Feedback on Instruction and Course

University of Missouri

Group Report for: Kaplan,David Maxwell; Course: ECONOMETRIC METHODS 1

Course: **ECONOM 8472** Section: **01** Semester: **FS2024** Class Number: **65508**

No. Respondents: 15 **No. Enrolled: 17**

Course Feedback Form								
Choices: **S**trongly **A**gree, **A**gree, **N**eutral, **D**isagree, **S**trongly **D**isagree	Percent of Responses							
Structured	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**	**# Rsp**	**Mean**	**Std. Dev.**
The class was clearly organized.	71%	29%	0%	0%	0%	14	4.71	0.45
I knew what was expected of me in this class.	73%	27%	0%	0%	0%	15	4.73	0.44
I received feedback on class assignments that was helpful.	67%	27%	7%	0%	0%	15	4.60	0.61
Structured Summary Score: 4.68								
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.	73%	20%	0%	7%	0%	15	4.60	0.80
The instructor prompted students to ask questions.	67%	27%	0%	7%	0%	15	4.53	0.81
I was encouraged to communicate with my instructor outside of class.	73%	13%	13%	0%	0%	15	4.60	0.71
Supportive Summary Score: 4.58								
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.	60%	20%	13%	7%	0%	15	4.33	0.94
The class allowed me to think creatively about issues in the field.	60%	27%	7%	7%	0%	15	4.40	0.88
I can apply knowledge and information from this class to my life.	60%	27%	13%	0%	0%	15	4.47	0.72
Cognitive Engagement Summary Score: 4.40								
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.	53%	27%	20%	0%	0%	15	4.33	0.79
The instructor respected the expression of diverse ideas.	60%	27%	13%	0%	0%	15	4.47	0.72
The instructor saw cultural and personal differences as assets.	53%	7%	40%	0%	0%	15	4.13	0.96
Inclusion Summary Score: 4.31								
Collaborative	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**	**# Rsp**	**Mean**	**Std. Dev.**
The instructor effectively facilitated interactions among students.	47%	27%	27%	0%	0%	15	4.20	0.83
In-class activities and/or interactions with classmates contributed to my learning.	53%	27%	20%	0%	0%	15	4.33	0.79
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	92%	8%	0%	13
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	100%	0%	0%	15
POSITIVE LEARNING ENVIRONMENT	100%	0%	0%	15
INSTRUCTOR'S TEACHING SKILL/STYLE	80%	13%	7%	15
FAIRNESS OF GRADING	100%	0%	0%	15

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Student Information (NA = Not Applicable, NR = No Response)					
Course		Expected Grade		Class Year	
Requirement	80%	A	73%	Freshman	0%
Elective	20%	B	27%	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	4.68	Mean	4.58	Mean	4.40	Mean	4.31	Mean	4.27
Std. Dev.	0.51	Std. Dev.	0.77	Std. Dev.	0.85	Std. Dev.	0.84	Std. Dev.	0.81

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?

(1) The exams were very challenging, it forced me to study and really understand the material.
(2) The exercise sets were challenging, but these prepared me for the challenging exams.
(3) Dr. Dave allowed us to work ahead and had a clear schedule for the entire semester which helped me a lot since I work full time.

David also shows he cares about student success, is positive and motivating.

As a disabled student the professor already had readily available resources perfect for me, and had easy to follow videos on each subject.

n.b. In the responses above, neutral should be understood as "not applicable" rather than as true neutrals.

I found this class really dense in terms of information and conceptually challenging, and in all honesty, a lot of the concepts probably won't fully click with me for awhile--it may take me trying to apply something conceptually at work, or covering similar material in another class.

That said, I found the material on confidence intervals enlightening, and it helped reinforce a concept that I've been dealing with and using for awhile at work.

I also found getting a feel for R extremely beneficial, and I look forward to expanding on what I learned in this class in other classes or in my work.

I have also been interested in learning some forecasting techniques for awhile, but have been intimidated by them. I have found the presentation of those topics in this class to be quite lucid and helpful--perhaps some of the earlier material is already clicking for me more than I realize!

Instructor feedback
Discussion board interaction

The feed back and the quick response to messages about the assignments. Showing examples of how to use the program. Get more computer programing experience with economics. Having discussion boards to help answer questions.

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

I can't think of anything.

Multiple and differing explanations available on complex topics. While these could be asked in discussion forums or during office hours, as an introvert, I rather information be available without having to engage.

I really can’t think of anything he was responsive and had a learning structure that introduced a tougher topic in an easy way.

The big standout to me is that I think it might be really useful to enhance the exercises built around R: there's nothing built into those assignments that really forces the student to actually draw meaningful conclusions from the R exercises. The emphasis was really on gaining some comfort and intuition with the code. But I think it might be helpful if students were asked to add a brief write up interpreting the results they get from their R code. I can imagine that adding that into the grading without subtracting something else might be an excessive time sink for the instructor, so maybe either substitute in interpreting results in R instead of the textbook based discussion questions, or have fewer (but more extensive) R exercises.

I also wonder if some of the examples in the textbook could be fleshed out a bit more in a step-by-step fashion. Not sure I have a clear suggestion on how to do that, though.

Beyond that, nothing really stands out as a potential area for improvement.

The exams are more difficult than what is learned from the reading. Instead of Youtube videos use programs that attach lecture videos of the chapters with the assignments. Questions for exams are little difficult because some of the lecture videos feel like they are missing information to understand the chapter.

Instead of a text which some videos are placed among the text separately, it would be better to design a text which looks like PowerPoint slides and also videos covering all the text. Watching videos, where an instructor teaches is more engaging that a combination a text and short videos.
2-exams should be monitored with a proctor.
3- Empirical assignment should ask for interpretation of the result, rather then submitting outcomes

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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.