

Teaching Evaluations

Course	Term	Page
Environmental Economics, Prof. Mark Witte	Winter 2023	2-7
Intermediate Microeconomics I, Prof. James Hornsten	Fall 2022	8-13
Introduction to Microeconomics, Prof. Eric Schulz	Spring 2022	14-19
Intermediate Microeconomics I, Prof. Eric Schulz	Winter 2022	20-25
Introduction to Microeconomics, Prof. Sara Hernandez	Fall 2021	26-31
Introduction to Microeconomics, Prof. Sara Hernandez	Spring 2021	32-39
Introduction to Microeconomics, Prof. Scott Ogawa	Spring 2020	40-51
Introduction to Microeconomics, Prof. Sara Hernandez	Winter 2020	52-57
Intermediate Microeconomics I, Prof. James Hornsten	Fall 2019	58-63

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_372-0_20: Environmental Economics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Winter 2023**

Courses Audience: **56**

Responses Received: **29**

Response Ratio: **51.8%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Thursday, April 13, 2023**

The logo for Blue, featuring the word "blue" in a lowercase, blue, sans-serif font with a registered trademark symbol.

Northwestern University

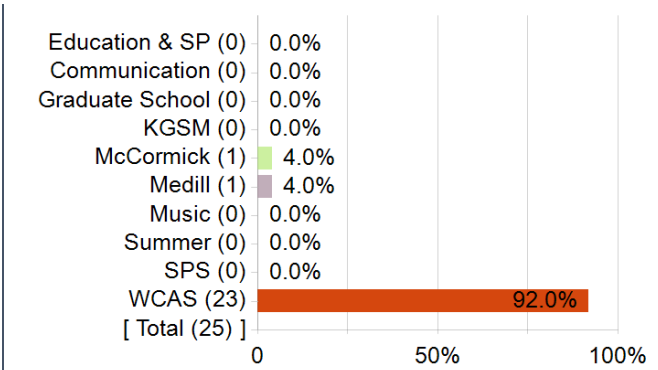
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_372-0_20: Environmental Economics

DEMOGRAPHICS

Your School

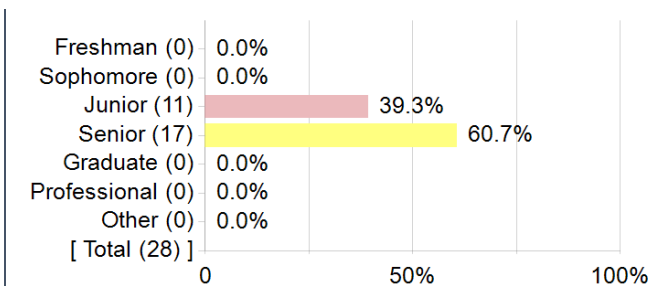
Your School



Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	1	4.0%
Medill	1	4.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	23	92.0%

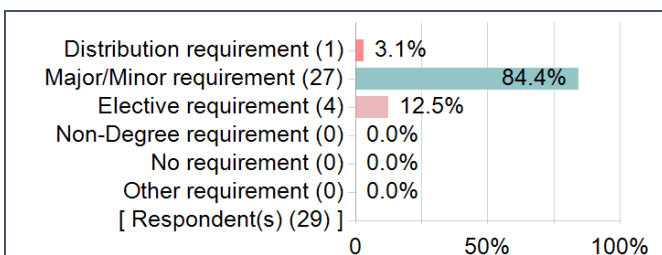
Your Class

Your Class



Options	Count	Percentage
Freshman	0	0.0%
Sophomore	0	0.0%
Junior	11	39.3%
Senior	17	60.7%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

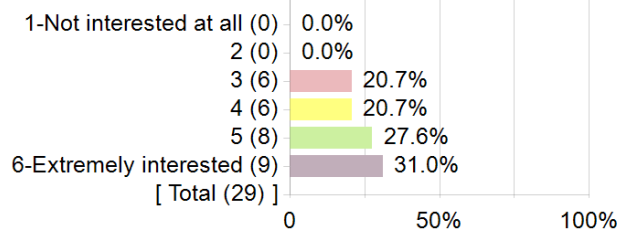
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	1	3.1%
Major/Minor requirement	27	84.4%
Elective requirement	4	12.5%
Non-Degree requirement	0	0.0%
No requirement	0	0.0%
Other requirement	0	0.0%
Respondent(s)	29	

What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

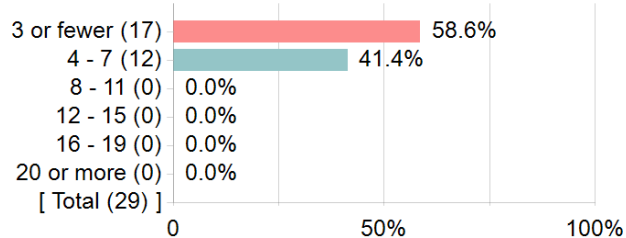


Options	Count	Percentage
1-Not interested at all	0	0.0%
2	0	0.0%
3	6	20.7%
4	6	20.7%
5	8	27.6%
6-Extremely interested	9	31.0%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

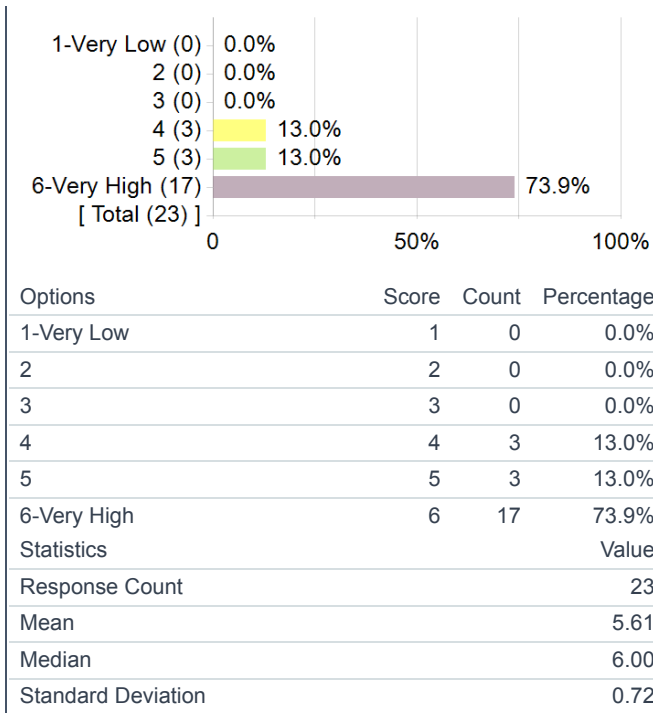


Options	Count	Percentage
3 or fewer	17	58.6%
4 - 7	12	41.4%
8 - 11	0	0.0%
12 - 15	0	0.0%
16 - 19	0	0.0%
20 or more	0	0.0%

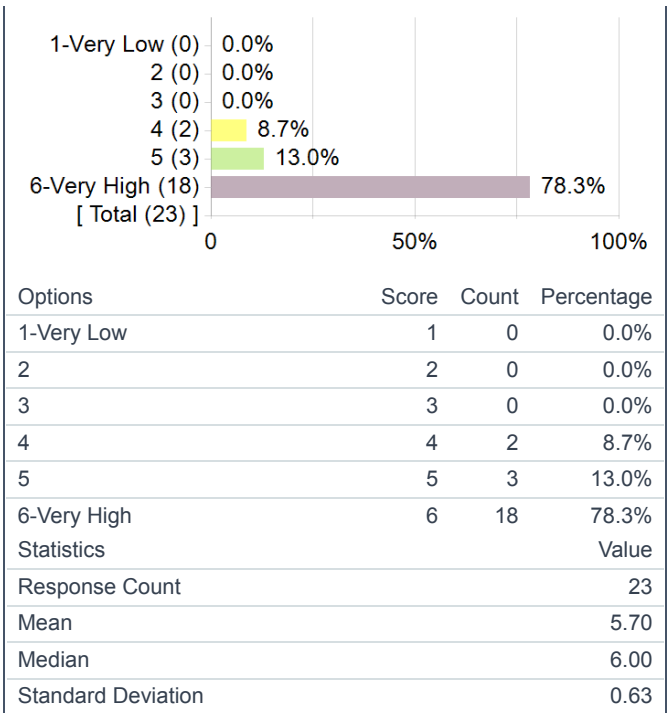
TA QUESTIONS

Please rate the TA on the following criteria:

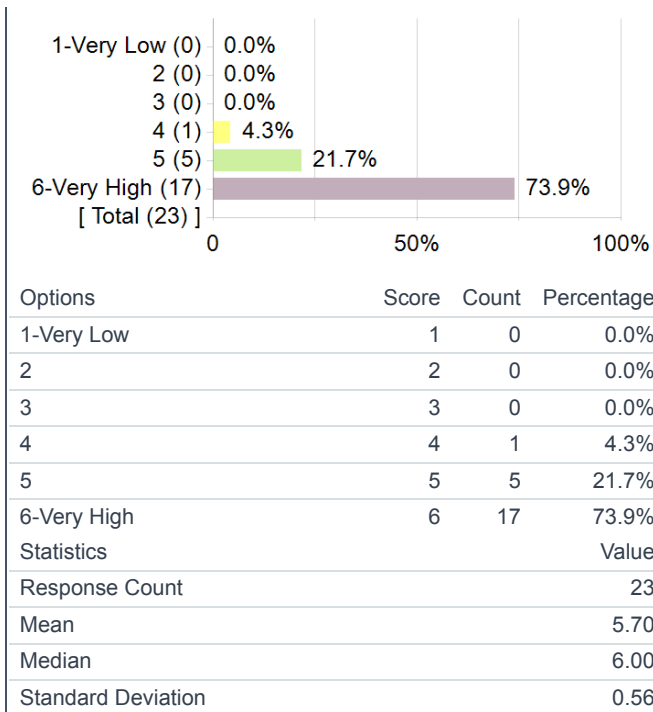
1. The TA was able to answer the students' questions adequately.



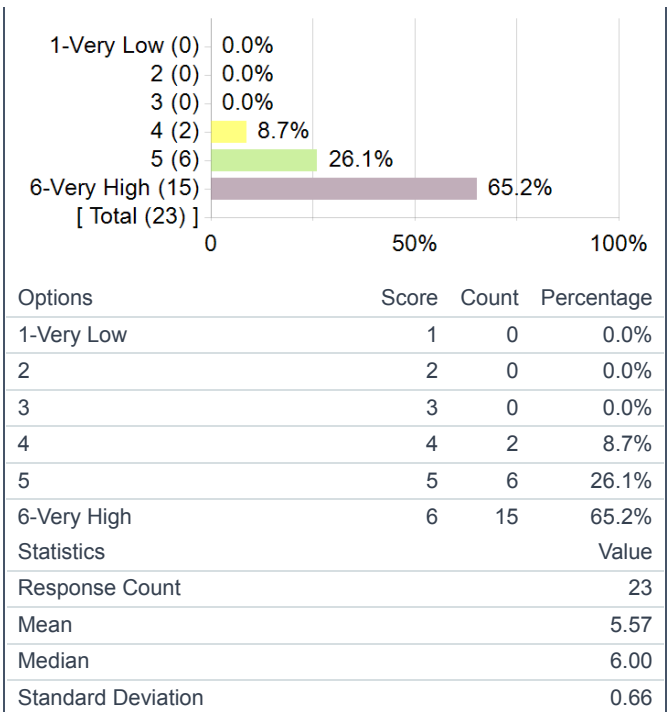
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Awesome, knowledgeable, super helpful
Overall very straightforward TA
She showed up to TA section and walked us through the problems, which was helpful.
She was very knowledgeable and was thorough in her descriptions
I loved Marie! She was super kind and helpful and her explanations during TA sections were really clear. She was really quick to answer email questions which I really appreciated.
good teaching style, easy to understand. wish discussion section were held every week instead of every couple of weeks. would help clarify course concepts more quickly .
Very clear at explaining topics – great TA
very accessible, responds to emails quickly which helps a lot
Keep up the great work!
One of the best TAs I've had, really understood everything and was so clear and concise with TA section. Really helpful for the class.
TA was excellent. Answered all questions with coherent explanations.
NA
Marie did a great job in the TA sections. She explained all of the concepts really well which helped A LOT when doing the homeworks. Great TA!!!

The Northwestern University logo, featuring the word "Northwestern" in a purple serif font.

Copy of Individual Report for ECON_310-1_20: Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Fall 2022**

Courses Audience: **185**

Responses Received: **149**

Response Ratio: **80.5%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Tuesday, December 20, 2022**

blue®

Northwestern University

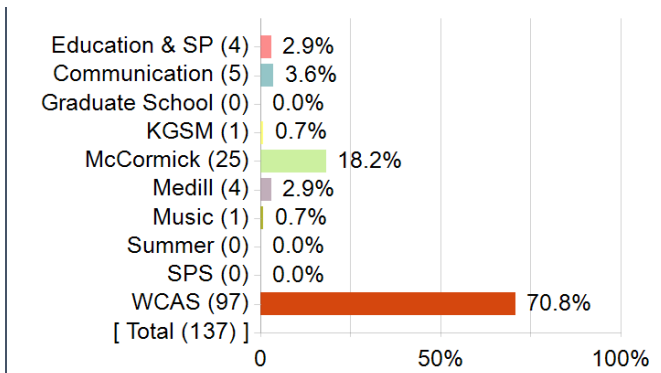
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_310-1_20: Microeconomics

DEMOGRAPHICS

Your School

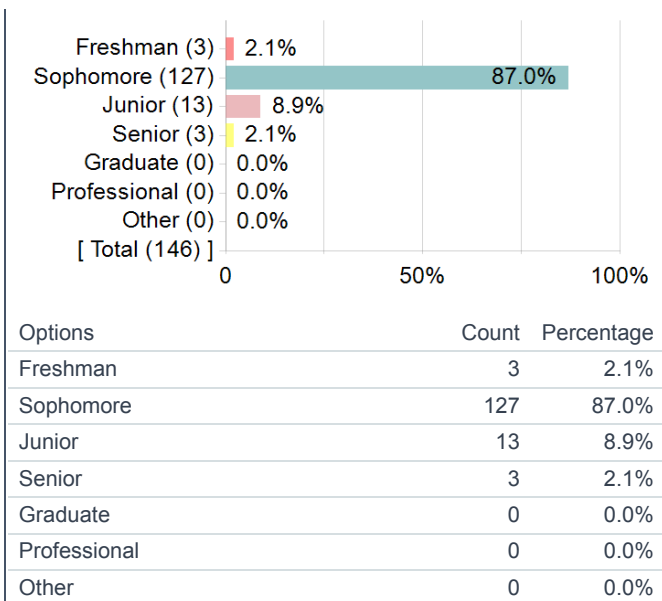
Your School



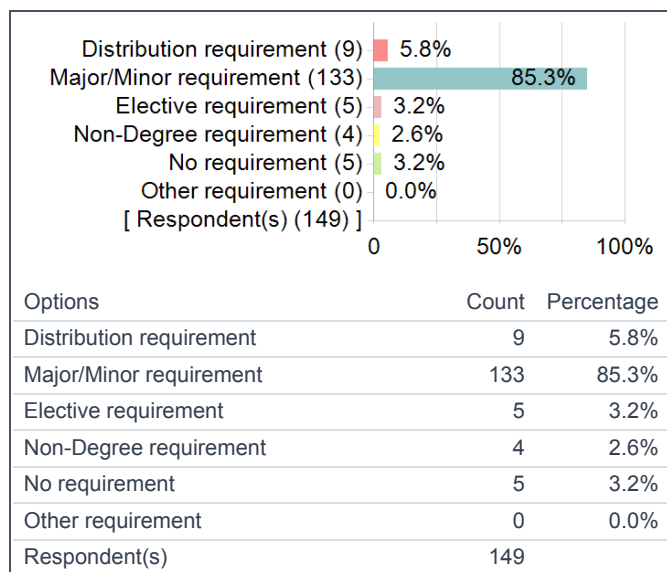
Options	Count	Percentage
Education & SP	4	2.9%
Communication	5	3.6%
Graduate School	0	0.0%
KGSM	1	0.7%
McCormick	25	18.2%
Medill	4	2.9%
Music	1	0.7%
Summer	0	0.0%
SPS	0	0.0%
WCAS	97	70.8%

Your Class

Your Class

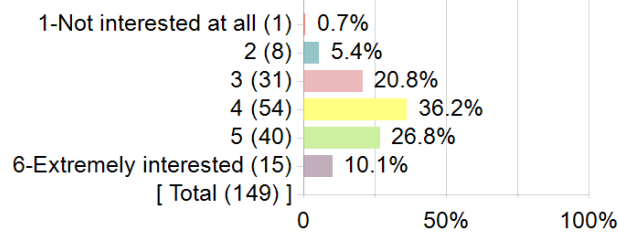


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

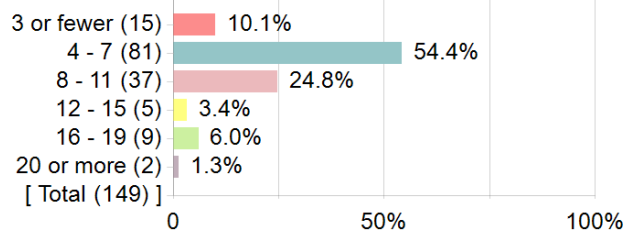


Options	Count	Percentage
1-Not interested at all	1	0.7%
2	8	5.4%
3	31	20.8%
4	54	36.2%
5	40	26.8%
6-Extremely interested	15	10.1%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

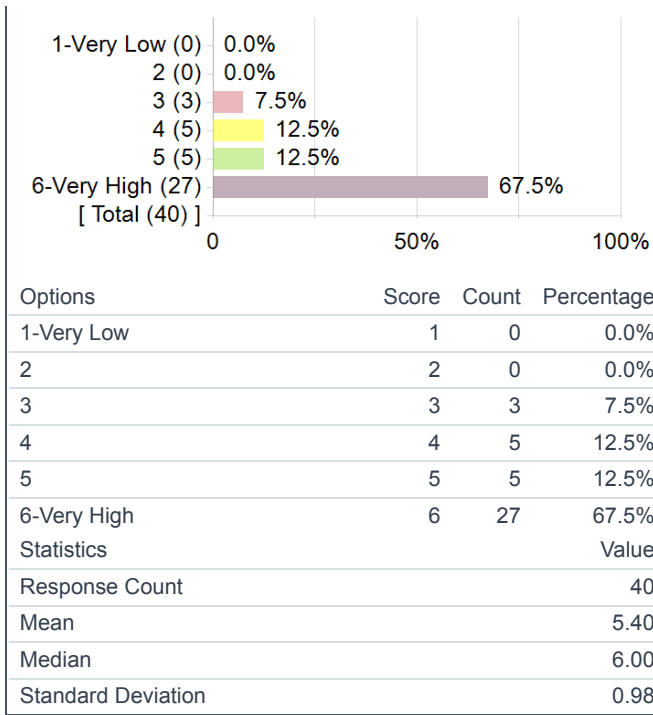


Options	Count	Percentage
3 or fewer	15	10.1%
4 - 7	81	54.4%
8 - 11	37	24.8%
12 - 15	5	3.4%
16 - 19	9	6.0%
20 or more	2	1.3%

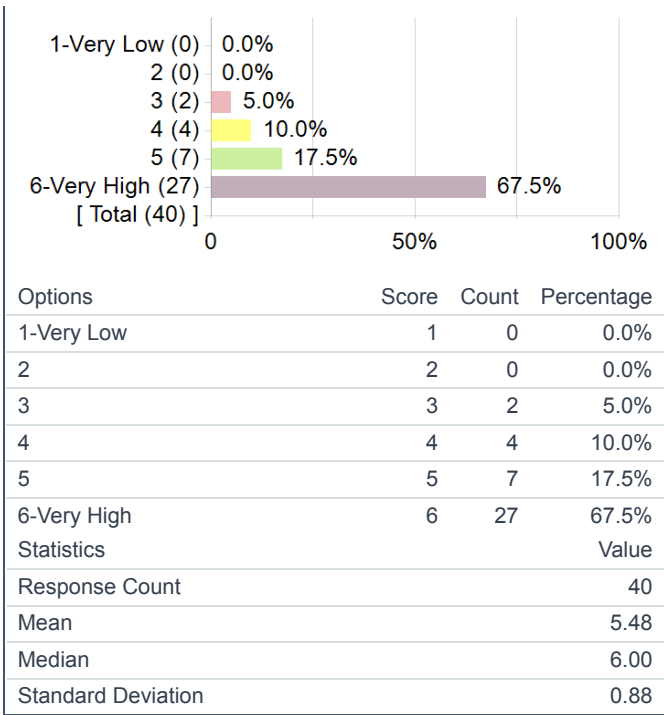
TA QUESTIONS

Please rate the TA on the following criteria:

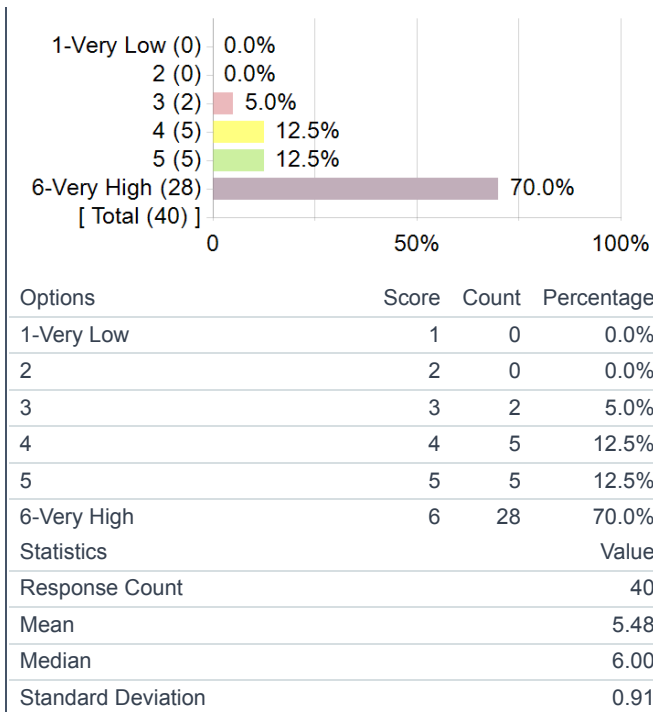
1. The TA was able to answer the students' questions adequately.



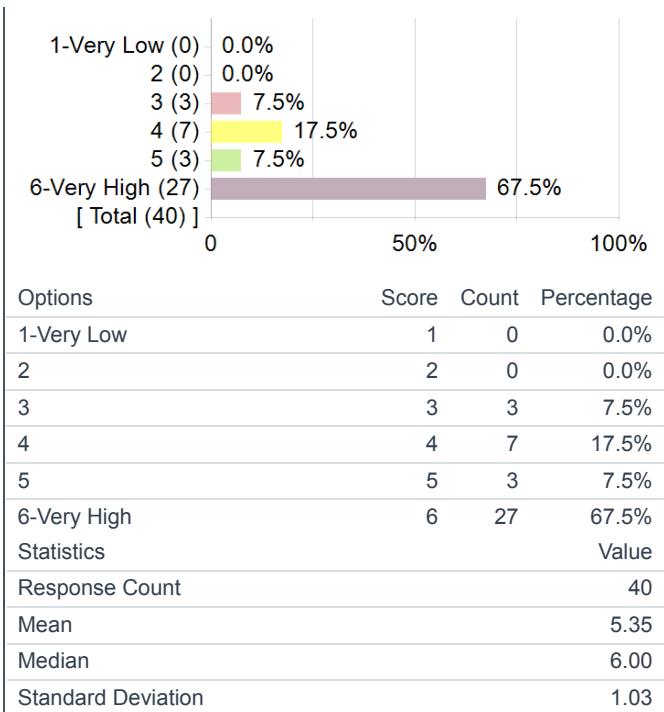
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Marie was very well-versed in the subject material, fantastic when answering questions and super understanding with students.
Difficulty understanding due to language barrier.
She explains things well but moved a little too slow sometimes.
Marie's office hours were super helpful. She really took the time to explain extra steps to problems that would allow me to really understand the concepts behind the problems and not just how to do them. It really showed that she cared a lot about us all learning.
Marie was a super helpful and clear lecturer, and she was very helpful with the PSETs. She used time in office hours and discussion well.
She was there to help the students.
The most helpful and amazing TA – always so supportive and will go at your pace, even if that means super slowly!
She did a great job answering questions and reviewing problems thoroughly. However, I think we sometimes could have moved faster in section because we never covered all of the problems done for section.
Explained how to do problems very clearly and answered all student's questions well.
She provided very good explanations during office hours and discussion sessions
Really helpful in understanding the content. Explained solutions thoughtfully and thoroughly.
She explained things well and provided different examples.
Super sweet, smart, and accessible. She responds to emails quickly and explains things in a clear manner. Marie is wonderful!
Marie was an excellent TA who was very clearly prepared for all discussion and office hour sections and very knowledgeable about the material. I found her office hours especially useful in helping me learn the material.
Marie is an amazing TA. She took the time to explain concepts and went further to explain how ideas connected. Her weekly office hours were definitely helpful to me.
I often went to her office hours and I think she was super committed to being a TA in this class and helping us do well, highly recommend her as a TA.
NA
Was not my ta.
Didn't interact
Good at going through the practice problems and answering questions.
Marie was by far the most helpful during OH, and was very talented in explaining complicated topics.
Amazing TA!! She explained concepts really well.

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_202-0_40: Introduction to Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Spring 2022**

Courses Audience: **36**

Responses Received: **20**

Response Ratio: **55.6%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Tuesday, July 12, 2022**

blue®

Northwestern University

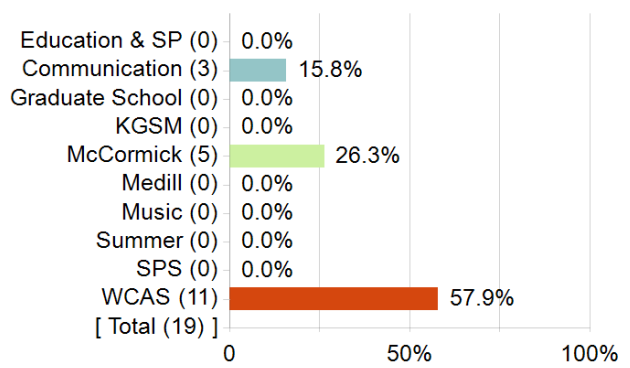
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_202-0_40: Introduction to Microeconomics

DEMOGRAPHICS

Your School

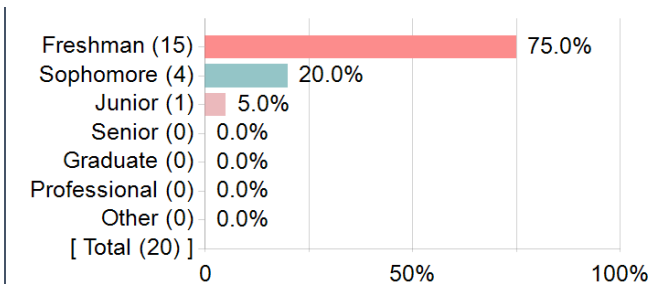
Your School



Options	Count	Percentage
Education & SP	0	0.0%
Communication	3	15.8%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	5	26.3%
Medill	0	0.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	11	57.9%

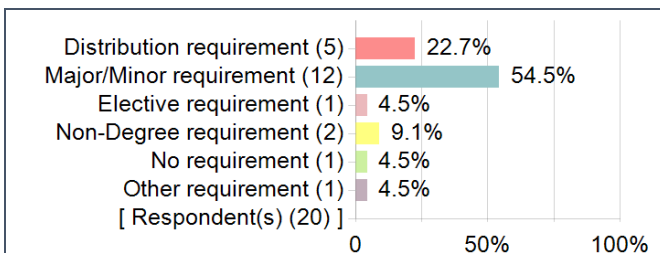
Your Class

Your Class



Options	Count	Percentage
Freshman	15	75.0%
Sophomore	4	20.0%
Junior	1	5.0%
Senior	0	0.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

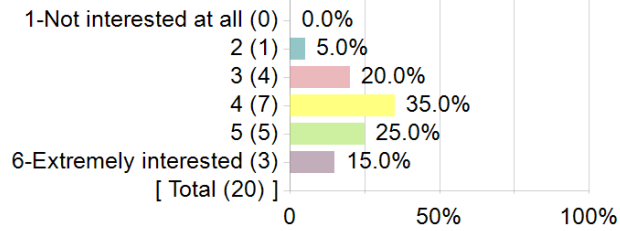
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	5	22.7%
Major/Minor requirement	12	54.5%
Elective requirement	1	4.5%
Non-Degree requirement	2	9.1%
No requirement	1	4.5%
Other requirement	1	4.5%
Respondent(s)	20	

What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

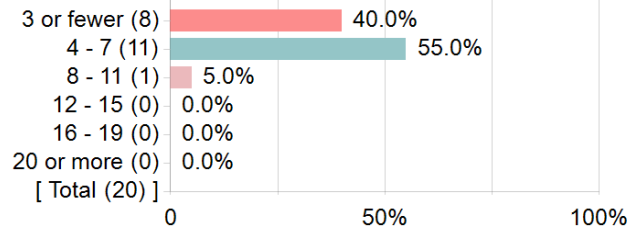


Options	Count	Percentage
1-Not interested at all	0	0.0%
2	1	5.0%
3	4	20.0%
4	7	35.0%
5	5	25.0%
6-Extremely interested	3	15.0%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

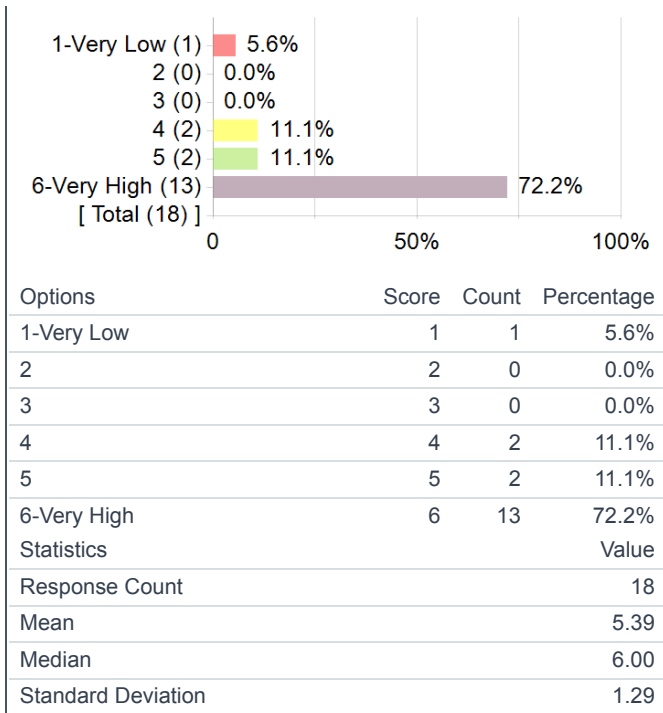


Options	Count	Percentage
3 or fewer	8	40.0%
4 - 7	11	55.0%
8 - 11	1	5.0%
12 - 15	0	0.0%
16 - 19	0	0.0%
20 or more	0	0.0%

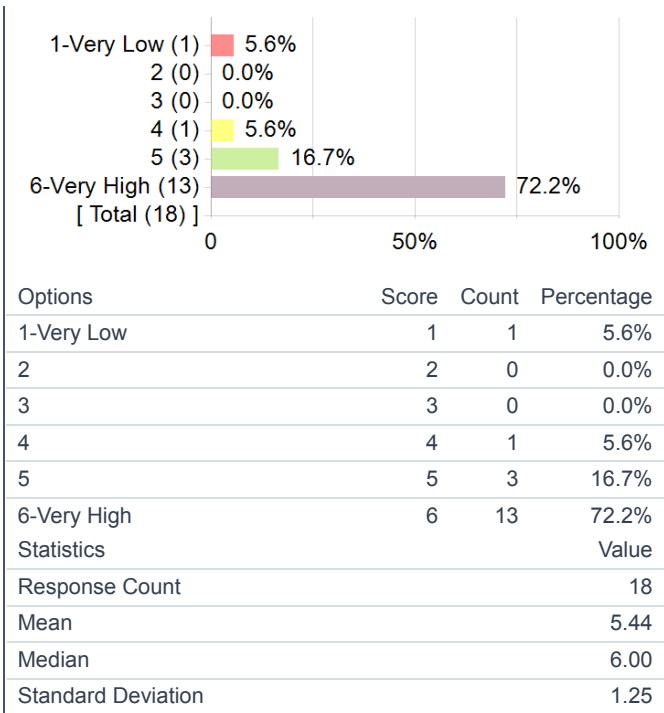
TA QUESTIONS

Please rate the TA on the following criteria:

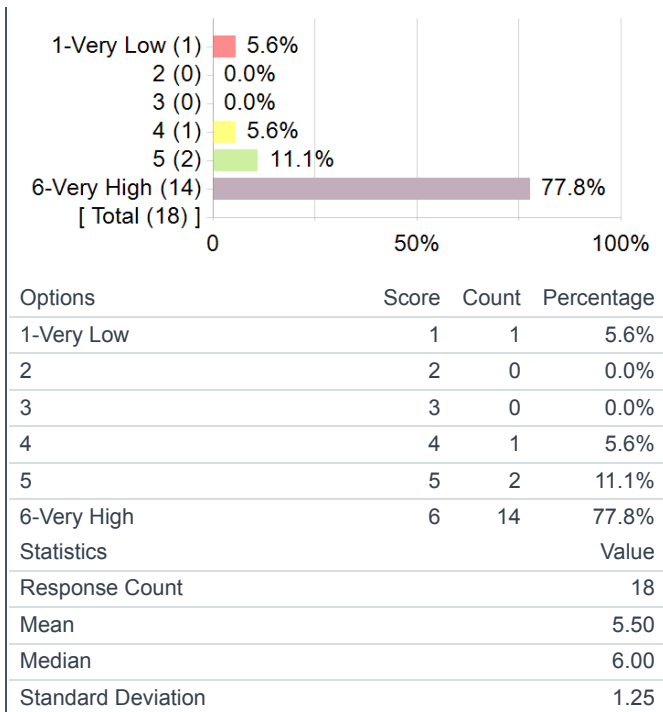
1. The TA was able to answer the students' questions adequately.



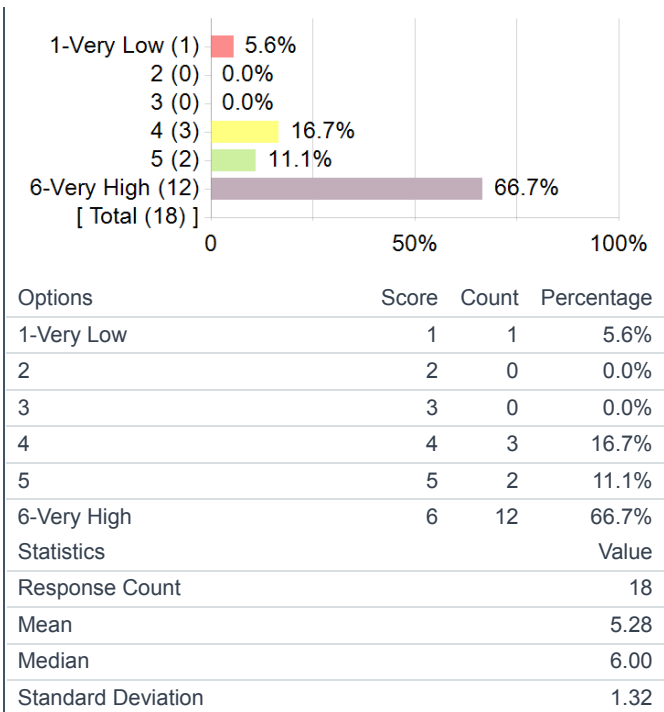
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
She answered questions very well and let us tell her what we wanted to go over. However, she would often move too slowly during discussions and we would run out of time to have all of our questions answered.
Marie is great, knowledgeable, and able to answer basically all of the questions we had.
She always had a stern face and are very unreachable. Typical grad econ student ig
Marie was the absolute best ever!! She was always so kind and was amazing at answering my questions. Seriously the best TA I have ever had and she was super approachable which made asking questions easier. She was also so good at answering questions and making sure you understood the material
Always willing to help. She stayed later on her TA office hours for me almost every time and it helped me so much. I'm so thankful I had her
Marie was very well versed in microeconomics and was extremely helpful.
Very clear thought-out solutions to problem set questions and practice exam questions
Helped us go over practice problems, sometimes couldn't effectively answer students' questions that were extension from lecture
Strengths: good at explanations and working through problem sets Weaknesses: didn't cover as much problems as I hoped we would during discussion
Helped to fully explain gaps in profs teaching

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_310-1_20: Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Winter 2022**

Courses Audience: **157**

Responses Received: **118**

Response Ratio: **75.2%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Friday, March 10, 2023**

blue®

Northwestern University

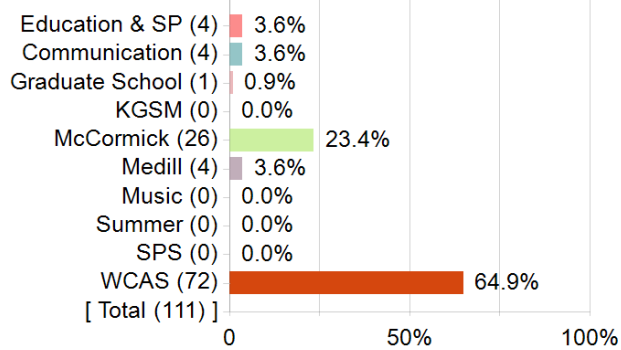
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_310-1_20: Microeconomics

DEMOGRAPHICS

Your School

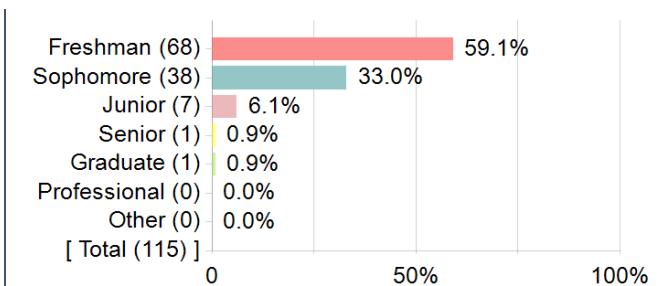
Your School



Options	Count	Percentage
Education & SP	4	3.6%
Communication	4	3.6%
Graduate School	1	0.9%
KGSM	0	0.0%
McCormick	26	23.4%
Medill	4	3.6%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	72	64.9%

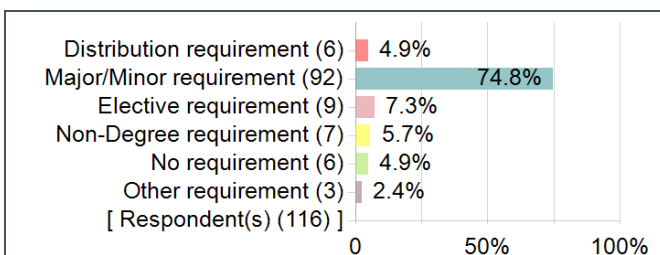
Your Class

Your Class



Options	Count	Percentage
Freshman	68	59.1%
Sophomore	38	33.0%
Junior	7	6.1%
Senior	1	0.9%
Graduate	1	0.9%
Professional	0	0.0%
Other	0	0.0%

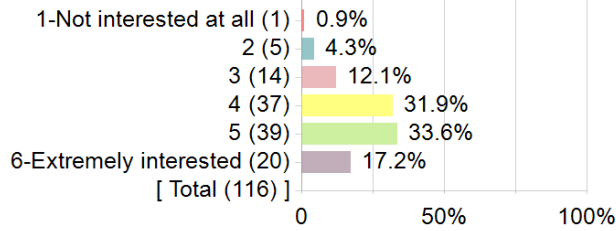
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	6	4.9%
Major/Minor requirement	92	74.8%
Elective requirement	9	7.3%
Non-Degree requirement	7	5.7%
No requirement	6	4.9%
Other requirement	3	2.4%
Respondent(s)	116	

What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

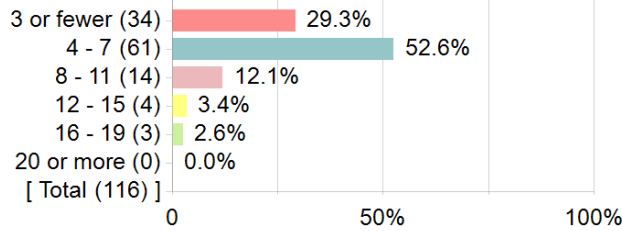


Options	Count	Percentage
1-Not interested at all	1	0.9%
2	5	4.3%
3	14	12.1%
4	37	31.9%
5	39	33.6%
6-Extremely interested	20	17.2%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

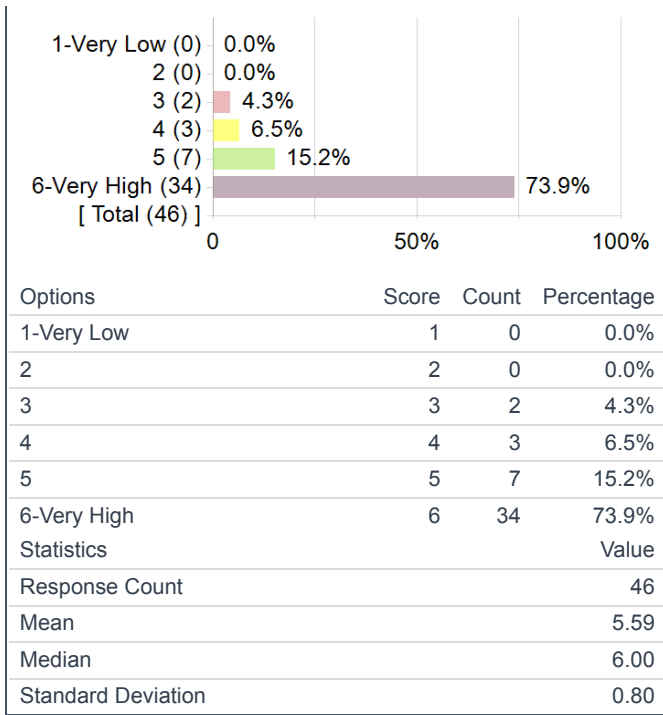


Options	Count	Percentage
3 or fewer	34	29.3%
4 - 7	61	52.6%
8 - 11	14	12.1%
12 - 15	4	3.4%
16 - 19	3	2.6%
20 or more	0	0.0%

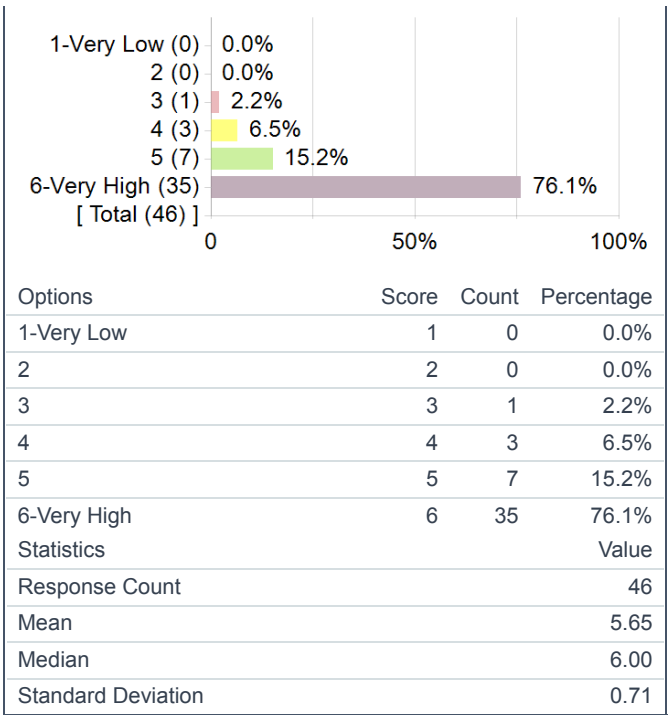
TA QUESTIONS

Please rate the TA on the following criteria:

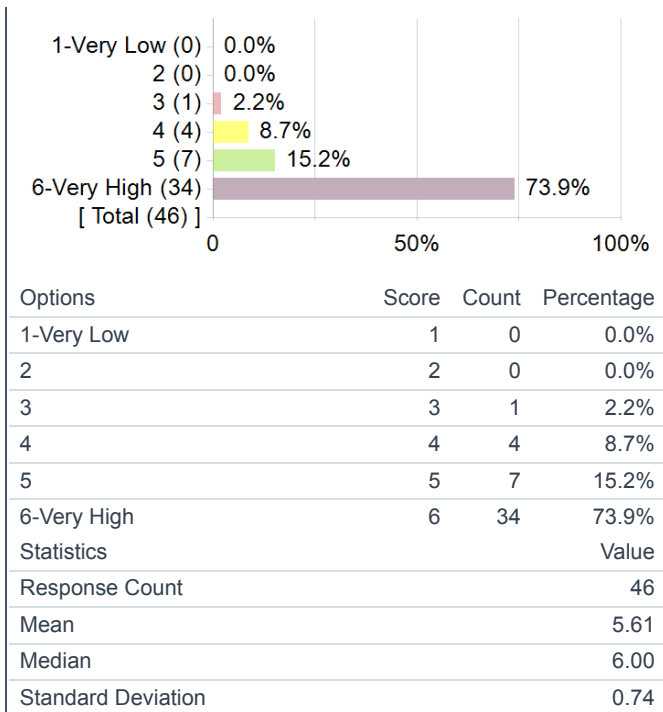
1. The TA was able to answer the students' questions adequately.



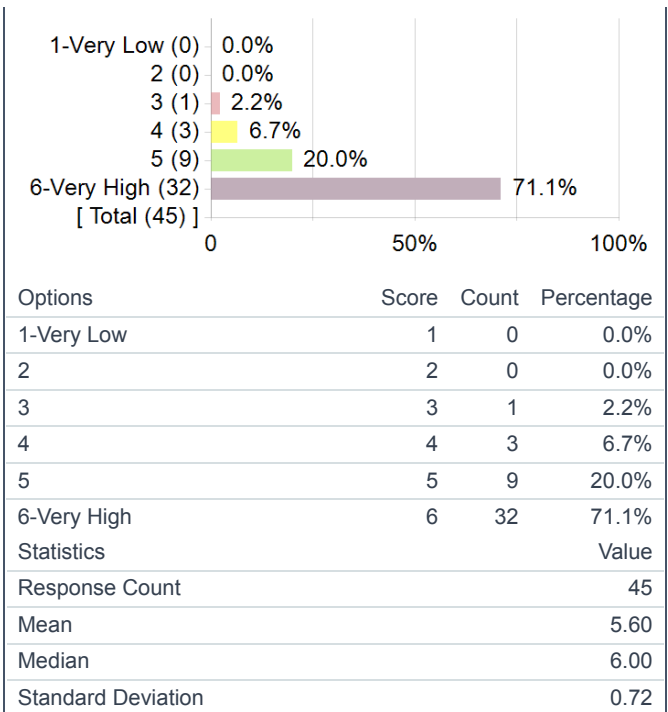
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Very straightforward and intellectual Ready and willing to answer students' questions
Great at answering questions clearly, always willing to help, knowledgeable.
Extremely effective in teaching concepts and was able to get through the content effectively and quickly. Would allow for questions at the end of class.
She would sometimes just explain the question wrong. But this was rare and quickly corrected.
my fav TA! the most clearest explanations and knew the answers to everyone's questions. quick and concise. clearly very knowledgeable.
Marie, I had you two quarters in a row (ECON 202 and ECON 310-1). I loved your attitude and explanations during lectures. You are such a sweet person and I wish you the best going forward.
Marie was so nice and was able to help students out with all of their questions. Very down to Earth and personable.
Love Marie. Hated the course and did not like Prof. Schulz's teaching style, but Marie was great!
Marie is extremely sweet and helpful! She answers questions in such a clear, methodical manner. She is really amazing!!
Marie is an amazing instructor with extremely clear and concise explanations that help students understand a problem in the easiest way possible. I have never seen a TA as good as Marie. Northwestern should offer her a job at the Econ department.
shes awesome
Very nice and helpful
Marie was a great TA. She explained everything in a very straight forward way that was easy to understand. She is also very approachable when you have questions.
Marie absolutely saved me this quarter. She was extremely clear in her teaching during the weekly discussion section, but was also more than willing to answer questions either through e-mail or during her office hours. She takes her time to make sure everyone understands what is happening and makes the mathematic steps very clear for students to understand. Can't stress how good of a TA Marie was.
Marie was amazing!!! She helped me understand a lot of the concepts and was very very patient with us. Sometimes she would get the same question 5 times within the same office hour but still patiently explain everything all over again.
Marie is a great TA.
Very clear and concise in her explanations. Made sure everyone understood how she explained.
Super approachable and helpful!
Her biggest strength is carefully walking through the problems and answering all student questions. One weakness would be that she solved a few problems in weird ways to communicate some ideas which ended up being more confusing.
She was helpful answering questions, but never went through all the problem sets.
The section was very helpful and Marie was good at explaining the math and working through the problem sets.
Very good explanations during discussions and went through the problem sets well.

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_202-0_20: Introduction to Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Fall 2021**

Courses Audience: **138**

Responses Received: **111**

Response Ratio: **80.4%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Wednesday, January 12, 2022**

The logo for Blue, featuring the word "blue" in a lowercase, blue, sans-serif font with a registered trademark symbol.

Northwestern University

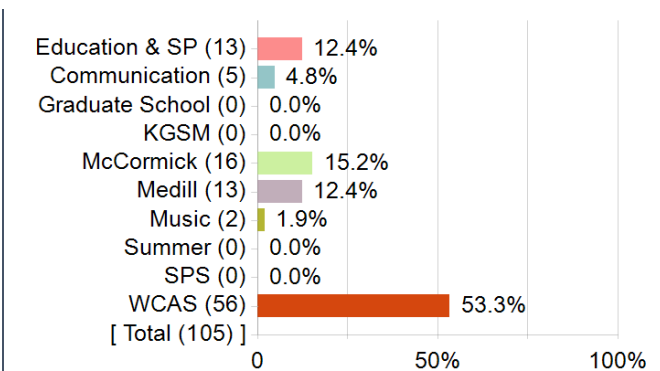
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_202-0_20: Introduction to Microeconomics

DEMOGRAPHICS

Your School

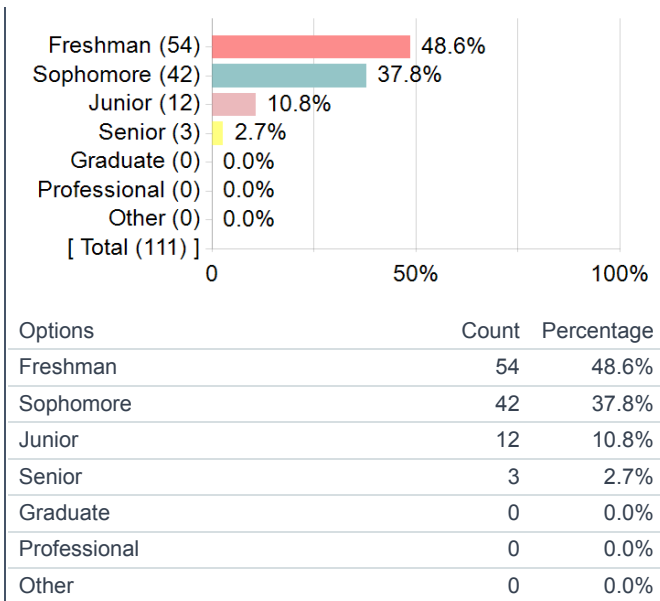
Your School



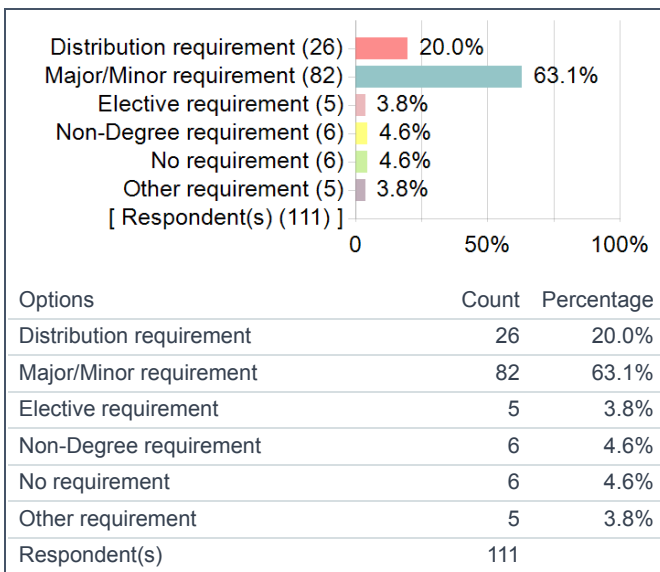
Options	Count	Percentage
Education & SP	13	12.4%
Communication	5	4.8%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	16	15.2%
Medill	13	12.4%
Music	2	1.9%
Summer	0	0.0%
SPS	0	0.0%
WCAS	56	53.3%

Your Class

Your Class

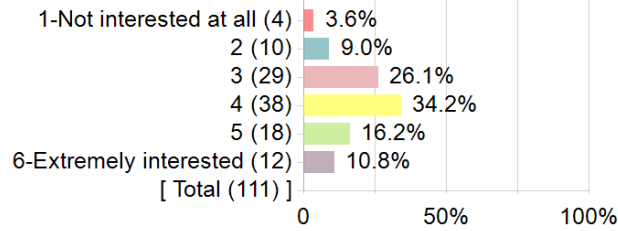


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

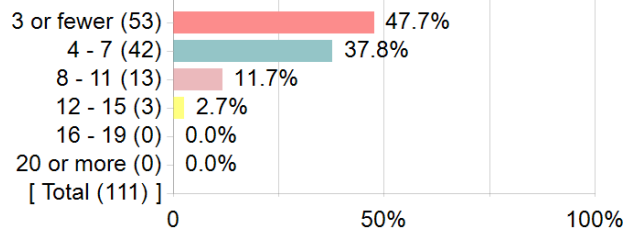


Options	Count	Percentage
1-Not interested at all	4	3.6%
2	10	9.0%
3	29	26.1%
4	38	34.2%
5	18	16.2%
6-Extremely interested	12	10.8%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

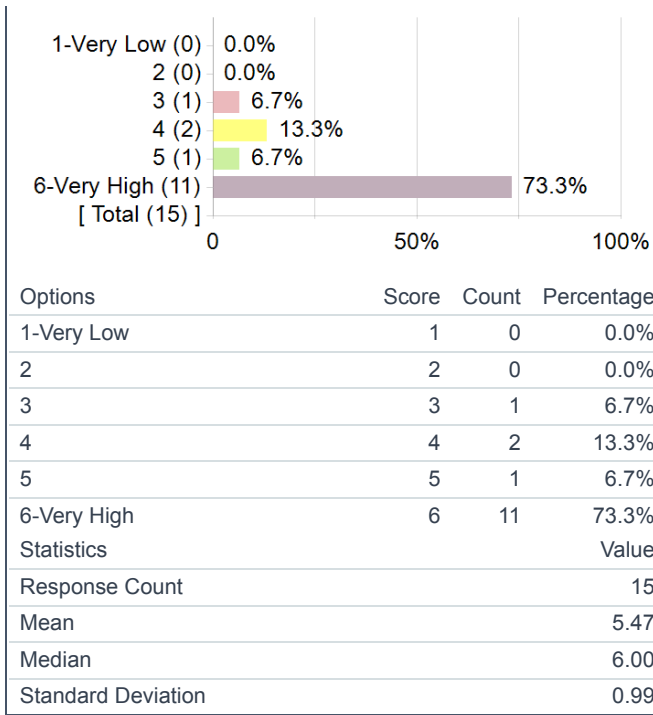


Options	Count	Percentage
3 or fewer	53	47.7%
4 - 7	42	37.8%
8 - 11	13	11.7%
12 - 15	3	2.7%
16 - 19	0	0.0%
20 or more	0	0.0%

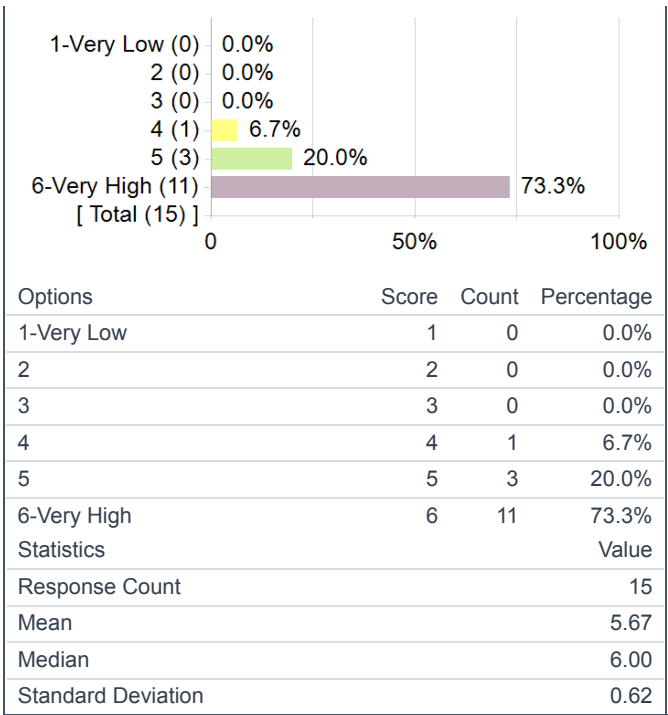
TA QUESTIONS

Please rate the TA on the following criteria:

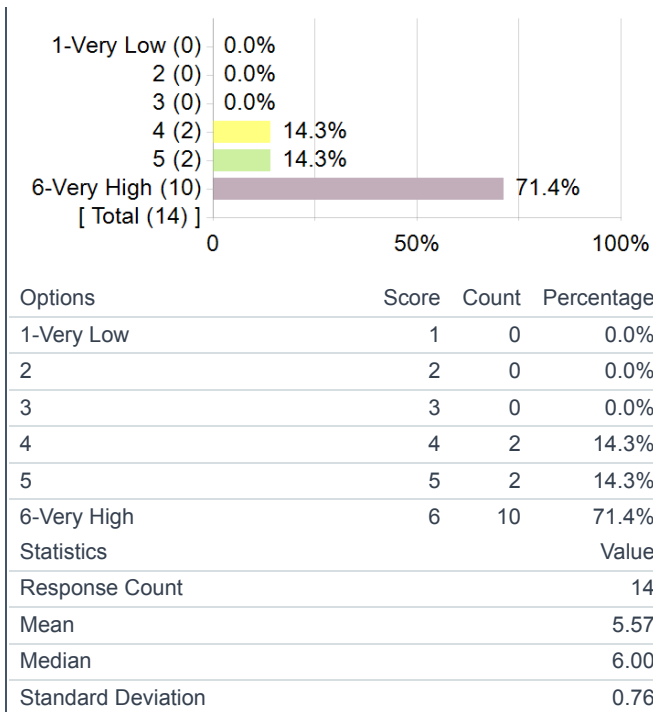
1. The TA was able to answer the students' questions adequately.



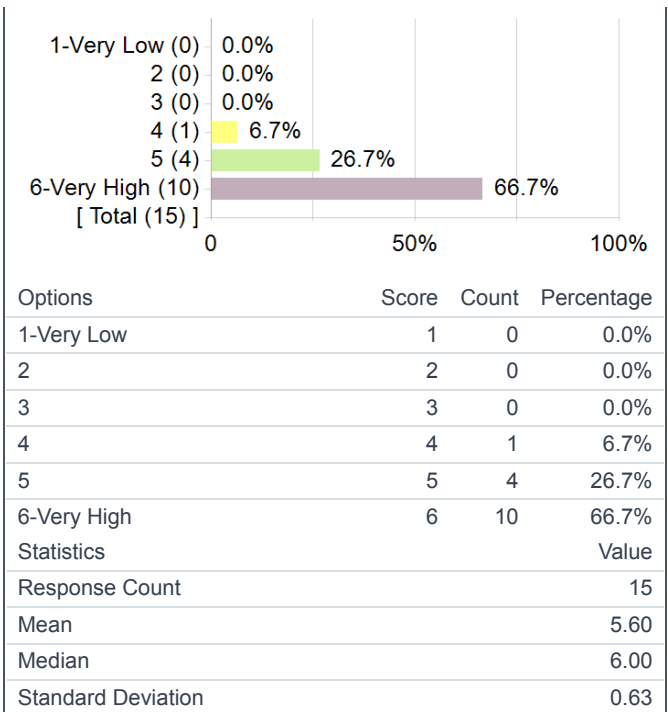
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
She was super helpful and made discussion section a great review
She was very kind and willing to answer questions.
She had a great approach to explaining questions and tackling problems. It was nice to see tips directly from a students perspective.
cared about the class but sometimes lacked the overall attentiveness and explanations needed for the questions she was giving
didn't have her
Very helpful during office hours.

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_202-0_20: Introduction to Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Spring 2021**

Courses Audience: **107**

Responses Received: **85**

Response Ratio: **79.4%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Tuesday, June 15, 2021**



Northwestern University

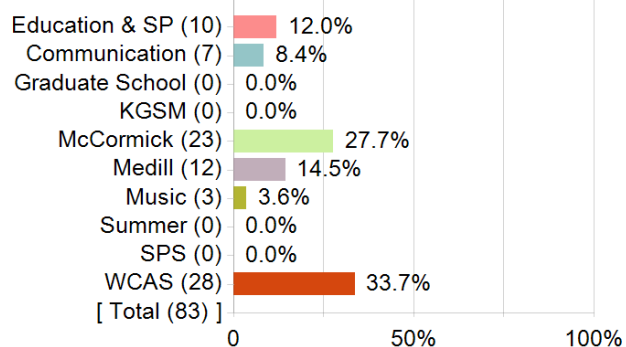
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_202-0_20: Introduction to Microeconomics

DEMOGRAPHICS

Your School

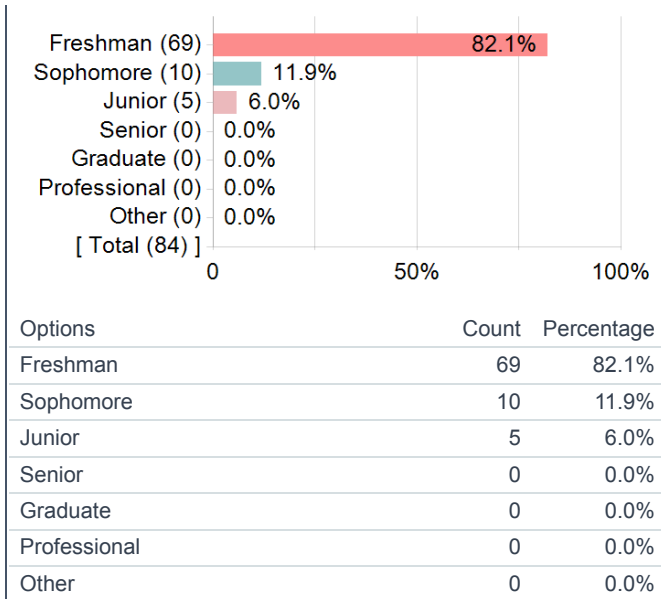
1. Your School



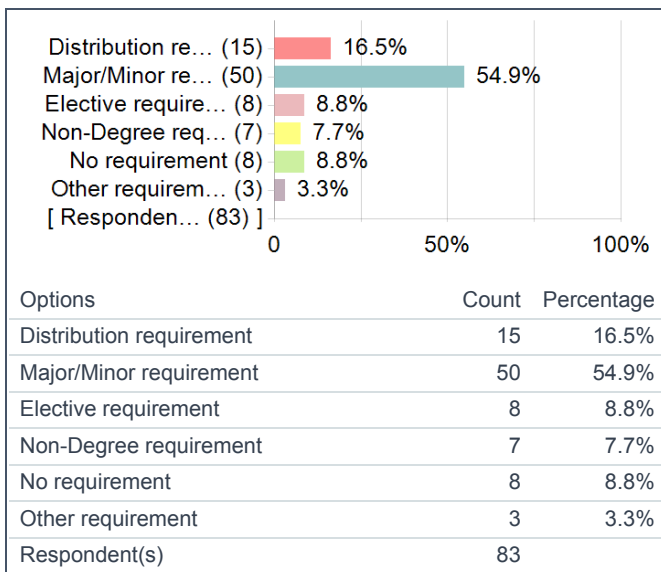
Options	Count	Percentage
Education & SP	10	12.0%
Communication	7	8.4%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	23	27.7%
Medill	12	14.5%
Music	3	3.6%
Summer	0	0.0%
SPS	0	0.0%
WCAS	28	33.7%

Your Class

1. Your Class

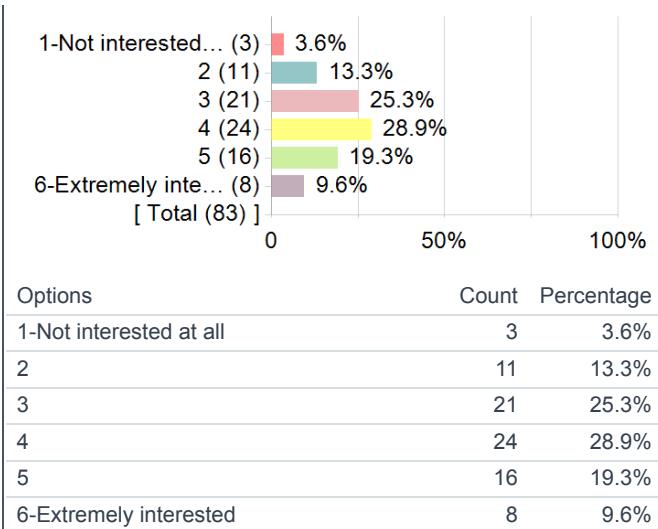


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

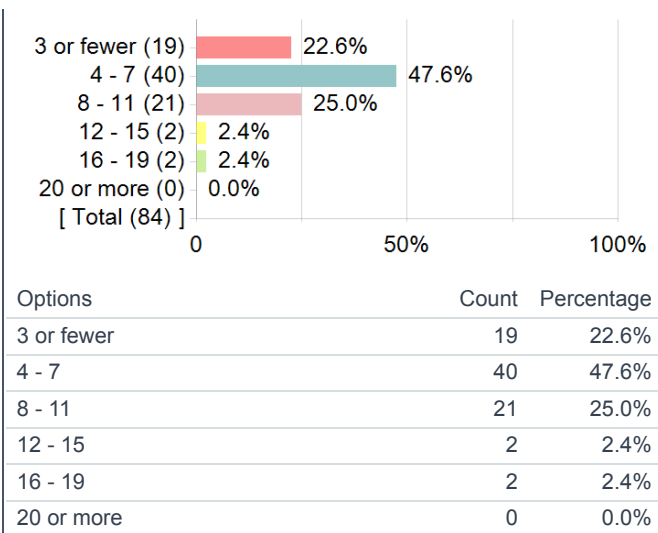
1. What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

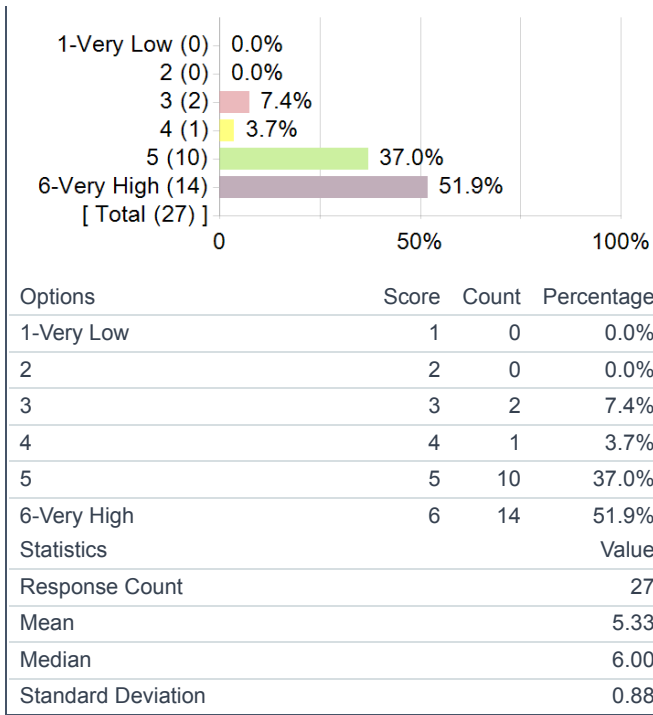
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



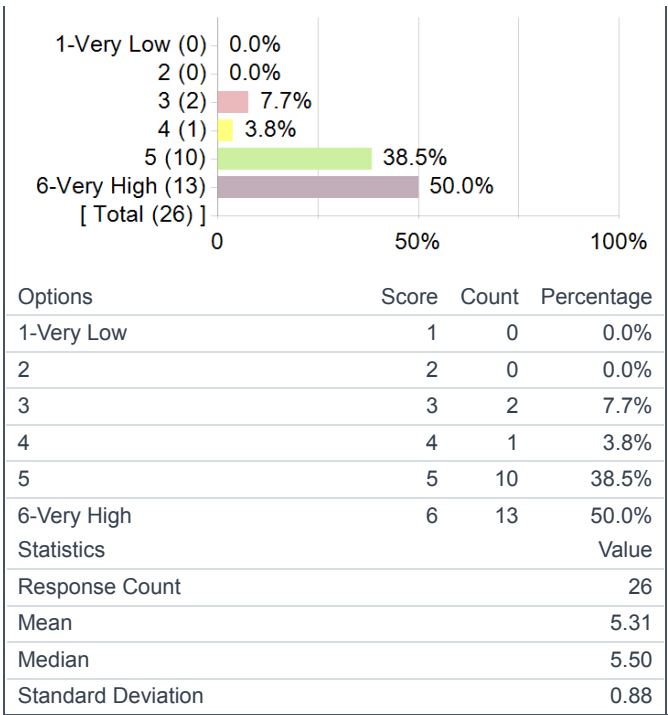
TA QUESTIONS

Please rate the TA on the following criteria:

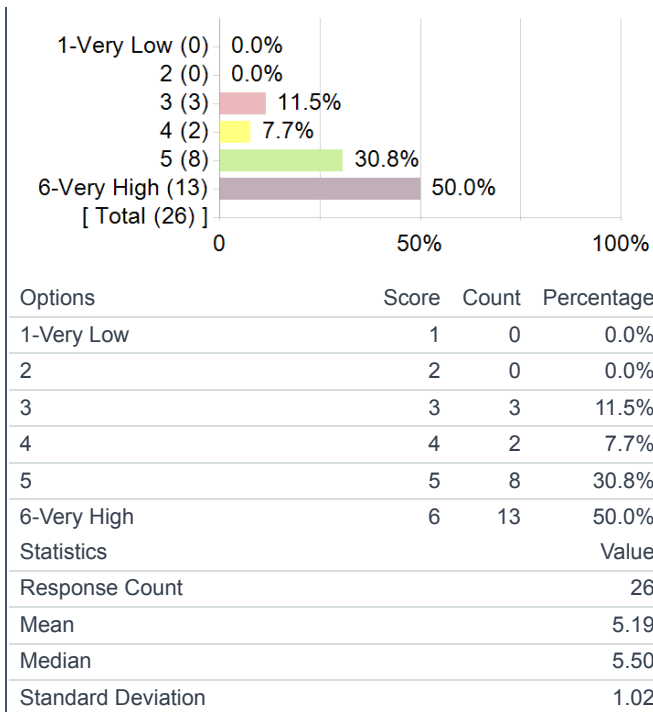
1. The TA was able to answer the students' questions adequately.



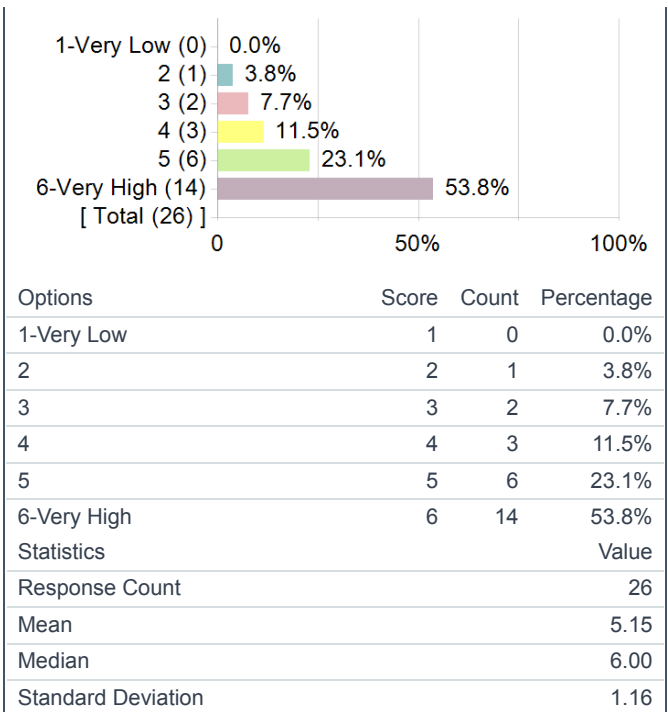
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

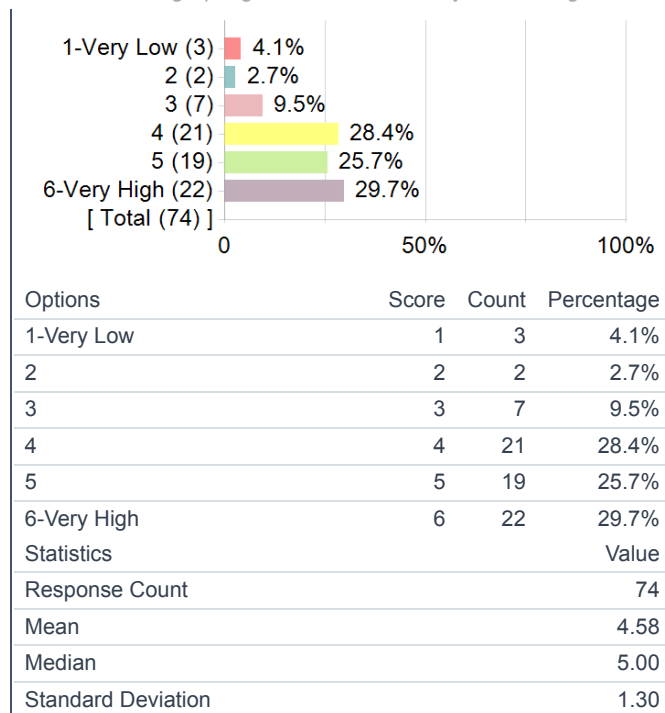
What are the primary strengths and weaknesses of the teaching assistant?

Comments
She was great! very clear and very nice about answering questions.
Strengths were that she went through practice problems in a great way. There were no weaknesses
A very considerate and helpful TA!
Super helpful in OH!
Marie is good at putting concepts into terms that unknowledgeable students can understand. I think she is very understanding of how some concepts can be confusing for new econ students and therefore can provide good explanations to confusing concepts. In addition I think that she is very willing to work with you outside of discussion section and is attentive during her office hours.
Marie oftentimes seemed disinterested or lacked enthusiasm. She solved all of the problems logically but moved too slow in my opinion. I felt like discussion sections weren't super helpful.
I was in Marie's discussion section, and consistently learned more about class concepts under her instruction.
The TA was solid. Not overly engaging, but that is tough online, so I think she did the best with what she had
strengths: kindness weakness: solving tech difficulties

REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2021 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Spring 2021 contributed to your learning.



Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
The smaller discussion sections were great! also very nice that everything was recorded and posted on canvas
The flipped classroom for remote instruction worked because I could digest the lecture information at my own pace when it was prerecording on Panopto.
Flexibility
Amount of resources
Synchronous lectures because we did practice problems together
The pre-recorded videos we were required to watch before each lecture were helpful.
Most of the new content comes from async lectures while synchronous lectures are for example problems. Overall very good use of different remote instruction modes.
Quality of handouts, lectures, practice problems, etc.
none
The prerecorded lectures were great, having the handouts helped keep me on task throughout the work. Live sessions dedicated to the application of problems let me really understand how to answer questions and understand concepts.
The discussion section problems really helped solidify my understanding, which provided surplus of problems for practice.
Very few. I do not learn well with remote instruction.
The asynchronous videos were really wellmade.
It was nice to re-watch the synchronous lectures.
The asynchronous videos with the handouts were amazing!! Normally asynchronous lectures take longer because I have to pause to take notes. The handouts made it so I wasn't taking longer but was still understanding everything.
The asynchronous lectures Bc i could go at whatever pace
videos were clear and notes templates great.
There were plenty of opportunities to get help over zoom.
The office hours during remote instruction helped contribute to my successes in this course because you could easily attend as many as you needed. It was also helpful that the professor's notes and lecture videos were available online, but they did not do enough in teaching the concepts.
I liked the asynchronous and synchronous aspects.
I think the use of handouts was very nice because the students has something they can refer back to while watching the lecture and fill out as if it's their notes. I also thought that the use of lecture time (i.e. synchronous section) was efficient and allowed enough time for any questions.
The online files and pre recorded lectures
Access to the professor and supplementary materials.
I liked the flipped classroom model.
In class lesson were helpful
This course was structured exceptionally well given its remote nature. The instructor provided flexibility in the synchronous components of class. This allowed me to reap the pacing advantages of remote learning while still maintaining an enriching synchronous experience.
Having all the materials posted online was nice so I could work through problems at my own pace.
Asynchronous lectures and synchronous problem solving
having synchronous section.
The discussion sections helped my apply course concepts to quiz and test questions.
It was good to watch recordings of lectures and look back at it
Recordings and homework
prerecorded lectures and optional attendance

Which aspects of the remote instruction could be improved? Please explain.

Comments
The professor would sometimes forget to start recording lectures which was hard if you missed class.
not fair to have synchronous lectures that covered content in addition to asynchronous videos
The flipped classroom required a lot of time as a student. Having to watch the lectures before synchronous lectures made it easy to fall behind.
Maybe the clarity of what we are supposed to do at the beginning was lacking
Length of asynchronous lectures, they got a little tedious to get through sometimes.
N/A
N/A
None
working through problem sets within the discussion groups would have been helpful.
can the video lecture recordings be better quality? I feel like I'm watching my class through a microwave
The work needed to take exams was a bit frustrating. I don't get why there needed to be TWO cameras on us, it felt a bit suffocating. We were allowed notes during exams so I don't think the second camera was needed.
I wish that the course were listed as asynchronous so that I could have known what I was getting myself into.
the testing style just does not work — it makes it harder to do well and as if they are trying to "trick" you
The synchronous class needed to move faster because we would only do a couple of practice problems when it felt like we could have done much more.
The asynchronous lectures would have been a lot more useful in person so we could stop and ask questions.
none
More one on one time
Some communication things
It seems a little counterintuitive to require the use of applications that have been known to give students problems, without offering considerations to students when they suffer from these problems. It could present unevenly distributed problems among students without the latest technology at their disposal.
The remote instruction aspects were well, but the actual method of teaching could be improved.
N/A
I will say that the lecture videos seemed kind of long (like 60 mins nearly for each video) which can be a little cumbersome each week.
Use of class time
Since lectures are more like office hours, I think the lessons covered in discussion sections could be covered during synchronous lecture time, which would get rid of the need for discussion sections and make the class more efficient.
I feel that this is a class meant to be taken in person.
Exams were a bit stressful do to their technical complexity. I understand the need to monitor cheating but I had a lot of testing anxiety about technical problems related to examinations. I don't think this stress helped me develop mastery of class concepts.
The flipped style lectures were a bit annoying and I didn't end up attending many of the in-person lectures. The pace of pre-recorded lectures assigned was alright though.
nothing really
More student engagement, maybe more breakout rooms
none

Northwestern

Individual Report for ECON_202-0_40: Introduction to Microeconomics (Marie-Louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Spring 2020**

Courses Audience: **213**

Responses Received: **154**

Response Ratio: **72.3%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

A quick transition to remote teaching for Spring Quarter 2020 required Northwestern to re-evaluate how CTEC responses would be shared and used. The student feedback contained in these reports is intended to inform instructors and school administrators as they explore ways to improve learning and teaching.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

Creation Date: **Thursday, June 25, 2020**



Northwestern University

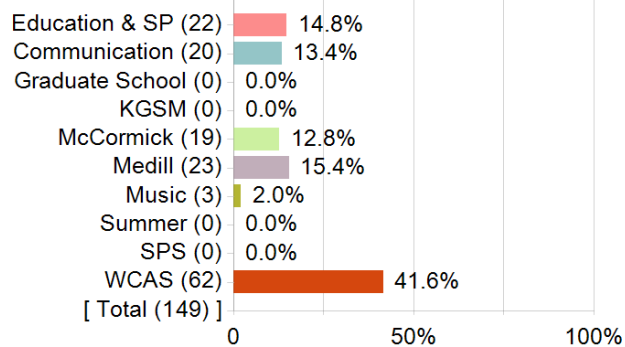
Course Evaluations

Teaching Assistant	Course
Marie-Louise Decamps	ECON_202-0_40: Introduction to Microeconomics

DEMOGRAPHICS

Your School

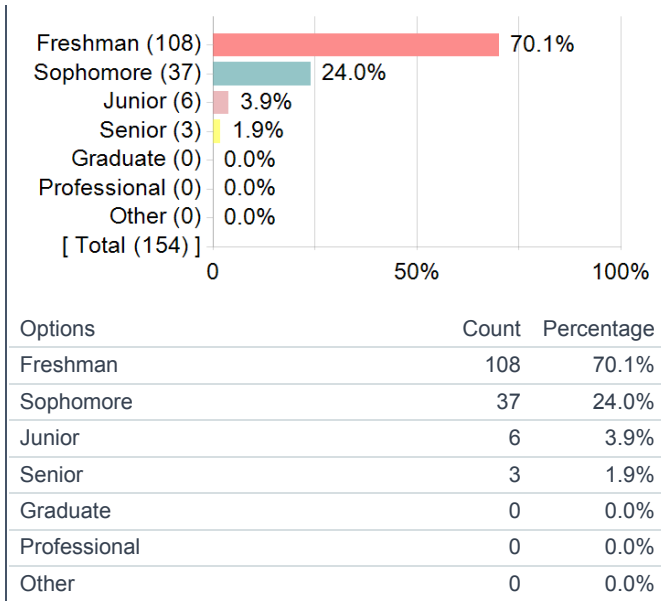
1. Your School



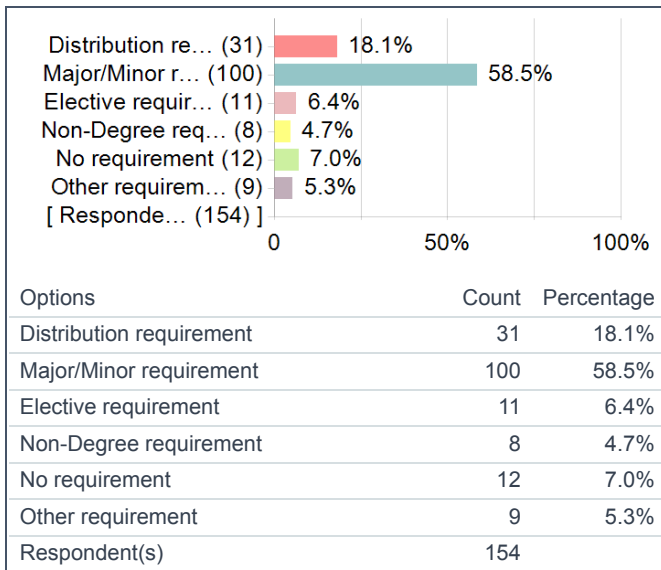
Options	Count	Percentage
Education & SP	22	14.8%
Communication	20	13.4%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	19	12.8%
Medill	23	15.4%
Music	3	2.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	62	41.6%

Your Class

1. Your Class

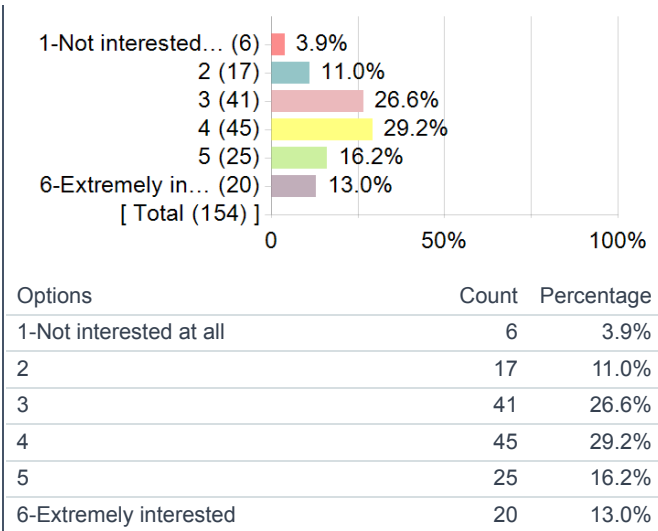


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

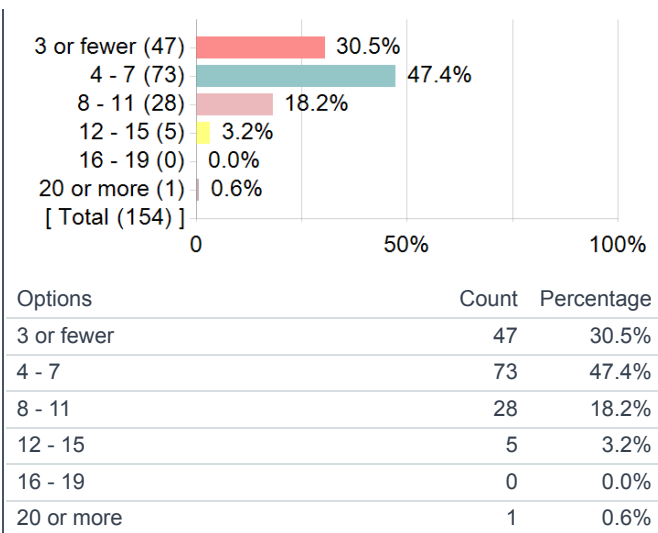
1. What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

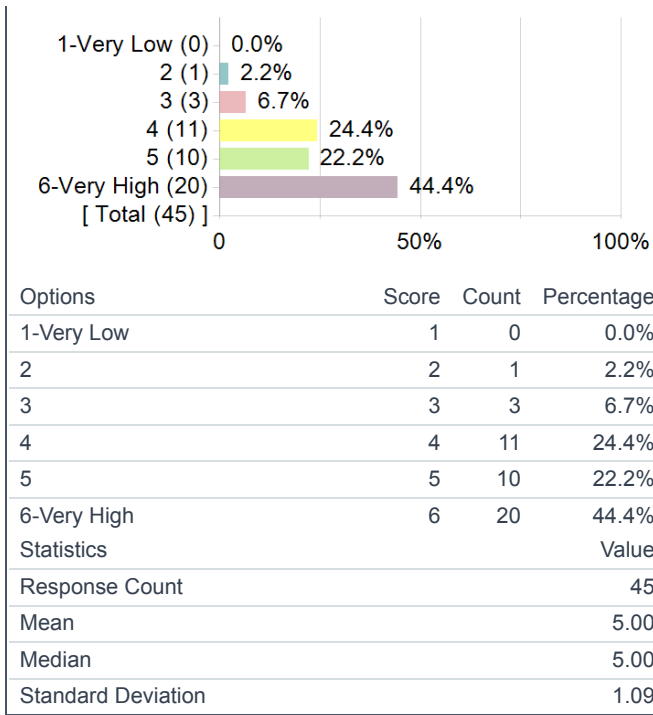
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



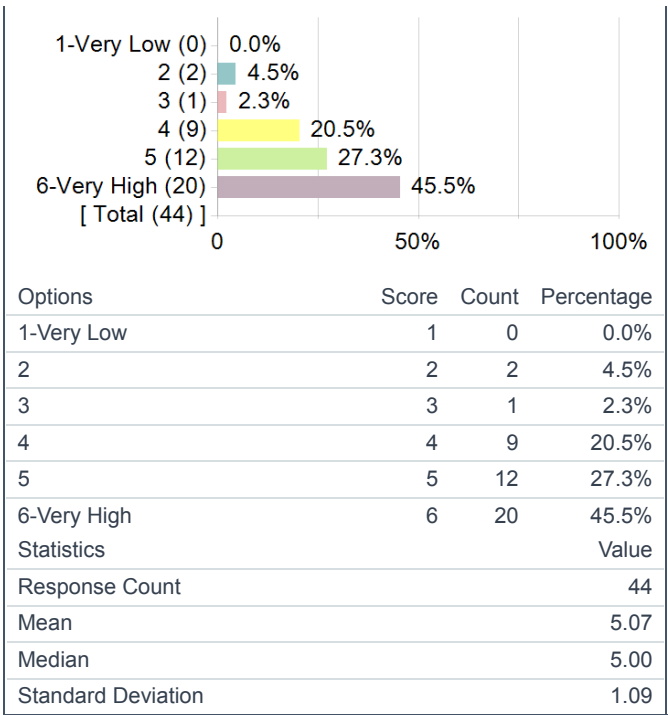
TA QUESTIONS

Please rate the TA on the following criteria:

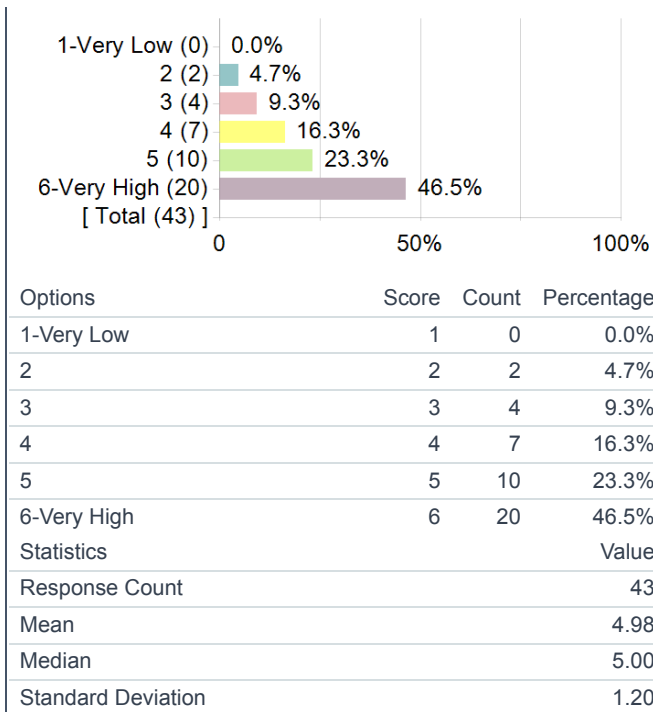
1. The TA was able to answer the students' questions adequately.



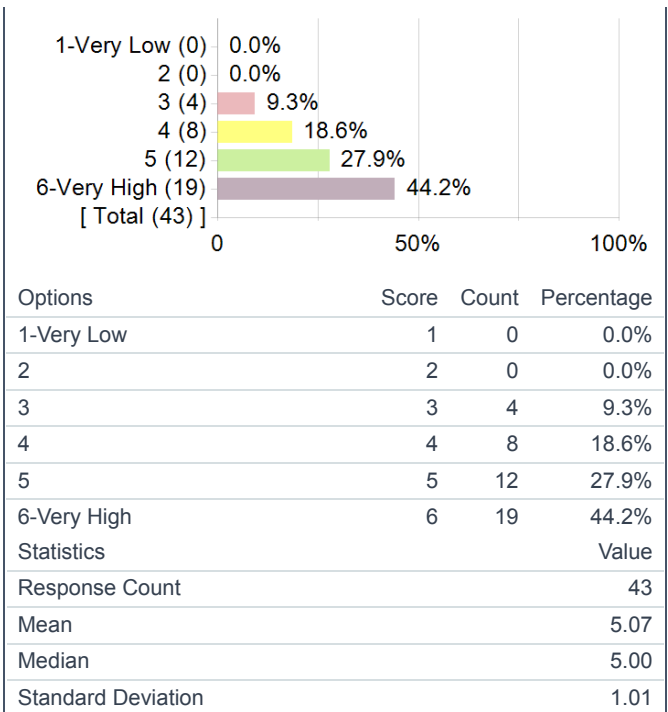
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

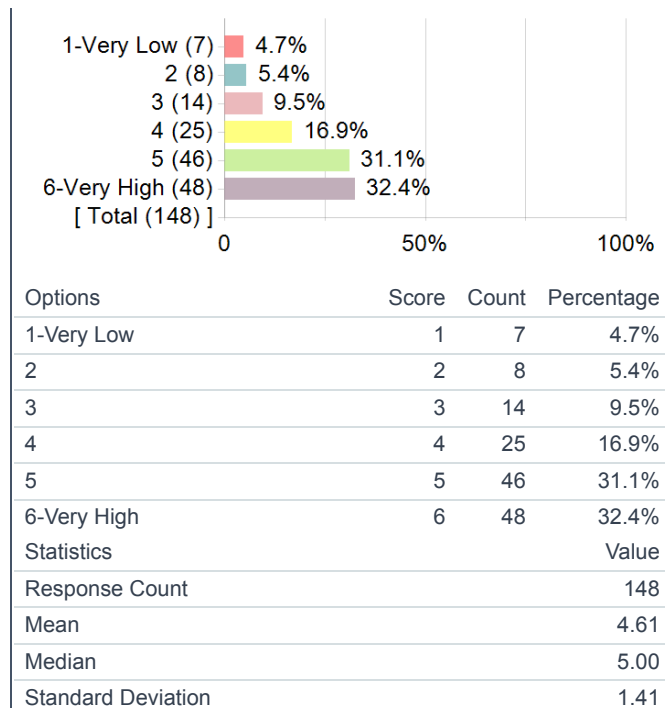
What are the primary strengths and weaknesses of the teaching assistant?

Comments
She cool
Marie was very helpful in helping us understand concepts and answering questions.
Communicated ideas well
Marie was very good with communication and she was able to explain concepts very well!
Don't know him
worked well with students, explained clearly the subjects
She could have gone over the quizzes a lot quicker, but she explained the answers really well.
She was really nice!
Great.
Never interacted with her.
Very kind and willing to explain quiz questions during review.
Her set up was pretty bad but she tried her best and was successful.
Was difficult to understand most of her lessons and went at a slow pace.
Good communicator, nice, helpful.
No weakness.
Sometimes she wasn't very empathetic to students confused about accessing the quiz over Zoom. I was once late due to technical difficulties, and I don't think my time was fully returned. There is a part of the quiz survey where students can report if something like this happens though! Class wasn't engaged when she asked questions, but that might just not be her fault.
honestly she seems so so sweet, just never understood her explanations. her quizzes also rarely seemed similar to practice questions
N/a didn't have her
n/a

REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2020 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Spring 2020 contributed to your learning.



Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
Live lectures with chat monitors was super helpful
I thought the problem sets were a great part of the course as they brought me together with different kids each week
This may be a hot take, but I liked how he had us turn in notes after lecture. It's really easy to skip remote classes so I appreciated that external pressure. The Zoom chats were also fun and the TA was good about monitoring them.
synchronous lectures.
I really liked how he adapted this course to online learning, no big midterm but weekly quizzes to keep you on track
The problem sets and quizzes.
I thought I would not, but I ended up finding the partner quizzes in section to be super effective.
A TA monitored the chat and would reply to questions or ask Ogawa if he couldn't immediately which was nice because you didn't have to wait till after class to say you were confused.
The type of instruction
Online lectures were arguably better than in person
The TA-moderated chat was helpful for asking and getting answers to questions during class without slowing the lecture down.
I liked being about to clearly see the board and hear the professor with online. It was also easier and less stressful to ask questions.
The lectures and use of zoom in the classes were smart and helped the students in staying engaged. Problem sets outside of class helped as well in holding us accountable in actually learning. In addition not having major assessments was incredibly helpful because it took the stress off of one large assignment and spreading it out onto quizzes and problem sets.
Able to work with new people on quizzes every week.
The problem sets
Professor Ogawa did the best job out of all my teachers at remote instruction.
i liked the grading system, made sense to not have tests and focus on problem sets and quizzes
Translated well to online as assignments and demands were reasonable.
The fact that lectures were recorded was really helpful, which is something you probably can't easily do in an in-person class. Also, many students used the chat function of Zoom to ask questions, and I think that this allowed people to be more comfortable with asking them overall. Also, the poll function was useful because it showed the class's opinions and improved participation.
The resources for the quizzes every week greatly increased my understanding.
Ogawa, the notetaking and the groupwork
The class notes
Mostly the lectures and also the setup of problem sets and quizzes
The no final policy if you did the rest of the work
everything went well
I found that being required to go to specific time periods every day helped a lot. It kept me on a schedule and definitely kept me more engaged. Having to submit notes from lecture everyday was also very helpful to keeping me engaged.
The remote instruction model without exams eased my stress levels surrounding this course and honestly allowed me to engage more with just the content without freaking out about my grades.
The fact that it was required of us to attend lectures and submit notes was very beneficial. We had to watch at the given time which benefited me and helped me stay on track and engaged.
We took weekly quizzes that were well organized and it helped me stay caught up and motivated but then we didn't have to take midterms because Prof Ogawa didn't want to push us too much. It was really great.
The breakout room in the discussion session as a group quiz is very interesting.
The lectures, they were very well organized
The ability to rewatch lectures helped a lot and virtual office hours.
The lectures were at a really good pace
Having recordings of the lectures was VERY helpful if I was confused about something and wanted to watch the lesson again.
I don't know
The group work was highly annoying but effective. It forced collaboration and accountability. It was also nice seeing other people's faces. The evaluations made me nervous though.
Being able to rewatch lectures was huge. I could write notes in class then later rewatch and just pay attention to the lecture.
Being able to go back to the recordings of lectures very useful; if there was something that I didn't understand or missed, I could re-watch specific sections as many times as I needed to in order to understand the material.
N/A
The lectures helped a lot because it made the information very easy to understand
None
Group work, weekly quizzes and no major tests.

Comments
Group assignments encourage consistent engagement with the course, and discussing the subject with other students encourages retention and comprehension.
The countless resources that Prof Ogawa provided on canvas
Group work turned in online, being able to access recordings.
None
Having synchronous classes/requiring most students to attend live lectures, being required to keep your camera on during lecture, and being required to submit a page of notes after each lecture encouraged me to actually pay attention in class and learn the material. The chat box on zoom during lecture was also helpful for asking the TA questions even as the professor was teaching. Weekly partner quizzes and group problem sets also encouraged me to be accountable and study material outside of lecture, because I would have some sort of accountability when I share a grade with another person or group of people. The professor and TAs were also available after lecture and discussion section to answer any questions, and office hours were also very helpful.
Zoom sessions with group members for problem sets was very helpful
using breakout room quizzes
Liked the problem set and quiz format. Less putting all your eggs in one basket on an exam, and felt like I was mastering a subject each week in preparation for the quiz by doing the old exam problems, etc.
The group work.
The professor frequently sent out surveys to check what aspects of remote learning were most helpful. Through this process, he learned that breakout rooms were not effective and that recorded lectures were not as helpful.
leniency and adjustments made the class feel better
I liked the synchronous lectures for this type of class. It allowed me to remain engaged. Additionally, the quizzes each week also kept me in check, but they were not very stressful which I also liked. The low stakes made me able to learn better.
the idea of the problem sets was okay and doing them in groups was fine but it could be extremely stressful because it was a random group each week and some people did not try as much/care as much which just caused unnecessary stress for me if they were the one's submitting and i had to rely on them to submit or communicate
Working on the problem sets with partners over zoom was beneficial when I was unsure how to solve a problem.
group quiz's and problem sets helped a lot
Asking students to submit notes after lectures held me accountable for actually keeping up with the class. Quizzes instead of exams was a great move too.
Virtual office hours and recorded lectures.
The lectures were good and made good use of the time, and the problem sets assigned tested that knowledge.
Doing quizzes in pairs, 'live' lectures.
Group work helped us work together and learn together in an environment that might have left students very isolated.
Lectures were synchronous, but there was an option to watch them by recording depending on your individual circumstances. Crowdmark was easy to use to turn in PS assignments. However, turning quizzes in on a tight clock was sometimes worrying and confusing over Crowdmark.
being able to re watch lectures
Group problem sets, discussion section
professor ogawa was able to use it to allow students to collaborate which helped me learn
The breakout rooms for quizzes and problem sets groups were especially helpful because it is hard to find a partner for quizzes and problem sets in person when you don't know anyone.
Turning in the notes online and the group work
The layout was very well organized and clear. Having a lot of TAs, each of whom focused on running different things, was really helpful.
Professor Ogawa's live lectures and simultaneous note-taking helped make the topics clear, and it was very apparent what the prioritized information was, which was extremely helpful.
I was able to read the textbook intensely.
Partnered problem sets were really helpful because I got to interact with a lot of different students and figure out economics with them together.
synchronous lectures and holding us accountable for work were helpful in keeping the pace of the class
Making us do problem sets with other people and partner quizzes
I like how Professor Ogawa tries to create a structure for our days with his class. I really appreciate the need to meet four times a week plus the one time for the problem set with our group. Honestly, without the class I probably would be very lost as there would be minimal structure to my week during this time of quarantine.
Having recorded lectures allowed me to look back at anything I didn't understand or missed.
evenly paced group assignments
live lectures
n/a

Comments
LOVED THIS COURSE. This is by far the best-organised class I've taken this quarter. The required pictures of our lecture notes and problem set/quiz evaluations made me feel accountable for this class, which I definitely needed in this unstructured quarter.
The live lectures encouraged me to go to class.
The partner quizzes over zoom were helpful.
The online zoom meetings for group problem sets were extremely convenient.
Zoom was obviously a key component. We used that for lecture, weekly quiz taking in break out rooms, weekly meetings with other students to go over problem sets, etc. All of those meetings helped me to learn more in the class

Which aspects of the remote instruction could be improved? Please explain.

Comments
Taking the quizzes in 20 mins during session remotely was a bit stressful. Not horrible though
I feel as though online learning is a terrible method. I did not like group quizzes or the way class was structured.
making sure the notes were always visible
none
maybe not partner quizzes/less group work, it can be hard over zoom
I think it is great to work on Problem Sets each week with different people; however, with so many different time zones it can be quite difficult.
N/A
none
do not require students to attend lecture live three times a week and submit notes within an hour after class. don't also require a live quiz every single week.
None that I can think of
The post-quiz / problem set surveys were quite annoying and easy to forget (understatement). If they are going to continue, they should at least be combined into a once-a-week (both quiz + PS) or every other week (multiple sets).
The partnered quizzes were extremely hard especially in changing pairings every week.
Weekly zoom meetings to discuss problem sets were problematic.
ta sections
None.
don't force people to have their cameras on and less group/partner work
More time to spend on answering questions
Having to do group work and partner quizzes remotely was difficult at times because we drew graphs and had to show them to each other through webcams.
Overall, I thought this class was run very well. I think that it was as good as it could have been.
n/a
It is SO inconvenient to have to find a time to meet with a different random group every single week when everyone is in different time zones. And doing them in groups didn't help my learning at all- we should have had the option to do them alone or at least keep the same group each week. And it is so so annoying to have to fill out a stupid survey every single time for quizzes and problem sets. Do you not trust your students? The class is literally PASS/FAIL so PLEASE those things are all annoying and unnecessary. Also can you please just trust that we take notes during class instead of having to turn in a note sheet every time? I might understand if this class was graded but it was pass/fail. If your students are doing alright on quizzes you shouldn't have to treat them like kindergartners by having them do all of these inconvenient steps. It was very frustrating and got in the way of the actual content.
None
No "post quiz" surveys (or make them optional)
none
Although submitting notes for every class was good for participation, I found it really frustrating to have to turn them in within an hour after class. I found myself often forgetting to submit the notes even though it was so simple and feeling like I was being punished even though I did the work and was paying attention in class. It often was my last class of the day and it was always a sigh of relief when classes are done with the day but I kept on forgetting to turn in my notes and felt so frustrated when I'd remember at like 9pm while knowing there was nothing I could do anymore.
The live Zoom classes did not feel necessary and sometimes I wished we had recorded lectures because there wasn't much discussion during the live classes to necessitate all being on together. Also, making us all be in problem set groups that changed and we couldn't choose every week made things difficult in the remote model.
Nothing could be improved. I really liked the approach of this class and how it was taught.
He did a really great job.
N/A
I do not have anything that could improve it

Comments
The quizzes were stressful at times because technology did get in the way. My TA also had terrible connection.
I really did not like the partner problem sets and quizzes. I had anxiety throughout the week about both of those. I would have much preferred to do both of those alone.
I felt there was too much busy work like submitting notes immediately after class and filling out surveys after every assignment/quiz. There was also so much group work, and it was frustrating to find a time with my group every week. It's also frustrating when your groupmates don't do the work or when you don't understand something and your partner makes you feel stupid. I'd rather be responsible for my own work and my own learning.
I don't think there was a point for live lectures because of the way they went. Also, the fact that we had to meet with groups for problem sets was a little weird, and didn't help much.
Working with random groups every week was difficult and often very inconvenient
The note submission felt unnecessary.
Forced attendance to every single lecture every week synchronously during a time of global upheaval and injustice was just stupid and inconsiderate. Don't get me wrong, submitting notes within a day or two is fine and encourages learning. Constantly felt like I was being treated like a toddler. Hated the group projects, but absolutely despised the group assessment quizzes. I had to spend much more time convincing my partners of how addition works than actually applying my knowledge. Stressful and defeats the point of a quiz.
The weekly rotating group assignments were inconvenient and could have easily been improved by assigning one group and then maintaining it throughout the quarter, allowing students to say they were unhappy and switch afterward.
Don't rely so heavily on group activities. I would rather be graded on my own work.
Too much group work.
Making the class feel more personal allow more interaction between students
Being accommodating with ANU for quizzes.
Dedicate time in discussion sections to actual discussion, not just quizzes, i.e. reviewing problem set questions and assigning problem set groups within discussion sections.
I do not have any suggestions
Everything
This does not have to do with instruction itself, but perhaps letter grades will encourage students to be better group partners, because sometimes group problem sets were frustrating if you got partners that didn't put in a lot of effort (because it was Pass/Fail).
the problem sets were difficult when trying to communicate with a group
At times, it felt overly controlling. You *have* to meet with your group over the weekend for the problem set, you always have to fill out a survey, there was no empirical benchmarks to meet: for example, why couldn't I miss the last two quizzes? Should I have taken two weeks off at the beginning? I understand the principle, but then it should have just been that you may not miss any weeks.
Making students more accountable, but I feel there's really no way to do it, there's a reason online degrees cost much less than in-person degrees.
There could be less rigidity with each assignments. Requiring us to submit lecture notes within the hour of the class was frustrating not much can be changed that wasn't out of their control
The TA's did not really teach in their sessions, but that was ok.
not having to rely on other people so much unless you can actually get to know them and form relationships
The timed partner quizzes. I would have preferred to take the quiz alone. Dealing with all of the technical aspects was a bit much at times.
mandatory lectures are not the most feasible for everyone
Group work in terms of problem sets could have been avoided or made optional. My time zone made it hard to coordinate with two other people. Quizzes were fine since they were at a predetermined time and setting.
Supplemental resources to use for confusing topics.
I don't really like synchronous lectures in general. I think it's stressful to enforce them for students when there's usually a lot going at home, especially with the pandemic.
I don't know
Group quizzes can be stressful at times, and I felt that partners were hit miss. Overall, however, I still liked this format.
I think being more flexible with quiz timing. It was definitely a rush to get them turned in on time. One time my Zoom link didn't work until 10 minutes into class. I ended up getting 5 minutes back on my quiz, but the full time would've been fair :(Maybe we can be allotted more time for the quiz, and then answers are posted asynchronously?
i found myself really frustrated with all the group work involved in this course. weekly group quizzes were incredibly stressed inducing and while he always gave practice questions, the quizzes rarely resembled them and studying was sort of pointless. group problem sets were also stressful, as at times the person submitted it was in a drastically different time zone or simply not effectively communicative. felt out of control of my grades even though it was pass fail. i would get rid of unnecessary group work
possibly have prerecorded lectures from the beginning so it is easier to manage time
none
Working in partners was often frustrating, though I understand the merits of this format

Comments
slower speed of instruction
The connection failing causing an impact on grading
Nothing for this class.
I would have potentially preferred more time during discussions to speak with other students.
There could be more midterms and engagement.
I think partnered weekly discussion quizzes were not helpful. It was nice to discuss problems with other students, but it really depended on who your partner was. I also didn't like that it was timed and only one person could submit.
requiring group work for assignments during online class was stressful and unhelpful
NA
Nothing in particular.
Everything was fine.
recorded lectures
n/a
I wish we were able to cover topics within a class and not continue them the following lecture (i.e. starting a topic in the last 10–15 mins of class and then picking up the following day). I find that kind of structure confusing and disjointing.
I didn't like the Zoom breakout rooms and don't think they helped my understanding.
I can't think of anything
More communication between students. So breakout rooms, more groupwork, etc.
While breakout rooms can be useful sometimes, I think that there are a lot of students who don't like to use them frequently. There were times when I'd go in a breakout room and no one would be talking or working on anything, so maybe just use those rooms more sparingly/only when it's necessary for quizzes.

The logo for Northwestern University, featuring the word "Northwestern" in a purple serif font.

Individual Report for ECON_202-0_20: Introduction to Microeconomics (Marie-louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Winter 2020**

Courses Audience: **141**

Responses Received: **119**

Response Ratio: **84.4%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

In the last two weeks of Winter Quarter 2020, students were strongly encouraged and subsequently required to leave campus as a result of a public health emergency. Faculty redesigned and rescheduled final assessments, in some cases overnight. As a result, CTEC response rates may be lower, and quantitative feedback may be less robust or may reflect the turmoil of the time.

For more information about the CTEC Guidelines please visit our website: <http://www.northwestern.edu/ctec/guidelines/index.html>

Creation Date: **Friday, September 30, 2022**

blue®

Northwestern University

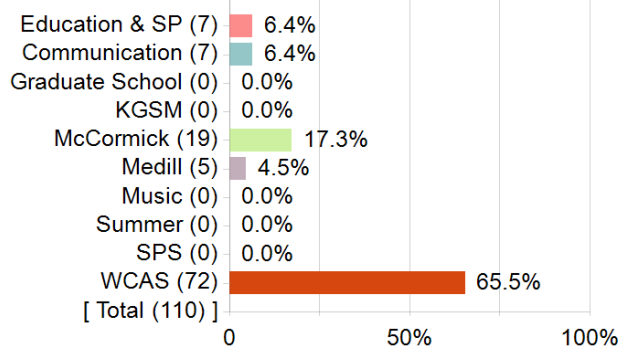
Course Evaluations

Teaching Assistant	Course
Marie-louise Decamps	ECON_202-0_20: Introduction to Microeconomics

DEMOGRAPHICS

Your School

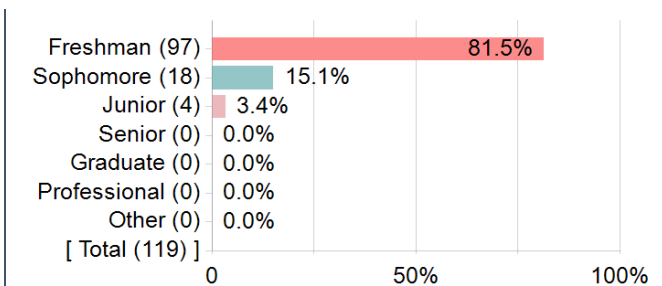
Your School



Options	Count	Percentage
Education & SP	7	6.4%
Communication	7	6.4%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	19	17.3%
Medill	5	4.5%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	72	65.5%

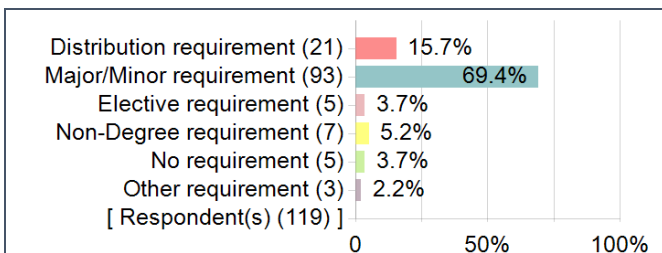
Your Class

Your Class



Options	Count	Percentage
Freshman	97	81.5%
Sophomore	18	15.1%
Junior	4	3.4%
Senior	0	0.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

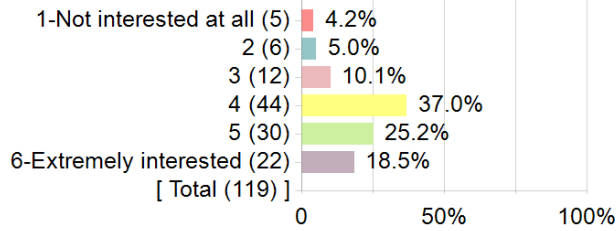
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	21	15.7%
Major/Minor requirement	93	69.4%
Elective requirement	5	3.7%
Non-Degree requirement	7	5.2%
No requirement	5	3.7%
Other requirement	3	2.2%
Respondent(s)	119	

What was your interest in this subject before taking the course?

What was your interest in this subject before taking the course?

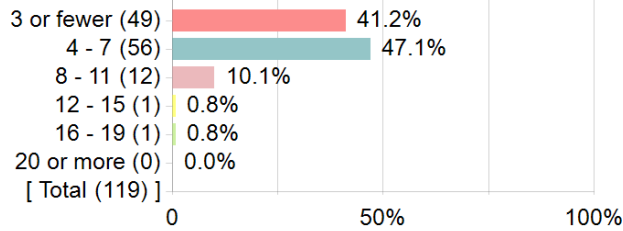


Options	Count	Percentage
1-Not interested at all	5	4.2%
2	6	5.0%
3	12	10.1%
4	44	37.0%
5	30	25.2%
6-Extremely interested	22	18.5%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

Estimate the average number of hours per week you spent on this course outside of class and lab time.

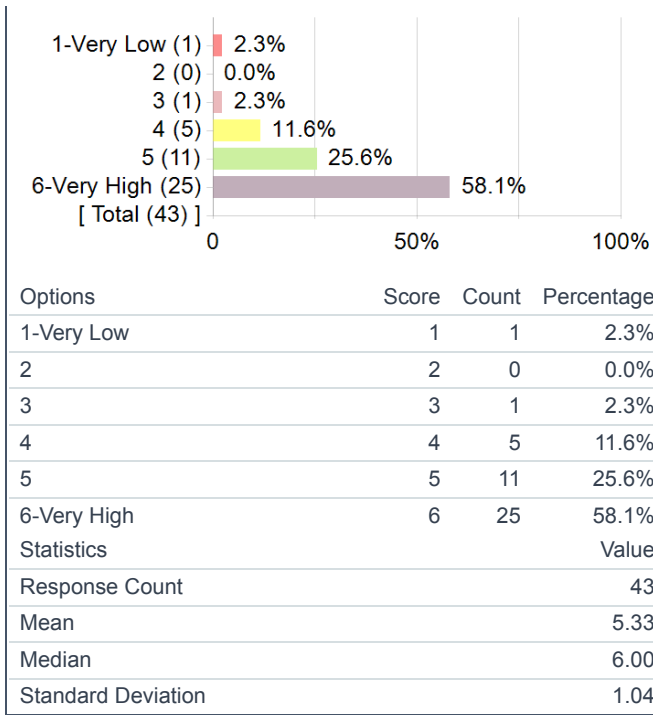


Options	Count	Percentage
3 or fewer	49	41.2%
4 - 7	56	47.1%
8 - 11	12	10.1%
12 - 15	1	0.8%
16 - 19	1	0.8%
20 or more	0	0.0%

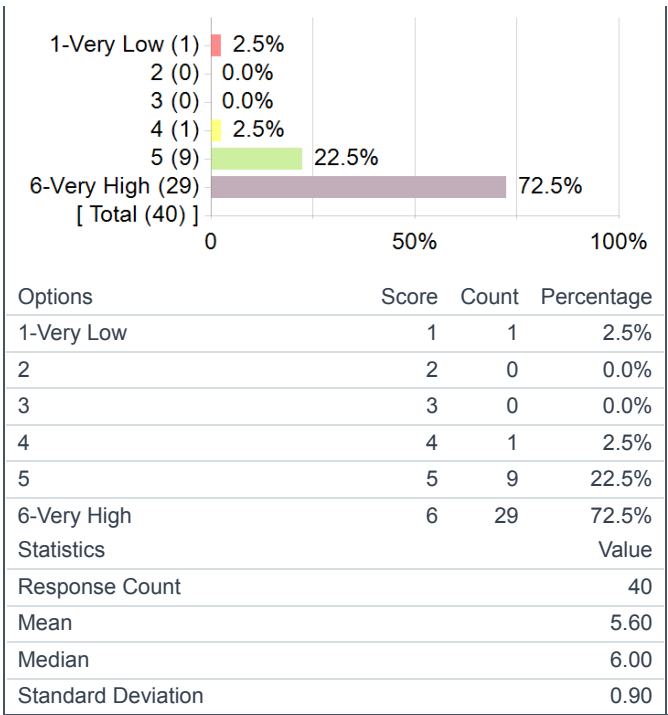
TA QUESTIONS

Please rate the TA on the following criteria:

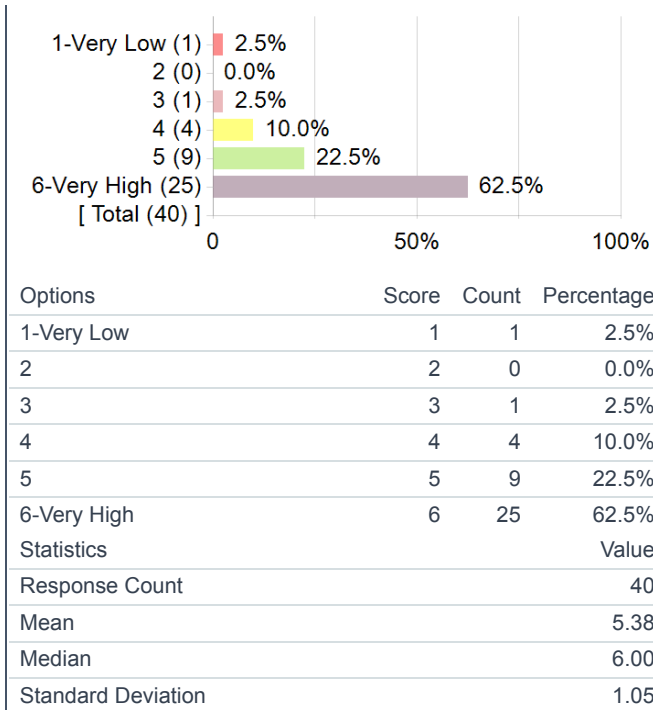
1. The TA was able to answer the students' questions adequately.



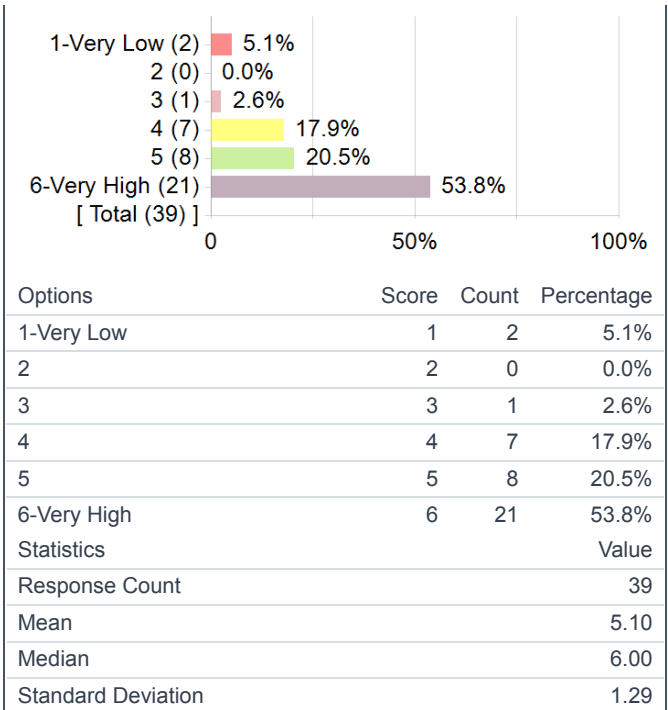
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
She was easy to understand and knew the material well.
Well organized and nice, not really any weaknesses
I loved Marie. She was very helpful and stopped to ask for questions a lot. A very effective TA I thought.
very thorough
Marie-louise was effective.
TA Decamps was extremely helpful, understanding, and kind to her students.
Since I saw that the TA has the ability to move on pretty quick for each topics in the discussion session due to the level of questions. She can try to offer two solutions (extra of higher math) for someone who is interested so that it will improve the students' knowledge
Explains things super clearly
Marie was always very organized in her approach of the problem sets provided for the discussion sections, and she did a good job of explaining concepts in another way for students who did not entirely understand Prof. Hernandez's explanations.
Strengths: Explains how to do problems very well Weaknesses: Does not explain concepts very well, not every enthusiastic when teaching, goes through problems very slow
Marie-louise was a great TA!
super clear and straight forward. great.
Not super interesting but knew everything that was relevant and answered all our questions so it's fine
None
She was good at the problems, but didn't always explain the material thoroughly.
Great TA!
The ta was always prepared but could have had more enthusiasm while teaching, otherwise she great.
Marie was very good at explaining concepts and showed great patience when dealing with difficult students! She allocated time well in discussion and made sure we all understood the material covered.
no strengths, was really boring
She is a very nice person and is a very knowledgeable TA. She is by far one of the best TA's for this course.
cool dude
I really liked Marie-louise! She was super helpful and understanding, and made sure to answer any questions that we had.
Great TA! Always really accessible and prepared for class, made the exercises seem very straightforward.
Always helpful, knew the information well.

Northwestern

Individual Report for ECON_310-1_20: Microeconomics (Marie-louise Decamps)

Project Title: **Course and Teacher Evaluations CTEC Fall 2019**

Courses Audience: **117**

Responses Received: **90**

Response Ratio: **76.9%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

For more information about the CTEC Guidelines please visit our website: <http://www.northwestern.edu/ctec/guidelines/index.html>

Creation Date: **Wednesday, December 18, 2019**



Northwestern University

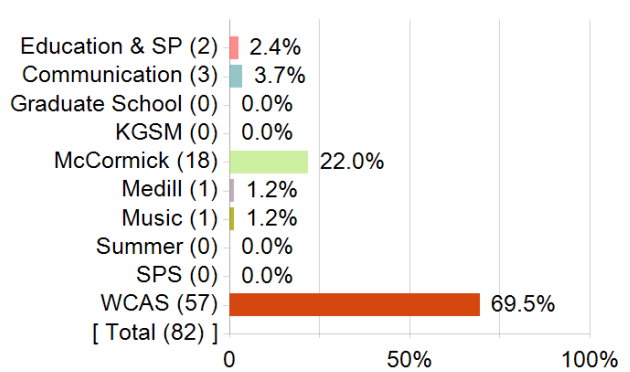
Course Evaluations

Teaching Assistant	Course
Marie-louise Decamps	ECON_310-1_20: Microeconomics

DEMOGRAPHICS

Your School

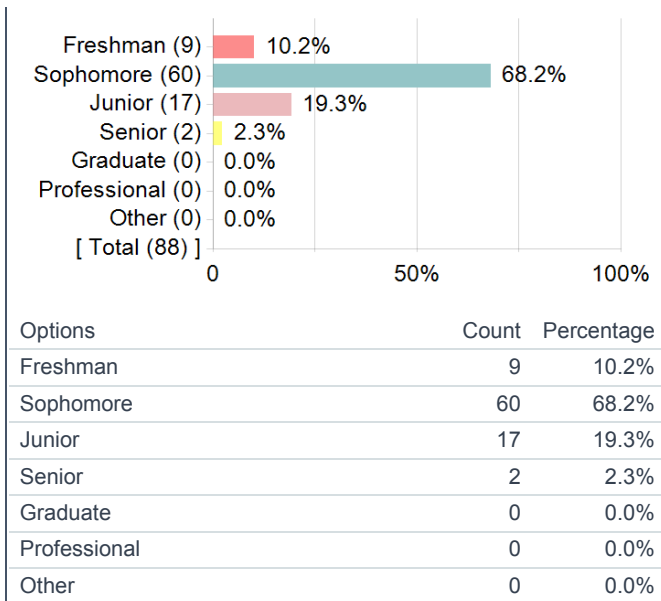
1. Your School



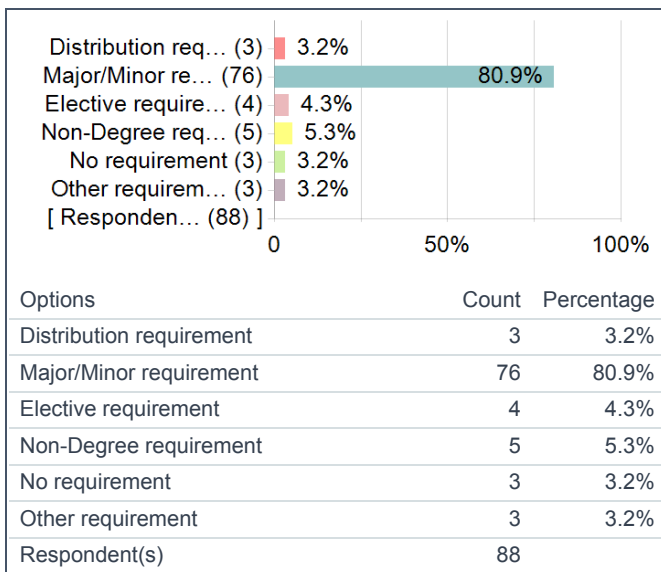
Options	Count	Percentage
Education & SP	2	2.4%
Communication	3	3.7%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	18	22.0%
Medill	1	1.2%
Music	1	1.2%
Summer	0	0.0%
SPS	0	0.0%
WCAS	57	69.5%

Your Class

1. Your Class

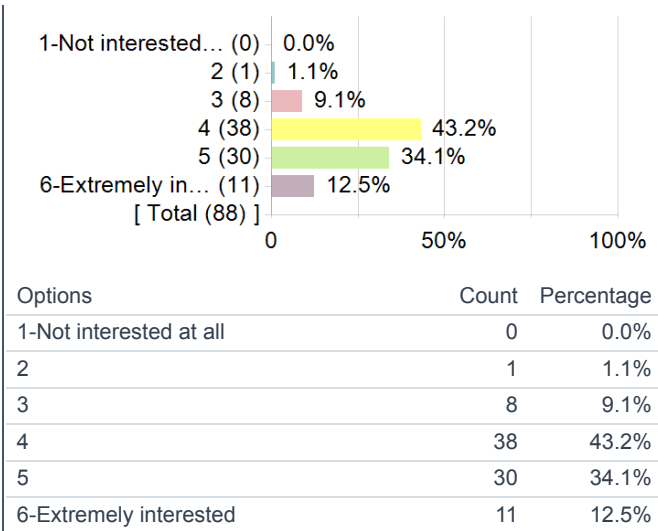


What is your reason for taking the course? (mark all that apply)



What was your interest in this subject before taking the course?

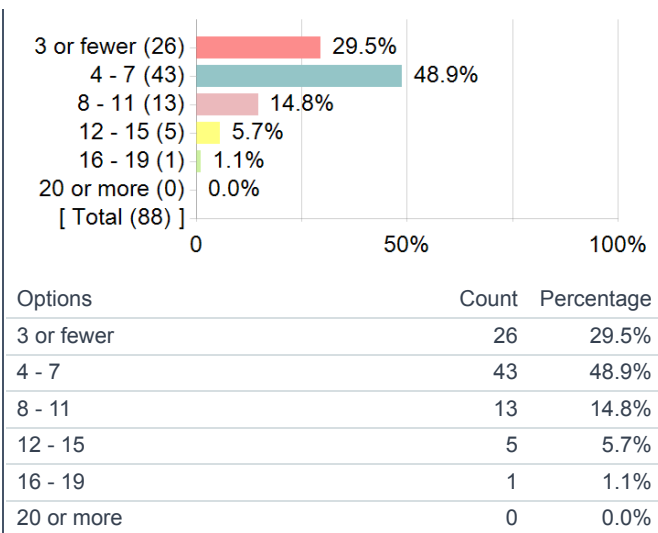
1. What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

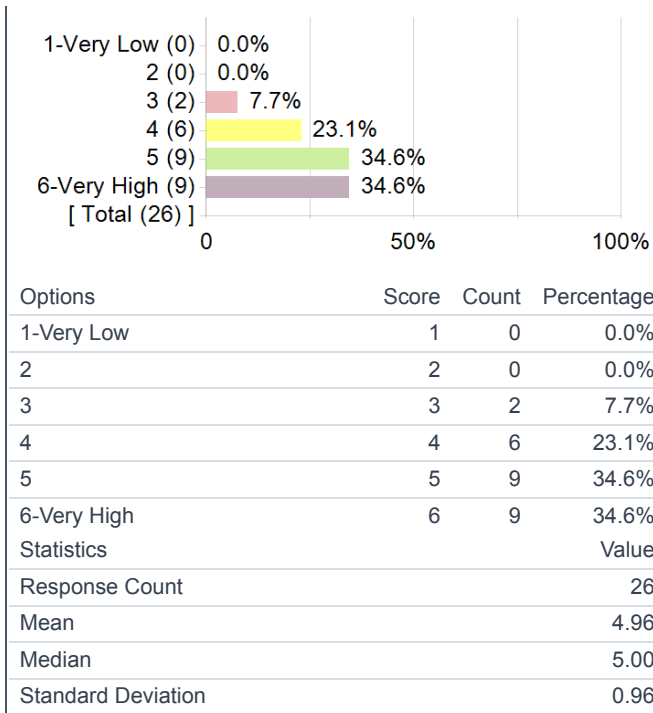
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



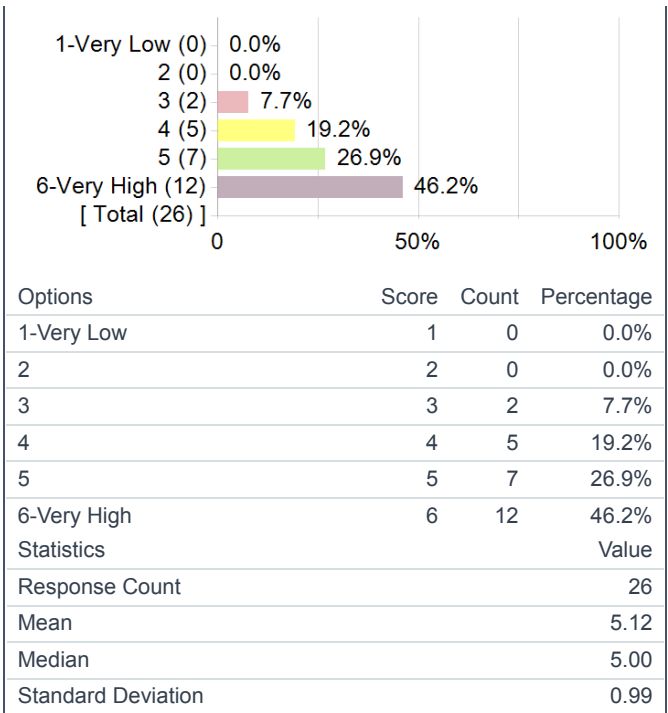
TA QUESTIONS

Please rate the TA on the following criteria:

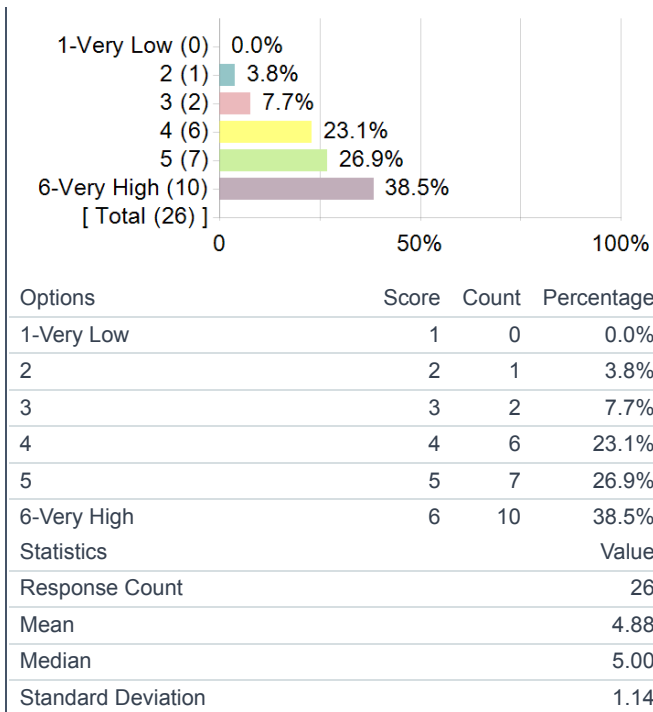
1. The TA was able to answer the students' questions adequately.



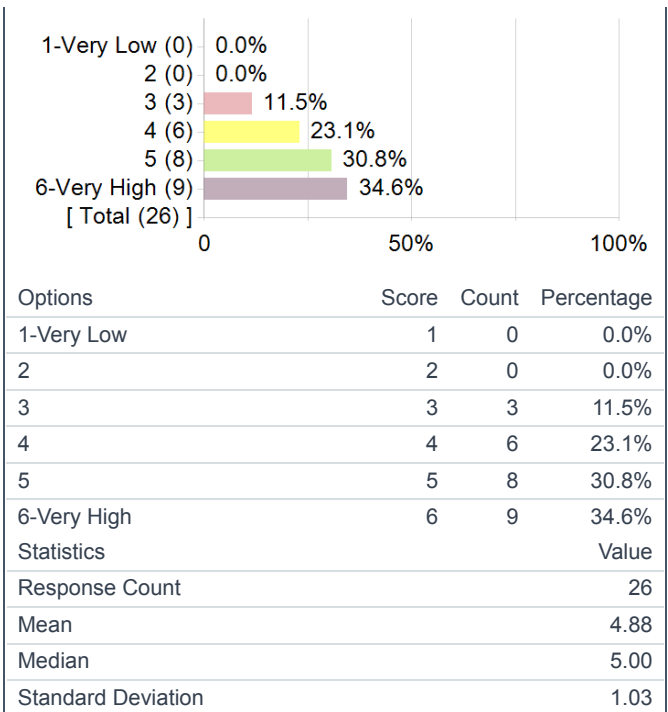
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Excellent at articulating concepts in multiple ways, especially in explaining the 'why' behind the math. On the whole, she made messy concepts easy to understand. I would say she was the best of the TA's in terms of her clarity.
Her primary strength is being able to explain complicated concepts in a way that is easy to understand. Her primary weakness is sometimes speaking too softly.
Marie did a good job with helping students who had questions regarding a certain problem, and she did a good job thoroughly explaining answers and how she got them.
Amazing TA!!
She was able to clearly work through practice problems with the section
Examples were very thorough and helpful
She went up there and did the problems on the sheet. Not much more to say. She answered questions but sometimes she could be a little slow, so we were not able to cover much material.
Marie always brought extra example problems and explained them well, and usually provided extra tips/tricks to solve common exam questions. Overall, very helpful.
very well organized class section
Was very clear, I learned a lot more in this discussion sections than the lectures.
Marie was a very good TA. She made sure her students were understanding the material and gave helpful ways to approach problems
Strengths – knowledgeable/approachable weaknesses – not engaging during session
Very nice person
Explains material well.