Feedback on Instruction and Course

University of Missouri

Group Report for: Carlson,Alyssa Helen; Course: APPLIED ECONOMETRICS

Course: **ECONOM 8473** Section: **01** Semester: **FS2024** Class Number: **54388**

No. Respondents: 23   **No. Enrolled: 31**

Course Feedback Form

Choices: **S**trongly **A**gree, **A**gree, **N**eutral, **D**isagree, **S**trongly **D**isagree

	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
Structured								
The class was clearly organized.	91%	4%	4%	0%	0%	23	4.87	0.45
I knew what was expected of me in this class.	83%	13%	4%	0%	0%	23	4.78	0.51
I received feedback on class assignments that was helpful.	87%	4%	4%	4%	0%	23	4.74	0.74
Structured Summary Score: 4.80								
Supportive								
The instructor encouraged students to play an active role in the class.	74%	13%	9%	4%	0%	23	4.57	0.82
The instructor prompted students to ask questions.	70%	26%	4%	0%	0%	23	4.65	0.56
I was encouraged to communicate with my instructor outside of class.	78%	17%	4%	0%	0%	23	4.74	0.53
Supportive Summary Score: 4.65								
Cognitive Engagement								
I had opportunities to solve problems in this class.	78%	17%	4%	0%	0%	23	4.74	0.53
The class allowed me to think creatively about issues in the field.	83%	9%	9%	0%	0%	23	4.74	0.61
I can apply knowledge and information from this class to my life.	65%	26%	9%	0%	0%	23	4.57	0.65
Cognitive Engagement Summary Score: 4.68								
Inclusion								
This class has helped me develop the skills necessary to work effectively with people from various backgrounds.	48%	22%	26%	4%	0%	23	4.13	0.95
The instructor respected the expression of diverse ideas.	65%	17%	13%	4%	0%	23	4.43	0.88
The instructor saw cultural and personal differences as assets.	57%	22%	17%	4%	0%	23	4.30	0.91
Inclusion Summary Score: 4.29								
Collaborative								
The instructor effectively facilitated interactions among students.	61%	13%	22%	4%	0%	23	4.30	0.95
In-class activities and/or interactions with classmates contributed to my learning.	55%	18%	23%	5%	0%	22	4.23	0.95
Collaborative Summary Score: 4.27								

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Feedback to Other Students (IDK = I Don't Know)	% Yes	% No	% IDK	# Rsp
Would you recommend this class to other students regarding...?				
CLASS CONTENT	95%	0%	5%	22
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	95%	0%	5%	22
POSITIVE LEARNING ENVIRONMENT	96%	0%	4%	23
INSTRUCTOR'S TEACHING SKILL/STYLE	96%	0%	4%	23
FAIRNESS OF GRADING	96%	0%	4%	23

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Student Information (NA = Not Applicable, NR = No Response)					
Course		**Expected Grade**		**Class Year**	
Requirement	91%	A	70%	Freshman	0%
Elective	4%	B	26%	Sophomore	0%
Other	4%	C	0%	Junior	0%
		D	0%	Senior	4%
		F	0%	Graduate	96%
		S	0%	Other	0%
		U	0%		
		None	4%		

Construct Means									
Structured		**Supportive**		**Cog. Engage.**		**Inclusion**		**Collaborative**	
Mean	4.80	Mean	4.65	Mean	4.68	Mean	4.29	Mean	4.27
Std. Dev.	0.58	Std. Dev.	0.66	Std. Dev.	0.60	Std. Dev.	0.92	Std. Dev.	0.95

Mean is the average of the group of student scores for that item on the course feedback survey.

Standard Deviation (Std. Dev.) is a measure of how spread out the scores are around the mean. The higher the value for the standard deviation, the more spread of the scores are; a lower standard deviation indicates that the student scores are more clustered around the mean.

Group Report for: Carlson,Alyssa Helen; Course: APPLIED ECONOMETRICS

Course: **ECONOM 8473** Section: **01** Semester: **FS2024** Class Number: **54388**

Section VI: Your Comments Are Valued

What are one to three specific things about the class that supported your learning?

This is a good course. It challenges students and is laid out in a manner that really stretches intellectual capabilities. I thought the online structure of the course was particularly good. One of the better online courses I've taken.

1.) Stata problem sets applying ideas learned in class
2.) Final project applying ideas learned in class
3.) Good feedback from professor on all turned in assignments

For any questions I had either over email or in office hours, Dr. Carlson explained the problem both intuitively and with formal methods, which helped immensely to help me through the problem and reinforce understanding. There was a semester-long project for this course, split into 4-5 parts throughout the term. Dr. Carlson hand crafted problem sets in Stata that allowed me to work through the procedures I would be using in my paper and gave me a feel for the process of how I should be writing effective research. She was always very welcoming, understanding, and enjoyable to interact with, and I wish I could take another course with her.

The feedback on assignments and discussion post was timely and thoughtful.

1-Great organization of the material and clarity of the expectation
2-Great teaching style
3-The teacher's encouragement and openness for asking questions and problems outside of the calss

Engaged office hours, thorough feedback on assignments

This course is online, and from the podcast, I can sense Dr. Carlson's energy and passion for econometrics. I aspire to bring the same level of enthusiasm and engagement to my own learning journey.

Access to professor via zoom meetings

open book quiz to enhance learning process

1)Professor comments on assignments provided good feedback 2) Consistent structure, no surprises 3) Encouraging collaboration and discussion

The topics were not easy, but Dr. Carlson taught them in a way that was easy to understand.
The video lectures were extremely useful, and a resource I wish every professor had.
Office hours were very helpful.

I loved Dr. Carlson! She was so open to meeting with me outside of class to assist me with my research project. I have learned so much this semester from her and gained confidence in my statistical abilities. I also feel that the structure of the class was perfect to maximize my learning!

The stata problem sets are a helpful application of the concepts.

1. One of the key aspects of this class that supported my learning was the weekly quizzes, which helped reinforce my understanding of the key concepts covered in the lectures.

2. I really appreciated the assignments involving Stata and the detailed explanations of its applications, as they are highly beneficial for my future development.

3. This course introduced me to several innovative research methods, which have significantly expanded my knowledge and skills in this field.

Dr. Carlson was very available to meet outside of her scheduled office hours. This was very helpful for an asynchronous online class, because there is a lot of knowledge to be gleaned just from a conversation with a professor. I learned so much outside of the lectures through a number of 1 on 1 meetings.

I appreciated that the class did not involve pressure activities like timed tests. Your grade was a function of the effort you put in learning the material. I found that throughout the semester, I almost never thought about my grade, and instead just focused on learning. As someone who is very grade-conscious, and struggles to not orient my time around getting the best grade, this was really beneficial to my learning.

The time that Dr. Carlson took to help on an individual basis was greatly appreciated. She is a great professor and was really engaging.

Dr Carlson was extremely supportive, knowledgeable, and quick to respond. One of the best professor experiences I have ever had. The format and quiz structure was fair and challenging. The Stata problems, while challenging, did help me learn quite a lot.

The course was very demanding, but I learned a lot.

1. I appreciated the variety of assessments and learning activities (ex: quizzes, homework sets, final project). I think that's much better than simply taking three exams.
2. The class was VERY organized and the instructor was very responsive on Canvas and over email. Prof. Carlson was also very timely to grade class assignments and post announcements on Canvas.
3. The Stata homeworks were especially helpful to understand and practice the lecture content. I wish there were one or two more Stata problem sets.

1) Thoughtful replies in office hours and on discussion boards.
2) Lecture videos including notes and quizzes. The cheat sheet listing assumptions was very helpful.
3) Stata project work.

I really enjoyed the course. Professor Carlson's teaching was great, both engaging and easy to follow through some difficult material.

The material was systematically explained, with no steps missing. I don't think I once had to look through my textbook to better understand a topic.

The course was well structured, fitting the syllabus into weeks that fitted well together.

What are one to three specific things about the class that could be improved to better support your learning?

The course covers a lot of materials and moves very quickly. I realize slowing down would justify the need for another course, but there really is a lot of material packed into this course.

N/A

The lectures were quite long at times, but part of that compensated for there being no formal text for the course. For how intensive the material was periodically, it became difficult to follow in a single sitting for the lectures that were longer than an hour. This is super nit-picky, it's really a very small critique.

It would be better if there are two midterm exams and a final exam. The exam should be monitored with a proctor

Provide more time for prob topic selection

videos broken into smaller segments to help focus on specific topics

the problem set is good
it would be great if there are more questions that could apply theory to practical problems...
so we can learn more stata codes on our own

1) Office hours for non-traditional students 2) Better review of previously learned materials at start of course - perhaps 3 weeks instead of 1

Providing insightful feedback on correct quiz answers might help students understand why the answer is accurate, especially if they might not fully grasp the reasoning behind it.

I honestly have no suggested changes for this class. It was truly a great learning environment.

I personally don't like lectures - I prefer reading something like a textbook or a complete set of notes. So, it was difficult for me to not have a resource like that available. The fact that the pdf slides for each module were often missing key information that was conveyed verbally during the lecture was difficult for me. Additionally, the suggested textbooks did not seem to parallel the course in a super easy way to follow. So, a set of course notes that conveys all of the necessary information in a readable format, or an approach that more closely follows a textbook would be a helpful change.

If possible, it would be helpful to include more exercises and explanations using Stata, as well as an introduction to additional machine-learning topics. I believe these skills would be highly beneficial for research and professional applications.

It would be helpful to have a "roadmap" or just a review at the end of the class to all of the topics we covered. It can be difficult to synthesize how all of the different estimators fit together without taking a step back at the end.

I cannot think of any changes.

If anything, I think the deadlines did stack up a few times which became kind of stressful. I wonder if quizzes/lectures could be shortened on Stata PS weeks... I can't think of any week where that would be easier than others, but it did eat into many of my weekend hours.

1. The class felt like a significant jump in rigor from the Intro Econometrics course. I suggest seeing if there are ways to align the curriculum and learning objectives so that the Intro course better prepares students for this advanced class.

1) Cheat sheets for formulae and key concepts, like the summary at the end of the assumptions lecture.

I'd like to see a summary of what others have worked on for their Stata projects, and maybe ask questions too, in a discussion thread right at the end of the semester. Would that be possible?

The Stata problem sets were set out well, but it would be helpful to have a short list of commands that we might want to use in the instructions, maybe along with a link to things like the "Working with time and dates" pages.

There's so much more to learn, and I'm ready for another semester of econometrics. Particularly time series and panel data, but also other topics.

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Please note that your student feedback scores were presented earlier in this report in each of the 5 data constructs. Shown here is the mapping of those data constructs (black column) to MU's teaching dimensions (gold column). When completing the Self Reflection portion of the annual review process, you are encouraged to discuss your student feedback in relation to the teaching dimensions.

Teaching Dimensions of the TFELT Model

Student Feedback Instrument Data Constructs

Teaching Dimensions of the TFELT Model	Student Feedback Instrument Data Constructs
Welcoming & Collaborative	‹ Collaborative
Empowering & Supportive	‹ Supportive
Structured & Intentional	‹ Structured
Relevant & Engaging	‹ Cognitive Engagement
Inclusive (in all dimensions)	‹ Inclusion