

ECON 4505 (01): Special Topics Energy Economic

Spring 2021 | Alexandre Ribeiro-Scarcioffolo | Course CIP Code: 520601

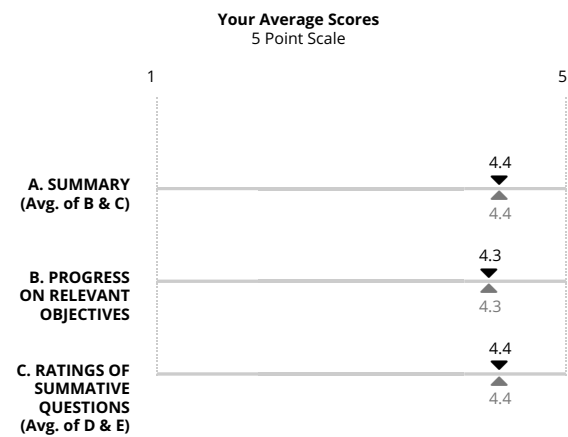
25		Students Enrolled
19		Students Responded
76%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

□ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

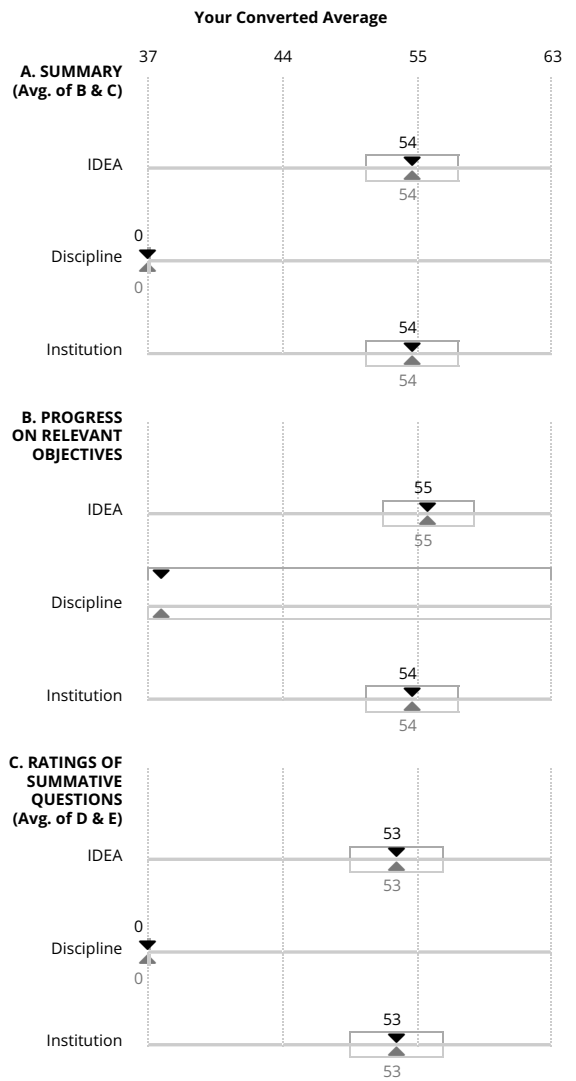
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	4.6
E. Excellent Course	4.2	4.2

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	55
Discipline		
Institution	55	55
E. Excellent Course		
IDEA	50	50
Discipline		
Institution	51	51

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		Institution	
Student Ratings of Learning on Relevant Objectives	Importance 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)	I	4.5	4.5	0	84	57	57			56	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4	16	68	51	51			51	51
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.2	4.2	0	74	52	52			52	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.3	4.3	0	79	53	53			52	52
Acquiring skills in working with others as a member of a team	M	4.3	4.3	0	74	57	57			56	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	3.6	21	58	49	49			47	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	32	53	42	42			43	43
Developing skill in expressing myself orally or in writing	I	4	4	11	58	52	52			51	51
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.2	4.2	5	79	55	55			53	53
Developing ethical reasoning and/or ethical decision making	M	4	4	16	74	52	52			52	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.3	4.3	11	79	55	55			55	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	4.2	11	79	55	55			54	54
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	4.4	4.4	5	84	59	59			59	59

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1			51
I really wanted to take this course regardless of who taught it.	4			52
My background prepared me well for this course's requirements.	4.2			54

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)	0% (0)	0% (0)	15.79% (3)	21.05% (4)	63.16% (12)	19	0	0.75	4.47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.26% (1)	10.53% (2)	15.79% (3)	15.79% (3)	52.63% (10)	19	0	1.26	4
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	26.32% (5)	26.32% (5)	47.37% (9)	19	0	0.83	4.21
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	21.05% (4)	31.58% (6)	47.37% (9)	19	0	0.78	4.26
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	26.32% (5)	15.79% (3)	57.89% (11)	19	0	0.86	4.32
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	15.79% (3)	5.26% (1)	21.05% (4)	21.05% (4)	36.84% (7)	19	0	1.43	3.58
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	26.32% (5)	5.26% (1)	15.79% (3)	21.05% (4)	31.58% (6)	19	0	1.58	3.26
Developing skill in expressing myself orally or in writing	5.26% (1)	5.26% (1)	31.58% (6)	5.26% (1)	52.63% (10)	19	0	1.23	3.95
Learning how to find, evaluate, and use resources to explore a topic in depth	5.26% (1)	0% (0)	15.79% (3)	26.32% (5)	52.63% (10)	19	0	1.06	4.21
Developing ethical reasoning and/or ethical decision making	5.26% (1)	10.53% (2)	10.53% (2)	31.58% (6)	42.11% (8)	19	0	1.19	3.95
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	10.53% (2)	10.53% (2)	21.05% (4)	57.89% (11)	19	0	1.02	4.26
Learning to apply knowledge and skills to benefit others or serve the public good	5.26% (1)	5.26% (1)	10.53% (2)	21.05% (4)	57.89% (11)	19	0	1.15	4.21
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	5.26% (1)	10.53% (2)	26.32% (5)	57.89% (11)	19	0	0.87	4.37
<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)	0% (0)	15.79% (3)	63.16% (12)	21.05% (4)	19	0	0.6	4.05
I really wanted to take this course regardless of who taught it.	0% (0)	10.53% (2)	26.32% (5)	21.05% (4)	42.11% (8)	19	0	1.05	3.95
My background prepared me well for this course's requirements.	0% (0)	5.26% (1)	21.05% (4)	26.32% (5)	47.37% (9)	19	0	0.93	4.16
Overall, I rate this instructor an excellent teacher.	0% (0)	5.26% (1)	0% (0)	21.05% (4)	73.68% (14)	19	0	0.74	4.63
Overall, I rate this course as excellent.	5.26% (1)	0% (0)	21.05% (4)	15.79% (3)	57.89% (11)	19	0	1.1	4.21

Qualitative

Comments -

- Dr. Alex is a great professor. I love how approachable and accessible he is.
- I have to be honest, this was one of the best classes I have had in college. It was interesting, new material that I knew nothing about and found SUPER interesting to learn more about. Dr. Alex expected a lot from his students, but he was so willing to help, answer questions, and even asked for feedback on how he could improve the course. I really appreciate that. The one downfall of the class was the one test. I think because there was only one scheduled exam, it became really long and slightly overwhelming to prepare for. I also know once the exam was over, as a graduating senior, I was not as invested in minute details in class because I knew that I was not going to be tested over them. I think Dr. Alex did compensate for this fact by doing in class impromptu exercises and still assigning homework. Overall, I think Dr. Alex was a phenomenal professor and I definitely would recommend this class to anyone who needed an econ elective.
- Interesting topic! I knew little to nothing about the energy market before this class, so I enjoyed this course. Maybe for future lighten the work load, and maybe one more test. Overall though great class, and I really respect how much time and effort you put into your class as well as your students. You are the first professor I've had that is more than happy to help me with anything at anytime!
- Alex did a wonderful job in teaching the material for comprehension instead of to meet standards. His method of more homeworks and less tests kept me motivated to learn and engage in class. His amount of availability for us is appreciated and also helps me want to learn.
- A very good class, learned a lot. Really liked the homework policies, as well as the very flexible office hours. I liked this course so much I decided to take Economic Growth next year.
- The content and teaching were great, but the class starts off extremely difficult which I think could be expanded further into the semester so everything is not condensed to the first half. Also, all of the assigned papers require the same presentation and paper despite having different lengths and material meaning some people had harder presentations than each other, and the presentations are graded based on how you compare to your peers. Also, some sort of pretest or second chance would be nice so that students have a better chance on the one exam.
- I have really enjoyed this class though it has been challenging at times. The most frustrating part of the class has been trying to get all the readings done. Most are fine but for the extra long ones (30+ pages) it would be nice if we had some pointers on what to look for as for as important information goes because they can be very thick and not all the information is important. That being said, even though some of the HWs were very challenging, I never felt like I couldn't ask for help or Dr. Alex wasn't accessible. The single test was very stressful, but because it's balanced out with so many other presentation and quiz grades it's actually not too bad. Not an easy class, but an enjoyable and valuable one.
- Alex is a great teacher and is super passionate about the material. I enjoyed this class a lot, and the only recommendation I have would be about the essays that he assigns as reading. This may just be a personal issue, but as someone with anxiety, it can be super overwhelming to be assigned a 40-page long paper with no direction when you know that the professor will be asking questions about it. It would be much less stressful and more productive if you were to give guiding questions or specific sections to focus on because this semester I would spend hours reading one essay and then be too nervous to even ask or answer questions about it in class.
- Dr. Alex is an incredible teacher and a good guy always ready to help his students.
- Dr. Alex is exceptional - this class was difficult but fair, and I learned a large amount about how energy markets as a result.
- I like the teacher's personality a lot and he is clearly very passionate and smart about economics, but it sometimes seems like his grading system is kind of random. He doesn't grade based on if you do it right he kind of grades based on how everyone performs in the class, which I don't like. I also did not like how there was only one test and how long the test was. The professor is so nice though and willing to work with you on anything.
- I thought this was a great class and you were a great teacher. The only things I would change have already been discussed in class. Thank you for a great semester.
- This was a cool concept for a class, but it was very scattered. I think it had to do partly that Dr. Alex is new to teaching and the class had never been done before. He definitely knew his stuff and was beyond passionate and excited about the class and its topics, but the way he relayed the economic concepts to us was not always so clear. Intermediate Microeconomics and Industrial Organization should definitely be recommended or prereqs before taking this class. I say this since he covers almost every topic I've learned in the econ dept (I think he should cover less topics and go into more detail instead of doing so many with less detail) and I learned many things in IO that he taught, but i thought they were explained better in IO. However, when he covered futures/hedging/options, these explanations were explained better than when I learned them in Financial Markets and Money&Banking. This class should also have more than one test (which we can finish on time) so that there is more grade distribution over our own performance rather than the heavy group work that was completed in his class. The grading on the OPEC work was slightly unfair as well since I am worried that it will bring down my grade. Lastly, the presentation slides were entirely too long at almost 100 slides each, all covering lots of different topics with a lot of info on every slide.
- I enrolled in this class excited to learn under a new member of the economics department at Georgia College. Overall, I was disappointed with my experience. Generally, the concepts taught in this class were not too difficult for students and the lectures were straightforward, often interesting. However, the main failing of this class was in Dr. Scarciuffolo's grading "strategy." My concerns were raised after the administration of the first and only exam offered in the class, accounting for twenty percent of each student's grade. The exam was written at such length so that only one of the twenty-five students was able to complete the exam and turn it in within the time given. The exam was also administered at the same time as the possibility of dropping the course expired, an action that I and others would have quickly taken had we known what was to come. After many students performed poorly on the lengthy exam, a "curve" was applied relative to the highest performance. The application of this curve was also frustrating. Allocating a curve exclusively to students who included an incorrect or incomplete answer while withholding the curve from students who either did not provide an incorrect answer or erased an answer they suspected to be incorrect is wholly unfair. Due to the overlong nature of the exam, almost every student had left some number of questions unanswered, and for these questions, no credit reflecting the unwarranted difficulty of completing the exam was allotted. Attempts to discuss the exam grade with Dr. Scarciuffolo resulted in unsatisfying explanations about combating American grade inflation and ensuring that the course was not "a course that everyone gets an A or B in." I do not believe that concerns about nationwide grade inflation trends or efforts to establish oneself as a "rigorous" professor should factor into the application of a curve to individual students. At the very least, the method of curve application should be made known to future students prior to exam day. In regards to administering and grading the exam after the possibility of dropping the class expired, it was explained to me that Dr. Scarciuffolo "doesn't believe in dropping," as the option to drop courses was not present for him during his time in college. Again, I do not see why these personal experiences should factor into students' ability to decide their academic journey, especially at a university that typically honors students' ability to withdraw from a class if desired. I would recommend future students be given the option to decide whether or not they want to remain in the course after the first major assignment. Similar issues regarding grading strategy continued in the semester. An assignment in which students worked in groups and were asked to fill out peer evaluations was particularly frustrating. After members of a group turned in peer evaluations, Dr. Scarciuffolo deemed the peer evaluations as being over-inflated, and took the initiative of lowering each person's peer review scores. I must be mistaken as to what the function of a peer review is, but I suppose "preventing inflation" helps in maintaining the academic rigor optic. It is the combination of all of these events that lead me to believe that multiple students' grades were adversely affected through Dr. Scarciuffolo's determination to host what appears to be an academically rigorous course, and not a reflection of students' own efforts. I do not believe in strategic grading in an attempt to ensure grade disparity and to only have a few students receive A's. I understand the necessity of academic rigor, but when grades are adversely affected by matters such as insufficient test time, inability to withdraw from the class after the first major assignment, and subjective views of how "inflated" peer-review scores are, the issue is no longer a matter of course content. I cannot recommend this course to other students as it currently exists. It is a shame that my overall experience was negative, as there were many enjoyable aspects of the class. The content is interesting, Dr. Scarciuffolo is engaging and very excited about energy economics, and was happy to help students with difficult concepts at any time. Having someone from Georgia Power come speak to the class about real-world experience in a vertically integrated utility firm was very interesting. But I cannot say that the content of the course outweighs the frustrations of Dr. Scarciuffolo's grading strategy. I would hope future students do not encounter the same difficulties as my class did. This has plenty of potential to be an extremely interesting, challenging, and rewarding class, but I cannot currently recommend it to students based on my experience.