



*Instructor: Scott Spitze*

*Department: Economics*

*Course: 2105 Principles of Macroeconomics*

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In what follows I have listed the main points gathered from your students' written and verbal feedback, for your review. This is simply a report of student perceptions, based on the structure of my conversation with your students, and without specific interpretation. When we meet, we will discuss your students' feedback, and consider ways you might respond.

**What's working well in this class?** What are the strengths of the class and which aspects are having a positive impact on your learning?

Students responded to this question in small groups and were asked to be as specific as possible, noting disagreement among group members where relevant. Students have identified the following strengths in your teaching:

**Instructor**

- He's very willing to help (5 stud/1 group)
- Willing to admit own mistakes (5 stud/1 group)
- Encourages class participation (8 stud/2 group)
- Love that he learns all our names (4 stud/1 group)
- He is very open to questions/discussion (4 stud/1 group)

**Content/Material**

- The online practice problems help to recap what we learned (8 stud/2 group)
- Slides with examples that we can refer back to (12 stud/3 group)
- Power point presentations and uploading slides after class (4 stud/1 group)
- The podcasts add to the content and allow us to make real world connections (21stud/5 group)
- Podcasts are an easy additional grade (4 stud/1 group)
- Cool homework! Podcast is great and so are the questions (4 stud/1 group)
- Homework helps understanding lesson (podcast) (4 stud/1 group)

**Instructional Delivery**

- Everything is clear and concise (4 stud/1 group)
- Reviewing previous topics at the next class (9 stud/2 group)
- Plenty of time for questions (4 stud/1 group)



- Professor does well with linking the podcast to class with the power points (9 stud/2 group)

### **Assessment**

- Quizzes help with studying ( 4 stud/1 group)

### **Miscellaneous**

- The energy of the class is great (5 stud/1 group)
- Extra credit from talking in class (8 stud/2 group)

### **Class Pace**

On their worksheets, students were asked to indicate their sense of the *pace* in your class. 8 students reported that it's just right, and 26 students reported that the pace is too fast.

### **What is your number one, top choice, gold star recommendation for a constructive change your instructor can make in this course?**

After our large group discussion, each group returned to their worksheet and agreed on their top recommendation for you. Here's what they said:

### **Content/Material**

- Insert a few more practice questions [4 students/1 group]
  - In our large group discussion, 95% agreed that more practice problems, and specifically more interactive problems, would be helpful.

### **Instructional Delivery**

- Slow down [34 students/7 groups]
  - In our large group discussion, 80% of the class agreed that the pace was too fast, specifically when covering more complex problems, charts, and graphs (100% agreed that chart/graphs were gone over too quickly). They suggest more slower pacing and more time for them to process what they are learning, either through pauses for note taking or activities (group work, discussion, etc.)
- Relax, take a deep breath ☺ [13 students/3 groups]
  - Students see you as a knowledge expert, but recognize that you are learning to be an instructor. They encourage you to take your time and be patient with yourself.



**What specific changes should be made,** to improve your experience in this class?

**What's not working so well in this class?** That is, which aspects of this class are having a less positive impact on your learning?

Students also made notes on their worksheets about their suggestions for change in your class, along with notes about what isn't working as well (from their perspective).

While some of these items may be repeats from the top priority suggestions listed above, these lists include all of the items students wrote on their small group worksheets, for your consideration.

### **What specific changes should be made?**

#### **Instructor**

- Slow down a bit to collect thoughts (5 stud/1 group)

#### **Content/Material**

- It would be ideal if we had more in-class examples with more class participation to make sure we understand the material (4 stud/1 group)
- Do practice questions in class to make sure everyone understands (5 stud/1 group)
- All we can think of is providing more practice (4 stud/1 group)
- Spend more time on more complex things; maybe don't spend as much time on homeworks that review concepts we covered in class, rather than introduce new ones (4 stud/1 group)
- Real world examples (4 stud/1 group)

#### **Instructional Delivery**

- Slow down on more complicated topics (5 stud/1 group)
- Make lectures more interesting (4 stud/1 group)

#### **Group Work**

- More group activities in class (4 stud/1 group)
- Group work will work well for this class (4 stud/1 group)

#### **Assessment**

- Give another day of review between attendance quizzes and material quizzed (4 stud/1 group)

#### **Miscellaneous**

- Honestly there's not much that needs to change (4 stud/1 group)



## **What's not working so well?**

### **Instructor**

- Relax when teaching
- Slight communication issues with explaining questions Ex. Stuttering and confusing himself (4 stud/1 group)
- Sometimes he can speak too fast and get flustered (13 stud/3 group)
- Second guesses himself (5 stud/1 group)

### **Content/Material**

- Pace of the class can be a little fast at times (5 stud/1 group)
- Fast-paced: can spend more time of more complex problems (ex. trade problems) (4 stud/1 group)
- Podcasts are good real world example but often don't tie into what is taught in class (4 stud/1 group)
- A lot of material in a short amount of time (5 stud/1 group)

### **Instructional Delivery**

- Going through slides very fast (4 stud/1 group)
- Not thoroughly explaining information (graphs) (4 stud/1 group)
- Slides are read-through instead of taught ( 5 stud/1 group)
- We do cover many different complex ideas and graphs, and often times we go extremely fast through these concepts. It would be great if he could slow down when teaching graphs, etc. (4 stud/1 group)

### **Assessment**

- Quizzes should cover more general topics (4 stud/1 group)