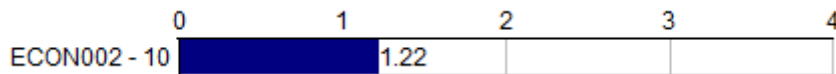


Course: ECON002 10 - Econ Principles Macro

Department: ECON

Responsible Faculty: Yagmur Menzilcioglu

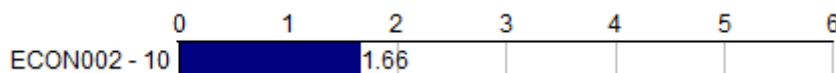
Responses / Expected: 23 / 35 (65.71%) ?



ECON002 - 10

Course	Responses					Course			
	F	J	G	O	N	Mean	Med.	Mode	Std Dev
Q1 Your Class:	20	2	0	1	23	1.22	1	1	.66

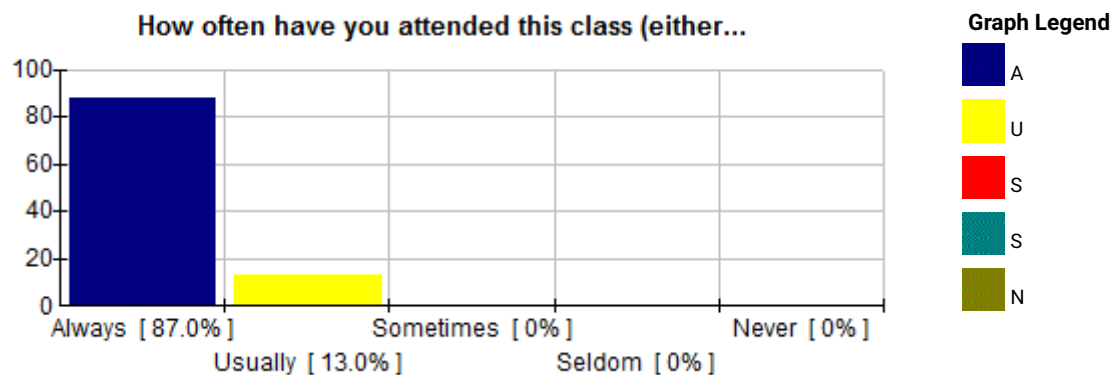
Responses: [F] First-Year/Sophomore=1 [J] Junior/Senior=2 [G] Graduate=3 [O] Other=4



ECON002 - 10

Course	Responses							Course		
	CR	MOM	P	E	PR	C	N	Mean	Med.	Mode
Q2 Why did you take this course? (Check all that apply)	17	10	4	1	0	0	32	1.66	1	1

Responses: [CR] Core requirement=1 [MOM] Major or minor requirement=2 [P] Prerequisite=3 [E] Elective=4 [PR] Premed requirement=5 [C] Certificate=6



Course

ECON002 - 10

Responses					Course			
A	U	S	S	N	Mean	Med.	Mode	Std

Q3 How often have you attended this class (either synchronously or asynchronously)? 20 3 0 0 0 23 4.87 5 5 .34

Responses: [A] Always=5 [U] Usually=4 [S] Sometimes=3 [S] Seldom=2 [N] Never=1



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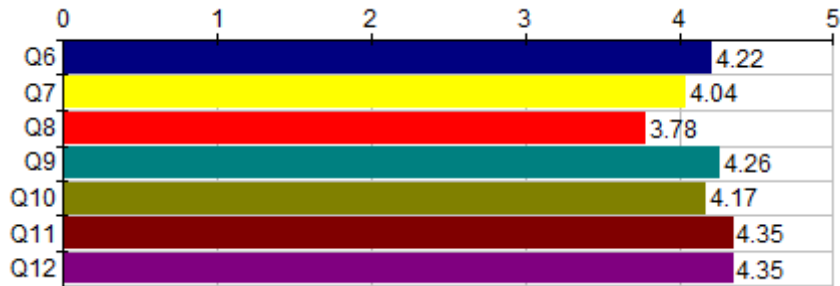
Course	Responses					Course			
	MT1	6	3-5	FT3	N	Mean	Med.	Mode	Std Dev
Q4 Approximately how many hours do you spend studying for this class in a typical week?	1	6	12	4	23	2.17	2	2	.76

Responses: [MT1] More than 10=4 [6] 6-10=3 [3-5] 3-5=2 [FT3] Fewer than 3=1

Q5 - Please add additional comments on your preparation for or involvement in this course. (Note: Your comments about this class will be reviewed only by the instructor.)

Response Rate: 8.70% (2 of 23)

- 1 it may be relevant that I have taken microeconomics
- 2 The achieve assignments were great, but I feel like an assignment on the weekend would also help.

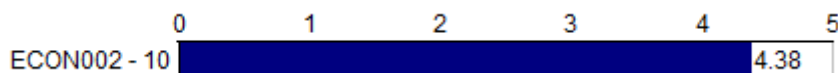


ECON002 - 10

Course	Responses							Course		
	SA	A	NAN	D	SD	N	Mean	Med.	Mode	Std Dev
Q6 This course met its stated learning objectives	6	16	1	0	0	23	4.22	4	4	.51

Q7	This course was academically challenging and rigorous	5	14	4	0	0	23	4.04	4	4	.62
Q8	I learned a great deal in this course	4	13	3	3	0	23	3.78	4	4	.88
Q9	The course materials (e.g. textbooks, articles, audiovisual materials, etc) helped me to meet the stated learning objectives of this course.	7	15	1	0	0	23	4.26	4	4	.53
Q10	The assignments (e.g. problem sets, group activities, discussion posts, written reflections, papers) helped me to meet the stated learning objectives of this course.	8	13	1	0	1	23	4.17	4	4	.87
Q11	The course materials (textbooks, articles, audiovisual materials, etc.) were readily available and attainable.	9	13	1	0	0	23	4.35	4	4	.56
Q12	I was able to complete the assignments with the resources available to me.	8	15	0	0	0	23	4.35	4	4	.48

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1



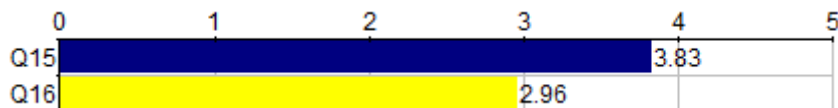
		ECON002 - 10									
Course		Responses						Course			
		SA	A	NAN	D	SD	N	Mean	Med.	Mode	Std Dev
Q13	If there were course-specific technologies, they were appropriate and effective in meeting the course's stated learning objectives.	8	7	0	1	0	16	4.38	4.5	5	.78

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q14 - Please comment on any aspect of the use of technology in this course, any IT/access issues that interfered with your ability to learn, and suggestions for technological improvements

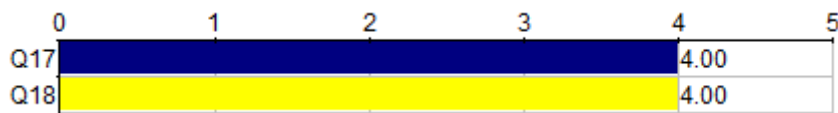
Response Rate: 4.35% (1 of 23)

1 Zoom learning was difficult in this course



		ECON002 - 10									
Course		Responses						Course			
		SA	A	NAN	D	SD	N	Mean	Med.	Mode	Std Dev
Q15	The course incorporated appropriate learning activities.	4	15	2	0	2	23	3.83	4	4	1.01
Q16	This course fostered an active learning community among the students in the class	2	6	6	7	2	23	2.96	3	2	1.12

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1



ECON002 - 10

Course		Responses						Course			Std Dev
		SA	A	NAN	D	SD	N	Mean	Med.	Mode	
Q17	If group work (e.g., group projects, collaboration among students) was included in the course, it enriched my learning	2	1	2	0	0	5	4.00	4	3,5	.89
Q18	If the course included experiential forms of study (e.g., laboratories, case studies, language drills; participant observation, etc.), they enriched my learning	2	1	0	1	0	4	4.00	4.5	5	1.22

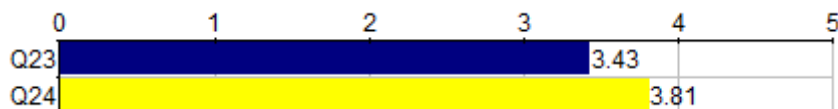
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1



ECON002 - 10

Course		Responses						Course			Std Dev
		SA	A	NAN	D	SD	N	Mean	Med.	Mode	
Q19	Exams and graded materials in this course were appropriately designed in accordance with stated learning objectives	6	14	1	1	1	23	4.00	4	4	.93
Q20	Exams and graded materials in this course were graded according to instructors' stated standards	7	14	0	1	1	23	4.09	4	4	.93
Q21	I received timely feedback on my work in this course	12	9	1	0	1	23	4.35	5	5	.91
Q22	This course provided flexibility to learn from anywhere	11	11	0	0	1	23	4.35	4	4,5	.87

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1



ECON002 - 10

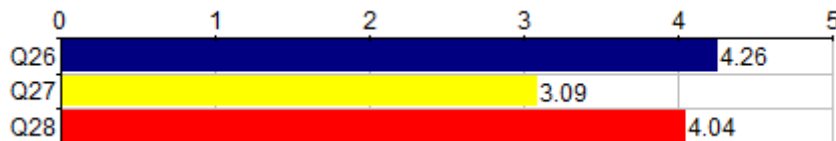
Course		Responses						Course			Std Dev
		SA	A	NAN	D	SD	N	Mean	Med.	Mode	
Q23	My participation in live, synchronous instructional sessions helped me to understand course materials and concepts.	5	8	5	2	3	23	3.43	4	4	1.28
Q24	My participation in independent, asynchronous instructional activities helped me to understand course materials and concepts.	5	8	0	1	2	16	3.81	4	4	1.29

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q25 - Please provide any additional comments as they relate to the course delivery (Note: Your comments about this class will be reviewed only by the instructor.)

Response Rate: 17.39% (4 of 23)

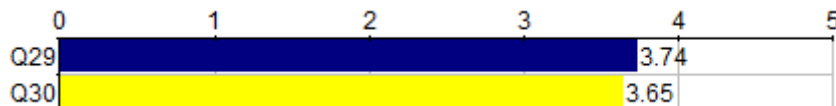
- 1 The lectures were very dry and not entertaining.
- 2 I was not very engaged during the lectures and ultimately depended on reading the book in my own time to learn the material.
- 3 I liked the course delivery, but I thought you could've been more interactive when it comes to day to day lectures especially because it was over zoom.
- 4 I feel like you could have been a lot more engaging in the lectures via doing things like more complicated problems (and more problems) and potentially having some students explain the answer. Same with the recitations



ECON002 - 10

Course	Responses						Course			
	SA	A	NAN	D	SD	N	Mean	Med.	Mode	Std Dev
Q26 The course environment was welcoming, respectful, and inclusive.	10	10	2	1	0	23	4.26	4	4,5	.79
Q27 The course provided students with ample opportunities to participate meaningfully either synchronously or asynchronously	4	6	3	8	2	23	3.09	3	2	1.28
Q28 The instructor provided adequate office hours, resources, and accommodations to meet my needs.	5	16	0	2	0	23	4.04	4	4	.75

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither agree nor disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1



ECON002 - 10

Course	Responses						Course			
	5H	4	3	2	1L	N	Mean	Med.	Mode	Std Dev
Q29 What is your overall evaluation of how well this course was taught?	5	11	4	2	1	23	3.74	4	4	1.03
Q30 What is your overall evaluation of this course?	4	12	4	1	2	23	3.65	4	4	1.09

Responses: [5H] 5 High=5 [4] 4=4 [3] 3=3 [2] 2=2 [1L] 1 Low=1

Q31 - Please provide additional comments as they relate to your overall evaluation of this course and how it was taught (Note: Your

1 Yagmur was very helpful, but going over the easily accessible notes everyday was particularly boring and incompatible with how I like to learn.

2 If I had taken this course during the normal school year instead of during the summer I would have been much more engaged and focused. That being said, the professor was very accommodating and open to help and answer questions.

I want to make a quick cautionary note about aligning content with exam materials. The easiest illustration here is with question 27 on the midterm (efficiency wages). When explaining why Jane speaking Korean is the right answer you said that "when employers want to lock down workers, they will be paying them above the equilibrium wage so the workers don't leave." In dismissing the answer that Jane sells ice cream without any direct supervision by her boss you stated that "it's likely that nobody needs supervision from their boss while they're selling ice cream." And since Jane can sell ice cream without any supervision, that does not create an incentive to pay a higher wage. The problem I have here is that according to what both the textbook and you have said, neither part of this explanation works, or at least is very questionable. The textbook defines efficiency wages as "wages that employers set above the equilibrium wage rate as an incentive for their workers to perform better." They go on to state that "Employers may feel the need for such incentives for several reasons. For example, employers often have difficulty observing directly how hard an employee works." This definition does two things relevant here: it establishes efficiency wages as an incentive for hard work within a job (but crucially says nothing about incentivizing staying in that job. The closest the book gets to that is saying efficiency wages caused workers to be less likely to search for better opportunities elsewhere, however it's context at the end of a list that of benefits from efficiency wages which included things like job satisfaction which are not inherently concerns of companies (even if such measures do matter to them in the long run) made it seem like a secondary effect and not necessarily the point of efficiency wages leaving room for wages to incentivize worker retainment as a separate term). The definition also clearly establishes that a worker not having direct supervision is cause for efficiency wages meaning that Jane not having direct supervision creates incentive for efficiency wages. For reference, efficiency wages are discussed on pages 224-25 in the textbook (8.2). Turning towards the brief mention of efficiency wages in the lecture, here you defined them as "wages that employers set above the equilibrium wage rate on their own in order to incentivize worker performance." You also say that a wage set above equilibrium level means employees will likely not want a different job which means employees will be loyal and hardworking. Here

3 there is actual statement that efficiency wages can be used to incentivize workers to stay in a job, however, arguably more emphasis is placed in incentives. Further, the slide itself frames the issue as workers working harder so that they are not fired which again is much more of a focus on performance increase than employee retention, once again favoring Jane not being able to be supervised being a good motivation and the more direct motivation for efficiency wages. The other thing worth considering about the explanation you gave for the problem--that Jane probably doesn't need to work hard or have incentives to sell ice-cream--is that the mirror could be applied to speaking Korean in a Korean-speaking neighborhood. Ice cream service probably isn't that difficult with a language barrier, you can indicate flavors relatively simply and have written instructions. I don't deny a language barrier would be disadvantageous, but so would an unmotivated worker who feels they can get away with not being particularly nice or working particularly hard because they do not have direct supervision. My point with all of this is that the course material not only does not make it at all clear that Jane speaking Korean is more likely to incentivize efficiency wages, but it also arguably favors a different answer. I should also briefly acknowledge here that with some googling of efficiency wages, it does seem the typical definition does stress the locking down workers side a bit more meaning that the answer that Jane speaks Korean is the correct one. My point is not so much about the correct answer (although in a sense it is arguing that there is not enough information to answer the question) so much as the information we were given in the course indicates the wrong answer. The sort of broader point though is not even that you should have to really closely read everything that has a bearing on what the correct answer should be to every exam question so much as that exam questions that allow providing reasoning tend to work better because here, I at least, would argue that reasoning based off of course material says the right answer is actually the wrong one (or at least that there are two right answers). I think there is a similar situation with the question on the final about the effects of a decrease of the personal income tax rate on the short-run supply curve although I don't have your explanation on that so it's possible I am wrong here (also tracking down all the course material relevant would be much harder).

4 I don't think this is the professor's fault, but the two hour block four days a week was a lot stamina-wise, especially online. I know this was her first time teaching and I think she did well for that but it was just a bit continuous with the material and the format.

5 I appreciate how understanding and flexible Yagmur was, especially in this kind of virtual situation. She went over the chapters thoroughly, but I feel as if there were some moments where class could have gone by more efficiently. While the homework reviews and midterm/final reviews were helpful at the end of the week, I feel as if it was unnecessary to go over every single problem in our homework sets. Yagmur was very detailed in her explanations, but I think she could have placed more responsibility on us students to submit what specific questions we had or perhaps we could have gone over what problems most people had difficulty with, as Achieve provides its own general solution feedback as well.



6 At some points during lectures her delivery would get confusing, but other than that I like the way the course was taught.

