



Feedback on Instruction and Course

University of Missouri

Group Report for: Mayo, Jennifer; Course: TOPICS IN ECONOMICS

Course: **ECONOM 9001** Section: **01** Semester: **FS2023** Class Number: **56376**

No. Respondents: 4

No. Enrolled: 4

Course Feedback Form								
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree	Percent of Responses							
Structured	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The class was clearly organized.	50%	50%	0%	0%	0%	4	4.50	0.50
I knew what was expected of me in this class.	25%	50%	0%	25%	0%	4	3.75	1.09
I received feedback on class assignments that was helpful.	50%	25%	0%	25%	0%	4	4.00	1.22
Structured Summary Score: 4.08								
Supportive	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor encouraged students to play an active role in the class.	25%	50%	25%	0%	0%	4	4.00	0.71
The instructor prompted students to ask questions.	25%	75%	0%	0%	0%	4	4.25	0.43
I was encouraged to communicate with my instructor outside of class.	25%	75%	0%	0%	0%	4	4.25	0.43
Supportive Summary Score: 4.17								
Cognitive Engagement	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
I had opportunities to solve problems in this class.	25%	50%	25%	0%	0%	4	4.00	0.71
The class allowed me to think creatively about issues in the field.	25%	50%	0%	25%	0%	4	3.75	1.09
I can apply knowledge and information from this class to my life.	25%	50%	0%	25%	0%	4	3.75	1.09
Cognitive Engagement Summary Score: 3.83								
Inclusion	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
This class has helped me develop the skills necessary to work effectively with people from various backgrounds.	50%	25%	25%	0%	0%	4	4.25	0.83
The instructor respected the expression of diverse ideas.	50%	50%	0%	0%	0%	4	4.50	0.50
The instructor saw cultural and personal differences as assets.	25%	75%	0%	0%	0%	4	4.25	0.43
Inclusion Summary Score: 4.33								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	25%	75%	0%	0%	0%	4	4.25	0.43
In-class activities and/or interactions with classmates contributed to my learning.	25%	50%	0%	25%	0%	4	3.75	1.09
Collaborative Summary Score: 4.00								





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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	75%	25%	0%	4
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	75%	25%	0%	4
POSITIVE LEARNING ENVIRONMENT	75%	0%	25%	4
INSTRUCTOR'S TEACHING SKILL/STYLE	75%	25%	0%	4
FAIRNESS OF GRADING	75%	0%	25%	4



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Student Information (NA = Not Applicable, NR = No Response)					
Course		Expected Grade		Class Year	
Requirement	25%	A	100%	Freshman	0%
Elective	75%	B	0%	Sophomore	0%
Other	0%	C	0%	Junior	0%
		D	0%	Senior	0%
		F	0%	Graduate	100%
		S	0%	Other	0%
		U	0%		
		None	0%		

Construct Means									
Structured		Supportive		Cog. Engage.		Inclusion		Collaborative	
Mean	4.08	Mean	4.17	Mean	3.83	Mean	4.33	Mean	4.00
Std. Dev.	1.04	Std. Dev.	0.55	Std. Dev.	0.99	Std. Dev.	0.62	Std. Dev.	0.87

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.



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Section VI: Your Comments Are Valued

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

N/A

The lectures were always more helpful than any readings from the course books.

The instructor was very flexible on the topics we could choose for assignments, which let me work on topics that interested me.

Students were offered a variety of assignments that bolstered their learning through literature reviews and research proposals. I think these are topical assignments, especially for graduate students, that are focused on enhancing our learning and human capital.

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

The instructor herself is good. But there are too much content in one single slide, it is hard to read the slide while listening to her. This whole course is like a big literature review, it is not helpful to people who are not interested in those fields. The homework assignments are not useful, most of them are not related to the course especially the presentation and proposal. The presentation is to present others' work not our own work, I didn't get the points why we need to present someone else's work, it is useless. The research proposal is not helpful to my own research, it is a total waste of time. I did this assignment only because it is required and the idea I come up with may never be used in my own research.

Most disappointing thing, a homework assignment during Thanksgiving break???? I don't know why but we don't have any homework assignment due two weeks before Thanksgiving break.

The textbooks weren't incredibly helpful.

N/A

I think sometimes classes could be a bit undergraduate-like in that were was a lot of information being thrown at us that is good to know but probably not going to stick. Maybe more in-class activities or a greater focus on papers could alleviate this.



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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



Welcoming & Collaborative

< Collaborative



Empowering & Supportive

< Supportive



Structured & Intentional

< Structured



Relevant & Engaging

< Cognitive Engagement



Inclusive (in all dimensions)

< Inclusion