Cornell University
Course Evaluation Response Summary

Semester: Fall 2020

Course Owner: All

Courses:
- ECON 6170
    - DIS 201

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Course: N/A   CID: N/A
Title: N/A
Instructor: N/A
16 Responses, 31 Enrolled, 51.61% Response

The college values your serious consideration of the quality of your learning experience in this course with this instructor. Please take time to consider each question because these responses are used in making crucial decisions. The results of the survey will NOT be made available until the completion of the semester. Your response will remain anonymous.

Question	Mean	StDevP	Count	1	2	3	4	5

1. How did you participate in this course before Thanksgiving?
    1 = Attended most sessions synchronously online (i.e., via zoom)
    2 = Attended most sessions asynchronously online (i.e., watched video recordings; completed modules)
    3 = Attended most sessions in person (i.e., in the classroom)
    4 = Attended about half of class sessions in person and half online
	1.73	0.77	15	6	8	0	1	

2. How often did you return to recorded lectures for reference (i.e., after your initial participation in a class session, or if you are participating asynchronously, after your initial viewing of the recorded lecture)?
    1 = Never
    2 = Once or twice over the semester
    3 = Once or twice a month
    4 = Weekly
    5 = Daily or almost daily
	2.53	1.45	15	5	4	1	3	2

N03. Please indicate your agreement with the following statements about your instructional experience. 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree; 3. I was able to get help when I needed it (e.g., through office hours, online forums, email, etc.).	4.69	0.58	16	0	0	1	3	12
4. The instructor(s) fostered a learning environment where I felt respected and empowered to participate.	4.20	1.10	15	1	0	2	4	8
5. The instructor(s) provided opportunities for me to discuss course material and assignments with them.	4.67	0.59	15	0	0	1	3	11
6. The instructor(s) provided opportunities for me to interact with other students in the course.	4.50	0.86	16	0	1	1	3	11
7. The instructor(s) was able to gauge student understanding of materials and adapt as needed.	3.44	1.41	16	1	5	2	2	6
8. The instructor(s) utilized technology effectively to facilitate student learning.	3.63	1.36	16	1	4	1	4	6
9. I was able to hear what other students were saying during class.	4.63	0.69	16	0	0	2	2	12
10. I was able to hear what the instructor(s) was saying during class.	4.69	0.68	16	0	0	2	1	13
11. I was able to be heard by others during class.	4.79	0.55	14	0	0	1	1	12

12. Do you feel that the TA chose material that was valuable and appropriate?
    1 = inappropriate, e.g., too difficult, too easy
    5 = just right
	3.25	1.47	16	2	5	1	3	5

13. How well was the TA's presentation of material organized?
    1 = congested; disorganized
    5 = clear; concise
	3.19	1.33	16	2	4	2	5	3

14. Was there ample opportunity to ask questions in sections?
    1 = no opportunity
    5 = ample chance
	4.44	0.93	16	0	1	2	2	11

15. Was the TA willing to provide help for the students who needed it?
    1 = seemed unwilling to help
    5 = seemed interested in being helpful
	4.33	0.69	15	0	0	2	6	7

16. Was the TA able to explain difficult material clearly and concisely?
    1 = not at all
    5 = extremely well
	3.31	1.40	16	2	3	4	2	5

17. How much did you learn from the discussion sections?
    1 = nothing
    5 = a great deal
	3.14	1.35	14	2	3	3	3	3

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18. Did the TA hold regular office hours and make accommodations for those students who could not come at the scheduled times?
  1 = missed office hours regularly and was not accommodating to
    students with conflicts
  5 = held regular office hours and was accommodating to students with
    time conflicts
	4.40	0.61	15	0	0	1	7	7

19. The TA deserves an overall rating of:
  1 = a very poor TA
  5 = an excellent TA
	3.44	1.22	16	1	3	4	4	4

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1. How many hours per week on average did you spend doing work associated with this course outside of scheduled class time?

2863. N/A.

3747. 6

4774. Around 10

4775. 6

4797. I spent around 10 hours a week on work associated with this course.

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2. What aspect(s) of this course were most helpful to your learning and engagement in this course, particularly as it relates to the course's instruction mode?

4774. Working through problems in section were nice

4775. absolutely nothing was good about this course or sections

4797. Working through the problems together during discussion sections were most helpful.

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3. What do you think would have helped improve your learning and/or engagement in this course, particularly as it relates to the course's instruction mode?

2863. Tyler's grading was very thoughtful and usefull. It was usually many weeks late, to an extent where its usefulness was very diminished.

4774. Maybe more calibration of difficulty of problems to student ability

4775. The TA has no understanding of what level of discourse was happening in the class, and set the bar way too high

4797. I think there needed to be more engagement with students and more working through examples that promoted a basic understanding of problems. The course material often jumped from definitions to complex problems without bridging the gap. It was often difficult to follow.

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4. What do you feel was the most valued part of the sections?

4774. Working through problems

4775. nothing

4797. I think the most valuable part of the sections was being able to work on problems with other students. Seeing the solutions worked out gave me a better idea of what was expected on the problem sets.

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5. What do you feel is the least valued part of the sections?

4774. Not sure

4797. The least valued part of the sections was the problem selection. At times, the problems were extremely difficult to solve in the short amount of time we had in section, and they did not always feel connected or relevant.

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6. What improvements (if any) should be made to the sections?

4774. Get a better pen for writing

4775. Please be aware of the student capabilities and general level if teaching. The class felt more like a display of knowledge by some(mostly the TA) and complete ignorance amongst the students

4797. I think the sections could be improved by reconsidering what types of problems are presented. They should be used to develop understanding of the lecture material and help students think about similar problems that will be on the assignments and the exam. It often felt like the problems here were not the best choice as they dealt with additional applications and were at times far too complex.

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C07. General critique

2863. Four sections on Friday, after a week of Zoom classes was exceptionally poor planning. I couldn't concentrate on anything after the second zoom section of the day, and as a result never attended a single section after the first month.

It was essentially a waste of time to have sections planned this way. At least Tyler was paid to conduct the poorly attended sessions -- this is unequivocally a positive outcome, so perhaps they weren't a complete waste.

3747. Hope to get TA sessions& Problem sets solutions on time, don't just post them together before the exam.

Hope to get problem sets tied to class materials.

3822. Good TA in terms of communicating with the students and willing to answer questions. But the lecture was sometimes hard to understand

4774. Pretty good job, Tyler!

4776. Tyler is a good TA and a very nice person.

4797. This course suffered some because the TA was always behind on grading and making problem sets. The inconsistent assignment schedule caused me much frustration and anxiety. I also think the TA often overestimated the prior knowledge of the students. Even when explaining more fundamental topics, he would often introduce unfamiliar terminology that was distracting. Instead of providing the students with every detail of the problem, it would have been better to focus on what we really needed to know. A lot of us will probably do research in a different area, so the few technicalities are not important. Instead of bringing them up, it would be better to only talk about them with students that are interested. So many times I was confused by the TA because he introduced a term or idea in an explanation that was not necessary to understanding the actual topic. I also feel like the TA questions had lots of relevance for theorists, but for those who do not want to do theory, the problems provided were not particularly helpful. I feel like the course is more general and thus would have been better suited with more practical applications and less emphasis on theory skills/applications.