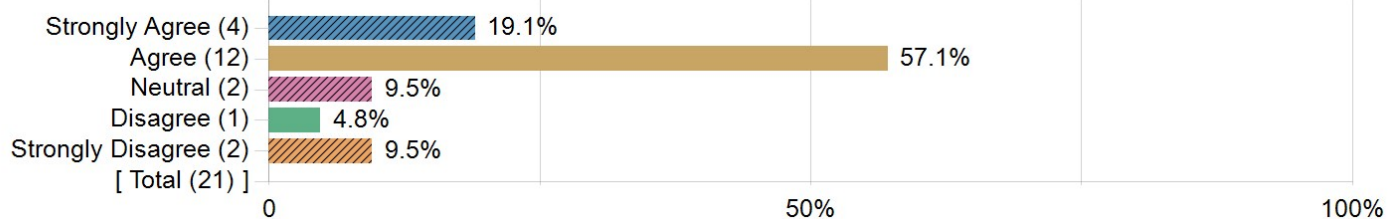
Faculty Selected Questions

The instructor seemed genuinely interested in teaching the course.



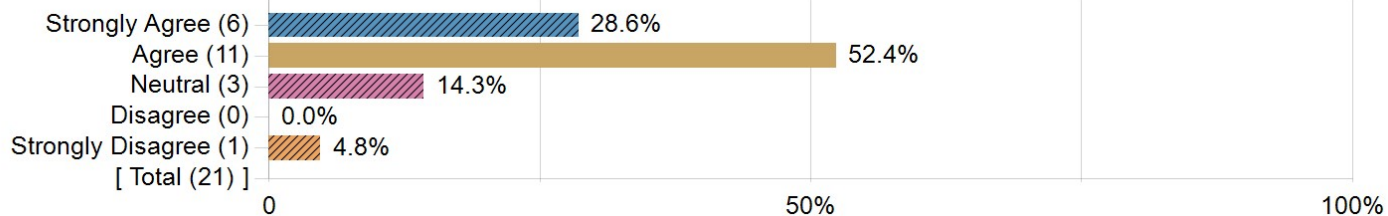
Statistics	Value
Mean	4.38

In my opinion, the assignments, presentations, projects, or papers required in this course were worthwhile learning experiences.



Statistics	Value
Mean	3.71

The instructor fostered a classroom environment in which all students could feel free to participate fully.



Statistics	Value
Mean	4.00

Comment Questions

Identify aspects of the course that were the most effective in helping your learning.

Comments
Some aspects of the course that were the most effective was the homework's and the uploading of the lectures.
The homework questions were of a good level, the exams covered the course content well.
The slide shows were pretty helpful
The professor could adjust the study plan based on how students understand the knowledge
The most effective parts of learning were using the slides to study for exams the night before.
The homework definitely helped my learning the most. I also liked being able to access the lectures on Canvas.
slides were well organized
The reading and the slideshows were really helpful.
Slides getting posted before lectures.
Studying and working on the homework with the other students helped the most
The homework solutions and midterm solutions were extensively thorough and a lot of work went towards explaining the concepts!
The concepts were confusing, but you taught in a way that was clear and easily understood. You answered questions very thoroughly and always tied it back to the topic at hand. Everything you said was super helpful and it feels like you didn't waste any time.
The lectures were very well organized, with informative slides. These slides were posted to Canvas, which helped when I needed to review course material.
We covered all the material, and the material matched the textbook.
Real World Examples

Identify the aspect of the course that you found most challenging, why you found it was challenging, and suggest one thing that could be done to help future students meet that challenge more effectively.

Comments
The aspects of the course I found challenging was that nothing was stated clearly, the course was changed multiple times, and the dynamics of the class were set in stone for most of the semester. I struggled to understand sometimes where we were at during the course and wasn't able to engage as much as I wanted to. I wanted to learn and understand but I found it really hard to in the way the teacher was teaching.
Also, I would have appreciated to have the homework assignment published a bit longer before the deadline. This would allow for more flexibility and teaches students to plan their schedules. Also, on the same topic, I would have appreciated to stick to the syllabus a little more, as this also would have helped me in planning my semester.
Have a more clear and better structure to the course
The homework was much more difficult than the material covered in class, the tests were too long for the amount of time given, and the content covered on the test was very difficult compared to the coursework in other 304K classes.
It's hard to do excellent on exams.
The most challenging part of the course would be understanding most the lectures. I felt they lacked organization and left me without motivation to attend class.
I found it most challenging to stay engaged during class. I think more engaging class activities or Kahoots could be helpful.
Recording the lectures would be helpful
I think the assignments were too hard and were due in short periods of time.
Hold office hours in person, review sessions every couple of classes/weeks
The most challenging aspect of the course was the course itself. I feel like I didn't learn much from the course, and it wasn't taught in a way to where I understood the material. I read the textbook, and I studied the homework's until late hours, but my efforts do not translate into my grades. Staying awake in the class became difficult as I dedicated hours to studying the material, but my efforts remain fruitless. For future students, if you are not familiar with microeconomic theories or fundamentals, I do not recommend taking this class as I feel that you must have prior knowledge before taking this class, even though it is an introduction class.
The lectures were occasionally hard to follow because of slight over-explanation. I believe the instructor is highly knowledgeable in his field! However, a little more consideration of the details from his lectures would be beneficial, namely, trying to keep explanations less wordy and not using overly detailed examples.
Most challenging aspect was looking at the slides. Visual items like graphs and tables were easier to understand when you drew on the board/on the screen in Zoom. You were able to interact with the graphic, like change your drawings, shade regions, point at things, etc., so we could see where shifts occurred. That was much harder to do on the slides since it was a still image. I would suggest using the board more often or drawing on the computer screen.
I found it challenging to stay engaged during the entire hour and a half lecture period. This class may benefit from moving to a one hour meeting period (three times per week).
The questions on exams and homework did not seem to test knowledge of concepts, but whether or not you could find the "trick" in the questions. Also, you could get an A on every single grade (not including final) besides getting the class average for one test, and your grade is tanked permanently. Progress over the course of the semester has no bearing.
His teaching style did not benefit some students specifically when overexplaining