



Full Survey Instructor Report (Fall 2024) for ECON 3H03 C01 - Internatl Monetary Economics (Saleha Jafri)

Project Title: **Fall 2024**

Courses Audience: **75**

Responses Received: **20**

Response Ratio: **26.7%**

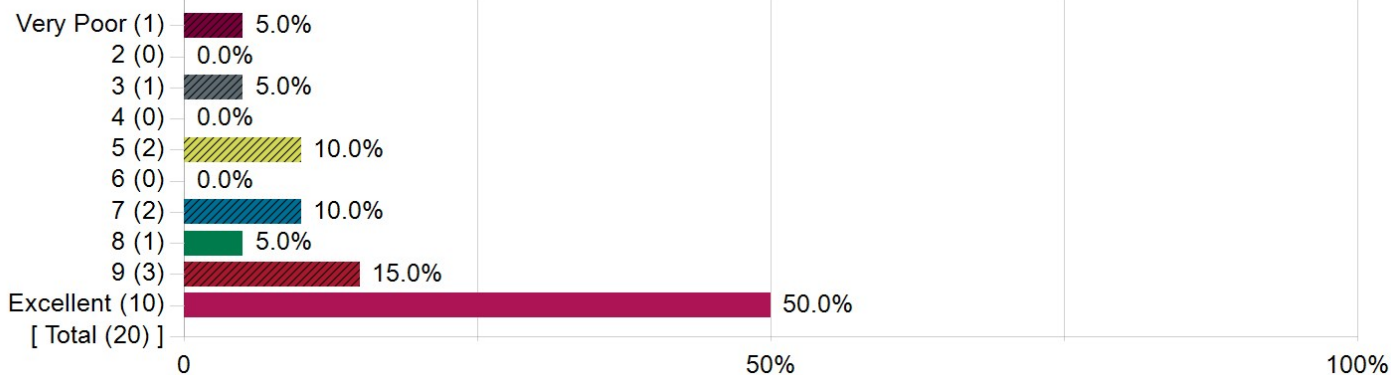
Report Comments

McMaster Handling of personal information policy.

<https://secretariat.mcmaster.ca/app/uploads/2018/11/handling-of-personal-information-policy.pdf>

Creation Date: **Tuesday, December 24, 2024**

Overall for this course, how would you describe your learning experience?

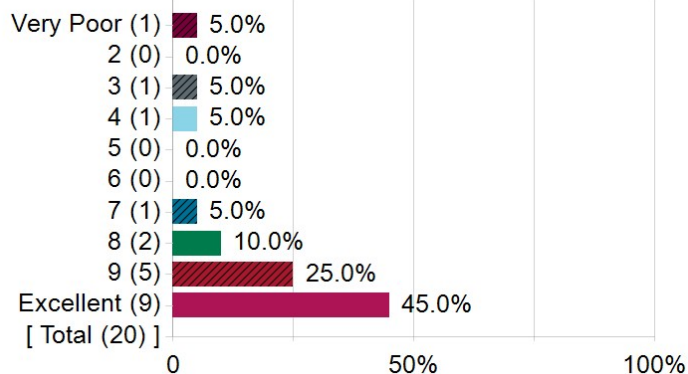


Statistics	Value
Mean	8.15
Median	9.50
Mode	10
Standard Deviation	2.68

Please rate the following:

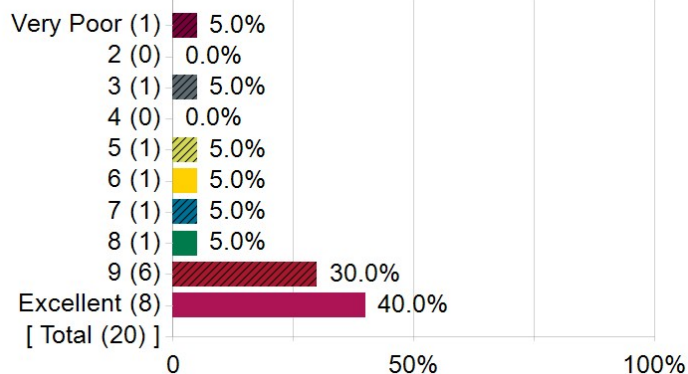
Competency Statistics	Value
Mean	8.12
Median	9.00
Mode	10
Standard Deviation	2.71

1. The course objectives and requirements were made clear to students.



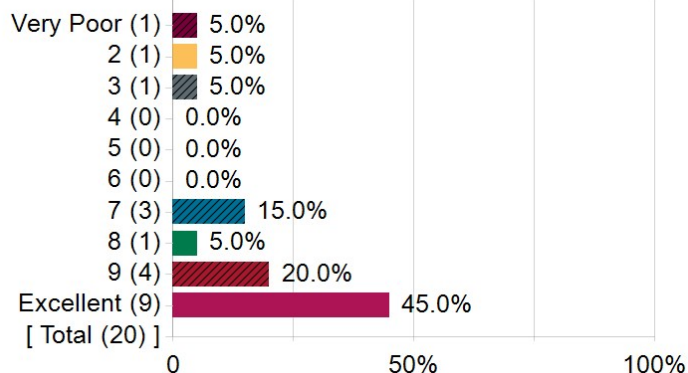
Statistics	Value
Mean	8.30
Median	9.00
Mode	10
Standard Deviation	2.62

2. This course inspired me to learn the subject matter.



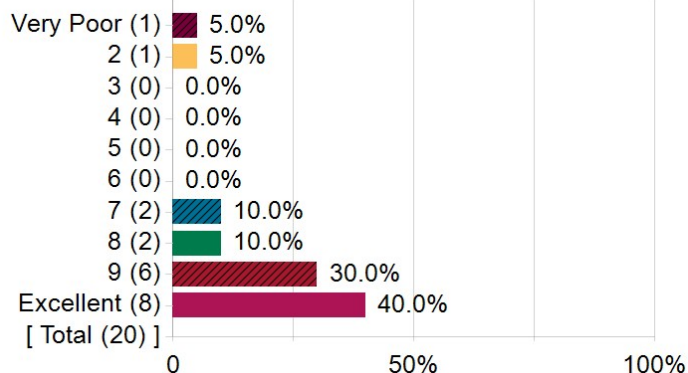
Statistics	Value
Mean	8.20
Median	9.00
Mode	10
Standard Deviation	2.57

3. Course projects, assignments, tests and/or exams improved my understanding of the course material.



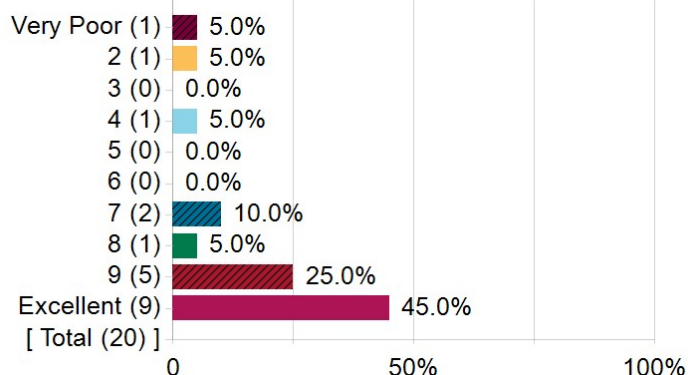
Statistics	Value
Mean	8.05
Median	9.00
Mode	10
Standard Deviation	2.84

4. The course content and course materials provided me with a deeper understanding of the subject matter.



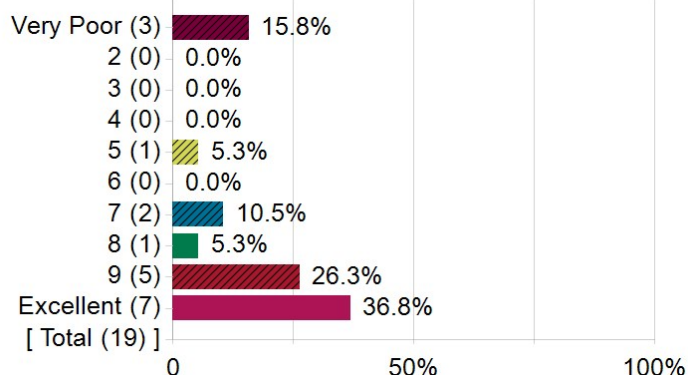
Statistics	Value
Mean	8.35
Median	9.00
Mode	10
Standard Deviation	2.54

5. Overall, the quality of my learning experience in this course was:



Statistics	Value
Mean	8.20
Median	9.00
Mode	10
Standard Deviation	2.75

6. If applicable: Overall, how well did the tutorials/TA supports contribute to your learning in this course?

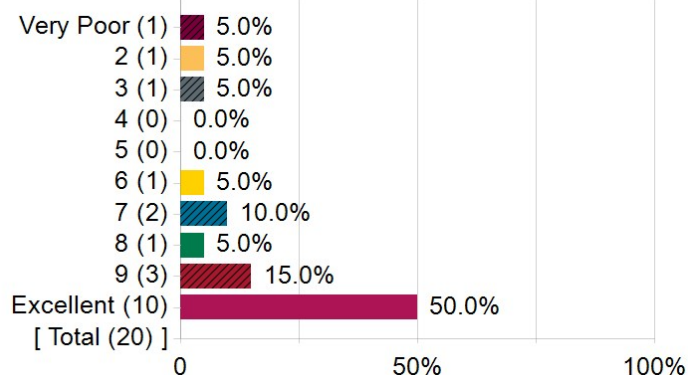


Statistics	Value
Mean	7.63
Median	9.00
Mode	10
Standard Deviation	3.24

Please rate the following:

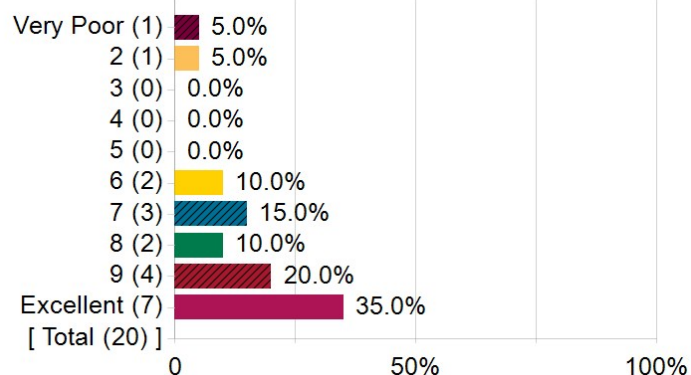
Competency Statistics	Value
Mean	7.98
Median	9.00
Mode	10
Standard Deviation	2.82

1. The instructor communicated the subject matter clearly and effectively.



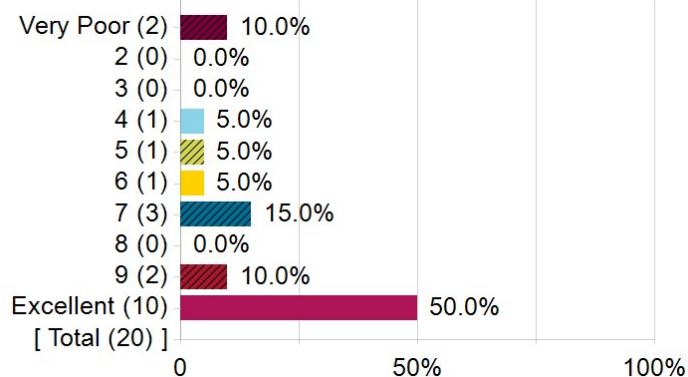
Statistics	Value
Mean	8.05
Median	9.50
Mode	10
Standard Deviation	2.89

2. The instructor showed interest and enthusiasm for teaching the subject matter and the course.



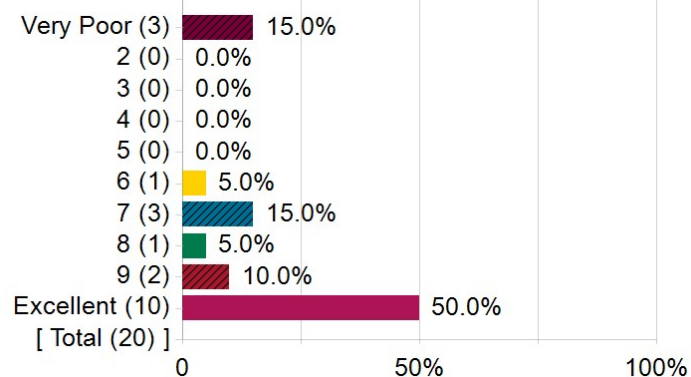
Statistics	Value
Mean	7.90
Median	9.00
Mode	10
Standard Deviation	2.59

3. The instructor feedback on course assignments was helpful for my learning.



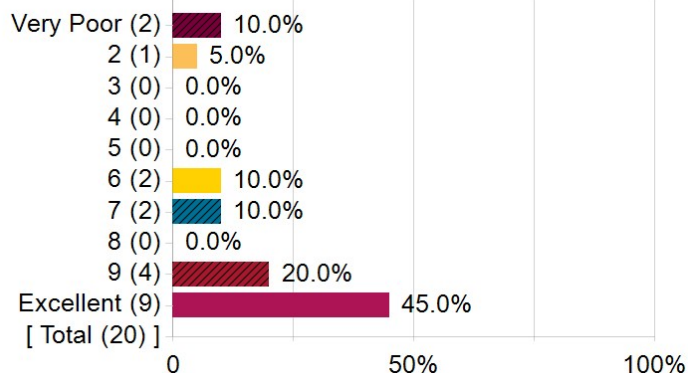
Statistics	Value
Mean	7.80
Median	9.50
Mode	10
Standard Deviation	3.00

4. The instructor showed genuine concern for students and student learning.



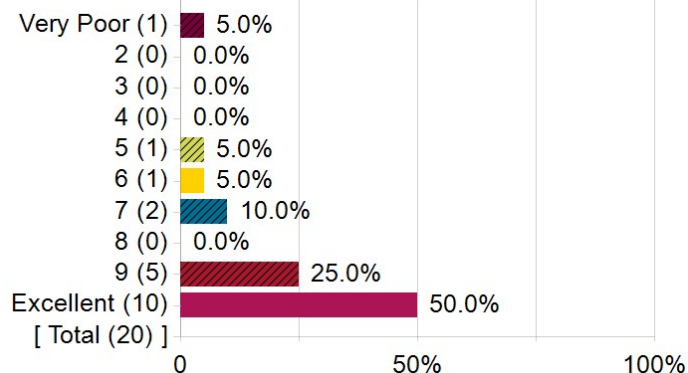
Statistics	Value
Mean	7.80
Median	9.50
Mode	10
Standard Deviation	3.21

5. The instructor created a classroom atmosphere that was conducive to my learning.



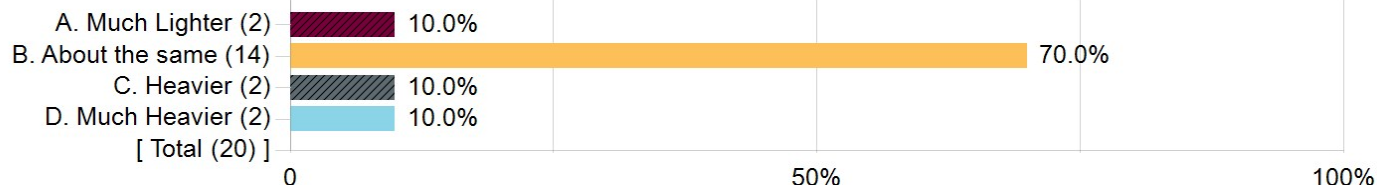
Statistics	Value
Mean	7.80
Median	9.00
Mode	10
Standard Deviation	3.11

6. The instructor was available for consultation outside of class.



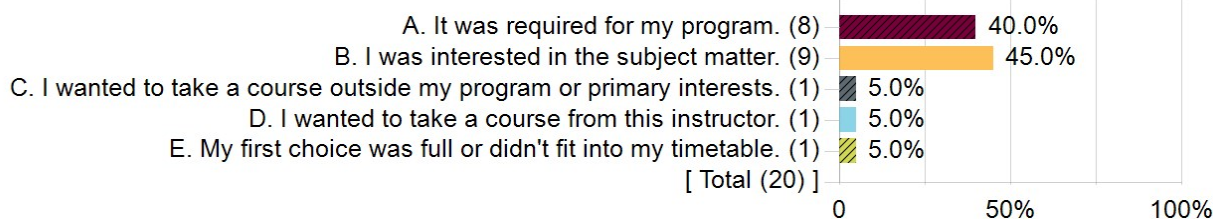
Statistics	Value
Mean	8.55
Median	9.50
Mode	10
Standard Deviation	2.33

Compared to other courses you have taken, how would you rate the workload for this course?



Statistics	Value
Mean	2.20
Median	2.00
Mode	2
Standard Deviation	0.77

The primary reason I took this course was:



Please comment on the overall quality of the instruction in this course:

Comments
detailed explanation of course materials and slides; practice questions greatly help to prepare for exams.
I did not feel very engaged with the material when I came to class. The learning atmosphere was dull. It was also difficult to transcribe notes from the board because they were all jammed on one side and scattered over that area.
She hasn't responded to any of my emails since the beginning of the course.
The instruction quality in Econ 3H03 leaves much to be desired due to several critical shortcomings in its structure and delivery. Below, I detail my observations and concerns regarding the course:
<p>1. Inadequate Support from Teaching Assistants (TAs):</p> <p>Although the professor hired multiple TAs, their roles were largely limited to invigilating exams. They provided no direct support to students in the form of tutorials, office hours, or any other guidance to enhance learning.</p>
<p>2. Unbalanced Course Weighting:</p> <p>The course structure was heavily skewed, with 90% of the grade allocated to midterm and final exams, leaving only 10% for homework. This distribution creates an unreasonably high-stakes environment, offering little opportunity for students to improve their understanding and performance through consistent, low-risk assessments like assignments or projects.</p>
<p>3. Unclear Homework Requirements:</p> <p>The 10% homework portion was hosted on a separate website, distinct from the main Avenue to Learn platform, causing unnecessary confusion and additional workload. (Achieve Macmillan Course Tools launch) The lack of integration made it difficult to manage and access resources effectively, further frustrating students and detracting from the learning experience.</p>
<p>4. Surface-Level Lectures:</p> <p>The professor's approach to teaching lacked depth and engagement. Lectures consisted primarily of reading directly from the PPT slides, with minimal explanation or elaboration on the course material. This passive delivery failed to provide the critical insights or interactive discussions necessary for students to grasp complex economic concepts.</p> <p>The course suffered from insufficient support, poor planning, and a lack of meaningful instruction. The absence of tutorial sessions and engagement from TAs, coupled with an unbalanced grading system, left students under-supported and overly reliant on high-stakes exams. Additionally, the professor's lecture style did not foster deeper understanding or actively involve students in the learning process.</p>
Suggestions for Improvement:
1. Utilize TAs effectively by involving them in tutorials or hosting regular office hours.
2. Restructure the grading system to include more diverse assessments, such as quizzes, projects, or class participation, to reduce the reliance on exams.
3. Integrate all course materials and assignments into a single platform for easier access and clarity.
– content was interesting and i liked how it related to real-world scenarios
OK
Good at all.
The quality of instruction was great. The instructor explained details within the slides very clearly with examples and answered all students questions.
I really liked the subject of this course. Very good teacher.
The instruction has been above average, leaning towards good. The professor tried and did care about teaching but concepts could have been made more clear and easy to understand. Mode of instruction could have been with more enthusiasm and energy. However, I do think the prof with more practice has potential to get really good. She actually cares if the students understand the content and you can ask her questions many times and she repeats and reexplains till the concept is understood.
Very informative and the instructor is very nice to each question

Please comment on the overall quality of your learning experience in this course:

Comments
nicely.
Not great, it could be better.
5/10 i suppose
<p>The overall learning experience in Econ 3H03 has been notably stressful and not conducive to deep or meaningful learning.</p> <p>1. Excessive Focus on Exams: The course's grading structure, which allocates 90% of the total grade to midterm and final exams, creates an overwhelming and high-pressure environment. This exam-centric approach leaves little room for continuous learning or skill-building through alternative assessments, such as projects, quizzes, or class participation. As a result, the learning experience feels more like a test of endurance and memorization rather than an opportunity for growth and understanding.</p> <p>2. Lack of Continuous Engagement: With only 10% of the grade assigned to homework, there is minimal incentive or opportunity for students to engage regularly with the course material. This absence of consistent, lower-stakes assessments reduces the chances to reinforce learning gradually, instead placing undue emphasis on performing well in a few high-stakes exams.</p> <p>3. Stressful Course Environment: The combination of unbalanced grading and limited support, such as tutorials or TA guidance, exacerbates stress levels among students.</p> <p>4. Surface-Level Instruction: The lectures did not provide the depth or interaction necessary to build a solid understanding of the subject matter. A significant concern in Econ 3H03 is the indiscriminate hiring of teaching assistants (TAs) without clearly defined or impactful roles in supporting student learning. The indiscriminate hiring of TAs without assigning them meaningful roles undermined the course's support system.</p> <p>– took away a lot from the course that can be applied in the real world</p>
OK
Enjoy this learning experience.
Overall, I learned a lot of new concepts and had a great learning experience for ECON 3H03.
I learned a lot about economics in this course.
Quality was good. But the lack of students showing up to class probably led to more students not coming to classes by the end of the semester. I have seen it in most econ courses that great professors always help to keep the attendance high even when its not required. I do think that Professor Jafri can do it if she masters the concepts in a way that can be easily explained to students in undergrad.
Very educational learning experience and learning from a broad perspective to understand macroeconomic problems