
Report Comments

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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>

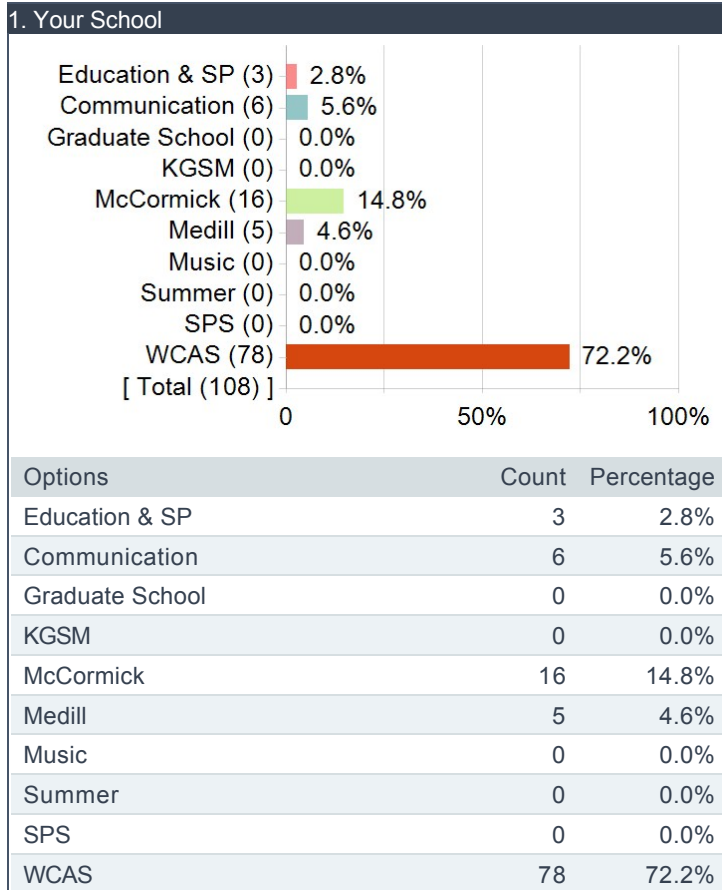
Northwestern University

Course Evaluations

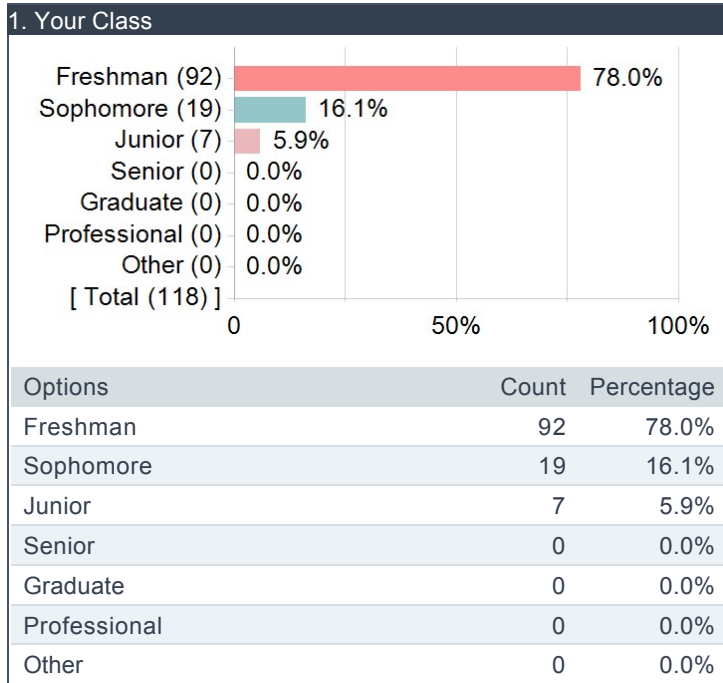
Teaching Assistant	Course
Santiago Camara	ECON_310-1_20: Microeconomics

DEMOGRAPHICS

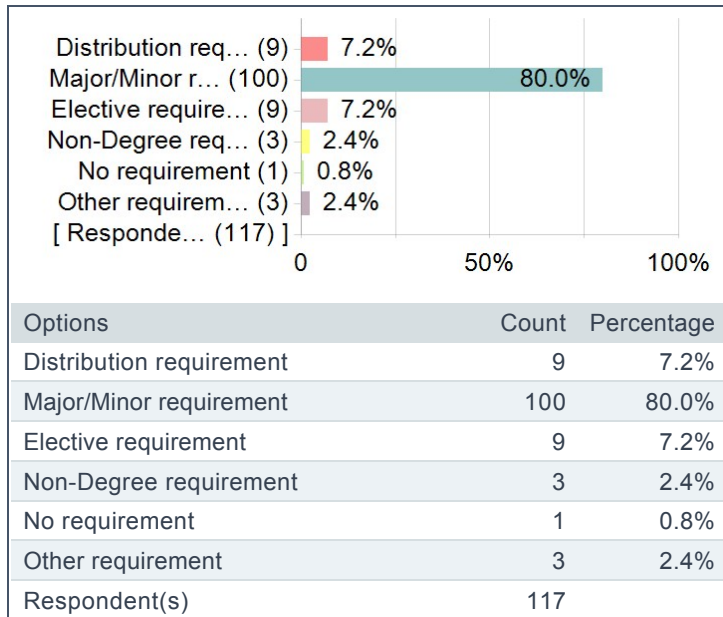
Your School



Your Class

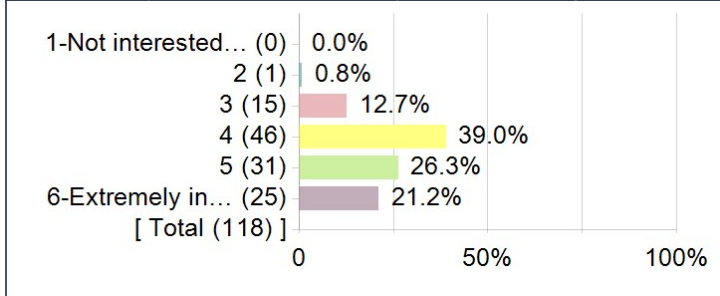


What is your reason for taking the course? (mark all that apply)



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

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

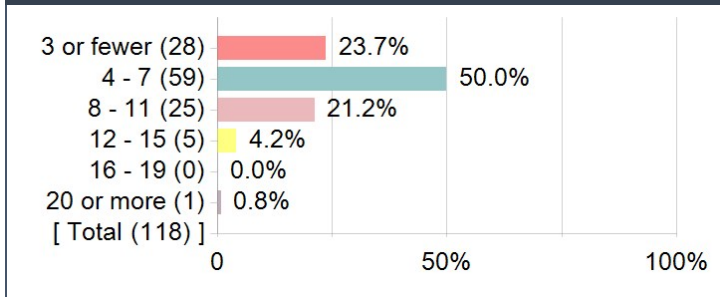


Options	Count	Percentage
1-Not interested at all	0	0.0%
2	1	0.8%
3	15	12.7%
4	46	39.0%
5	31	26.3%
6-Extremely interested	25	21.2%

TIME-SURVEY QUESTION

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

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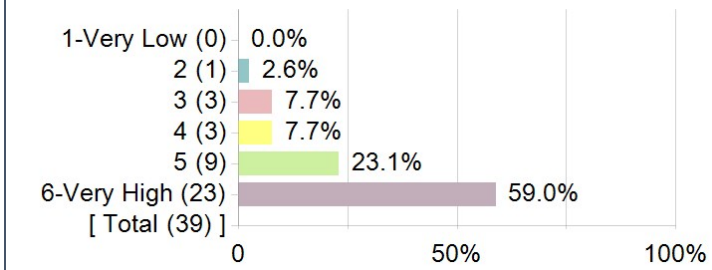


Options	Count	Percentage
3 or fewer	28	23.7%
4 - 7	59	50.0%
8 - 11	25	21.2%
12 - 15	5	4.2%
16 - 19	0	0.0%
20 or more	1	0.8%

TA QUESTIONS

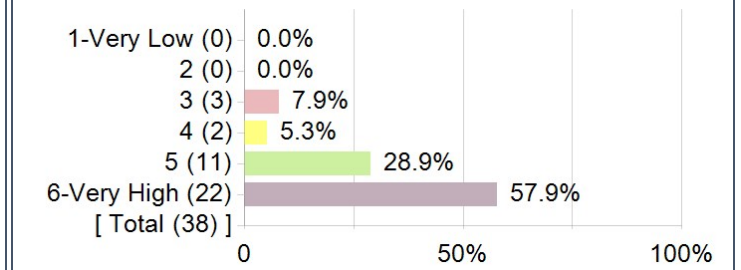
Please rate the TA on the following criteria:

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



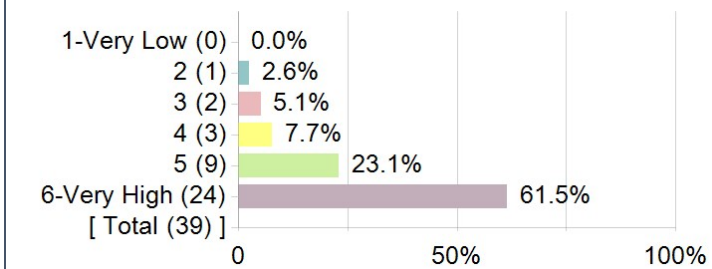
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	3	7.7%
4	4	3	7.7%
5	5	9	23.1%
6-Very High	6	23	59.0%
Statistics			Value
Response Count			39
Mean			5.28
Median			6.00
Standard Deviation			1.07

2. The TA was well prepared for each session.



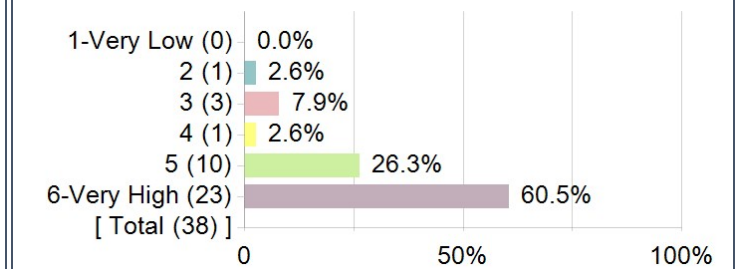
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	3	7.9%
4	4	2	5.3%
5	5	11	28.9%
6-Very High	6	22	57.9%
Statistics			Value
Response Count			38
Mean			5.37
Median			6.00
Standard Deviation			0.91

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	2	5.1%
4	4	3	7.7%
5	5	9	23.1%
6-Very High	6	24	61.5%
Statistics			Value
Response Count			39
Mean			5.36
Median			6.00
Standard Deviation			1.01

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



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	3	7.9%
4	4	1	2.6%
5	5	10	26.3%
6-Very High	6	23	60.5%
Statistics			Value
Response Count			38
Mean			5.34
Median			6.00
Standard Deviation			1.05

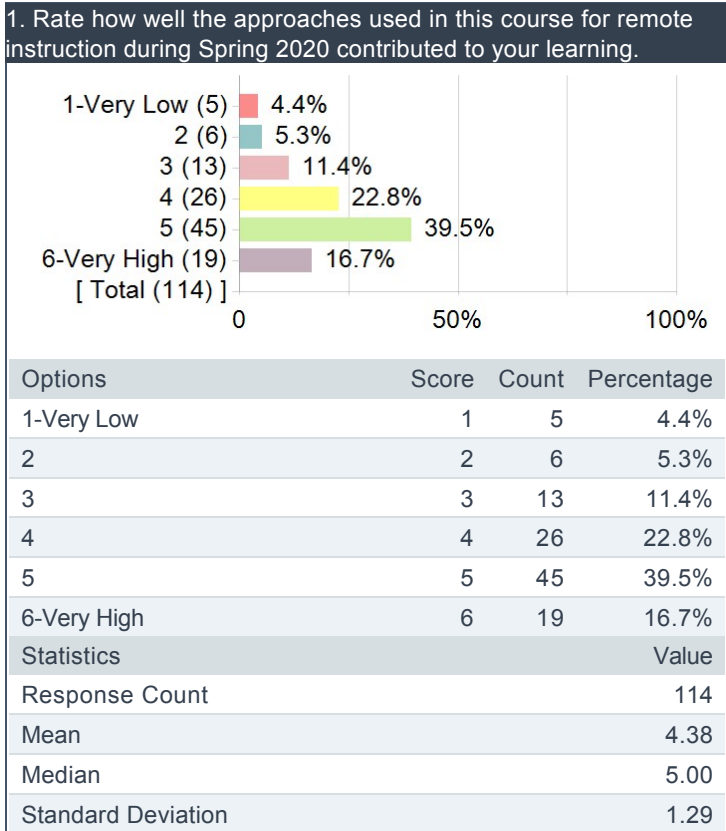
OPEN-ENDED QUESTIONS

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

Comments
Although Santiago was organized and prepared for the session, he managed to be flustered in the heat of the moment. He wouldn't explain topics or go through them. Rather, he would wave around his hand at the slide and tell us that's how it was done. He did not explain the concepts clearly either, and he was unable to answer questions I had.
Did a great job fully answering questions in detail to ensure understanding.
Very understanding, reachable anytime, always helpful
Very helpful and aware of different learning levels
/
Answered students' questions in a very timely manner.
Santiago was an excellent TA. He did a very good job answering questions as well as clearly explaining the practice problems during section. He was also very accessible outside of sections, making it easy to ask him questions via email without having to wait long for a response.
I would suggest him to write out the math derivation on the screen instead of clicking it through slides.
Santiago is the best TA ever. He is SO patient, always responded to my 100000 emails about the psets, and was so good at explaining all concepts, from basic to complicated. I really struggle with an inferiority complex with my econ classes because I always feel really dumb and behind, and Santiago always boosted my confidence. Like every time I was wrong, he would be like "so close! You get this part, that's so impressive! You just need to consider this..." And then every time I was right, he literally was more proud of me than I was of myself. This is a direct quote from one of his emails: "For number 3, you are CORRECT!!!!" Like omg, that's so sweet!! Idk what his goal is with being a TA, but I hope he gets whatever he's vying for. He would be a great professor one day, he has a super strong command of this subject, he is so intelligent, and he is SO NICE! Thank you, Santiago!!
Santiago was such a help during this quarter and he helped me through very difficult problems.
Santiago was so so helpful. I emailed him tons of questions and he always helped me work through them and my problem sets. I definitely would not have passed if Santiago did not help me. He was very dedicated to his students. Sometimes discussions sections were all over the place but overall he was very helpful and really looked out for everyone even in such a big class.
Clearly explained how to solve problems.
He did a good job leading discussion sections.
Good sometimes hard to understand
So nice and helpful!
So nice and helpful.
Videos were extremely helpful.
Fantastic speech skills

REMOTE LEARNING

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
Great use of screen-sharing and note-taking on the screen abilities.
Our professor was well prepared and went over problems in detail.
The recorded discussion sections allowed me to attend the sections of multiple TAs when working on assignments.
Recorded lectures!
It was very straightforward. Some of my classes had assignments due at staggered times, but I liked that this was just one assignment per week and very predictable.
I found that it was easier for me to ask questions at the end of lecture.
Being able to go back to previous lectures was extremely beneficial to the learning.
My friends and I worked on problem sets together, I don't know if that has anything to do with the remote nature of the course. Otherwise I don't think the remote instruction was helpful
recorded lectures and discussion sections
The instructor did a good job of using the iPad and doing his work on it as he explained. He did a good job of using the technology he had to do his best in teaching the course.
The discussion sections were well organized and related well to the lectures.
Live zoom lectures were great because I could either watch them live and ask questions while there, or I could watch the recording of them on my own time.
Lectures were reliable and on-time. Also, notes were posted, which helped for reference as the course progressed.
Discussion sections, recorded lectures.
The ability to watch the recorded lectures, Prof. Pavan often spoke very fast so it was very helpful to pause or go back to a part that I

Comments
had missed
This is a class that would have been much better in person. Remote learning did help contribute to my success in this course.
The dual screen presentation and note taking is great.
Professor Pavan did encourage students to ask questions whenever they didn't understand during class.
Posting the lectures was the most helpful. I used the lecture recordings often and it was so helpful.
Consistently uploading notes, recorded lectures, discussion sections, textbook answers allowed for maximum flexibility — it was done very well. The emphasis on an unencumbered data stream should continue after remote learning is over.
I like how the recordings were available because often, I needed to go back to fully understand the topic.
The aspect of remote instruction that was most helpful was the recorded lectures. If I was to not understand a concept during class, I was able to go back later and listen to the explanation again which oftentimes was very useful.
Accessibility to the slides
Use of an iPad to work out problems live was excellent. I wish all my professors did this.
Recorded lectures/discussions made the course a lot easier to navigate
helpful ta's
I honestly can't imagine taking this course without having the lectures recorded. It was so helpful to be able to go back to them, and it also allowed me to pay more attention in class instead of frantically taking notes. Pavan's setup was fantastic— I don't know what platform he used, but he had the slides next to a blank sheet that he could write on... think of it like being in class with the slides and a doc-cam, but you could see both at once. He was also super helpful in office hours, where he used a similar setup. I think he did an amazing job with the transition to online learning, and I think it actually aided my success in the course.
Live classes and TA sections were helpful for getting questions answers.
The pset and sections were very helpful. Going through problems was helpful to make sure I knew how to apply the material taught in class.
I appreciated the online TA sessions, I found those very helpful. I also liked that I could pause and play lectures according to my pace and that I could go back to watch lectures if I forgot anything.
The weekly TA sections were absolutely key
Recorded lectures helped me the most because I could rewatch and pause and go back to make sure I got everything.
Nothing contributed to success
The lectures were well-organized and I liked the one half whiteboard/one half lecture slides approach – it mimicked being in the classroom better than some of my other classes where the professor would switch back and forth.
Listening to lectures whenever I wanted.
nothing, I don't know how something can help
TA sections were great and I was able to take notes effectively with the course being online. I also thought it was extremely helpful to be able to go back and watch the videos if I didn't understand something, and I hope this is an option for students even in a non-remote environment.
Extra videos that the professor recorded to further explain concepts.
Re-watching lectures.
Office hours and scheduled lectures
I liked that the lectures and discussion sections were recorded so I could go back and watch if there was something I did not fully understand the first time.
I liked how the professor had so many resources for students. There was an online manual, lecture handouts, sections, and problem sets.
The lectures were fairly the same
I liked the face to face interaction
Grading was pretty flexible
The slides were helpful and I used them frequently to study and do homework.
RECORDED LECTURES AND POSTED POWERPOINTS WERE KEY
Having lectures to re-watch later was very helpful, especially for when I was confused on certain topic and needed clarification
I think having live lectures was very helpful in understanding the material. The professor was very open to answering questions during class, and I think it's easier to gauge your teaching when everyone is in class.
The slides include detailed explanations.

Comments
I mean, I don't really think there were any "helpful" parts of the class being online. Perhaps some of the methods we used to transition online helped us evade some of the deleterious impact of being online, but they definitely did not help counteract that impact. Like, online lectures are just way more boring than in person ones, this is just a thing.
Flexible exam times
The recorded zoom sessions were helpful for review.
The discussion sections were very helpful with their problem explanations.
Class always went slow enough to make sure everyone was on board, professors made generous allowances for technical tomfoolery
Being able to re-watch lectures and make sure that I thoroughly understand content was a huge benefit.
The recorded lectures were a major help.
Pretty solid all around. Good lectures and helpful discussion sections
Screen sharing was useful for showing math problems and graphs
Recorded videos to go through lectures and discussion a second time.
my own self drive

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

Comments
Not many!
Problem sets could be a little clearer on what they are looking for on each question.
More review sessions
I would have appreciated subtitles on the recorded videos, as multiple of my other professors did this and it made learning much easier.
N/A
Lectures should be relevant to problem sets/tests and if lectures aren't relevant then I wish at least the slides would have adequate example problems and if not even that I wish we could go to office hours or TA sessions to ask questions about problem sets... Pavan made it very explicit that we could not go to office hours to ask for help on problem sets
The lectures were too long to sit through at one time.
--
Sometimes we move too fast with the powerpoints.
The lecture slides and some of the modules lacked handwritten notes or explanations that were only available in the video of the lecture. The handouts with the professor's work were really helpful and beneficial.
I wish TA sections were better organized because some were before the week's 2 lectures, in between the 2, or after both. I think some more uniformity would help.
Classes need to be given in a "you pick your time way" having zoom classes for general lecture is ineffective
For the tests, we have to take pictures of our work and submit it. This cause problems, especially on the first midterm, as I was rushing to take clear pictures and upload them within the time limit.
Maybe speak a little slower but it wasn't that much of an issue at all
none. remote learning inherently hinders the learning process in a difficult computational class that moves quickly and introduces many new concepts.
Nothing much.
It would be a lot helpful if the professor could upload his class notes.
The TA discussion sections sometimes didn't line up well with which problem set was due. Sometimes it was the material from the week before which wasn't as helpful and got confusing.
this class was the gold standard of how to do remote instruction
Something that could have been improved is assigning textbook readings too because sometimes the class left out some of the information that the book had.
I think participation could be improved by incorporating short polls throughout the class to check students' understanding.
When we learn math-base class, it is important for the prof to write out every single step to the students. Using slides to explain math wasn't a good idea.

Comments
The online textbook was difficult for me to use/read since the website is fairly buggy. I ended up having to find the book through other means.
n/a
n/a
Sometimes it was confusing to follow along but the lessons were posted on canvas afterward so I could rewatch. Sometimes it got laggy.
At times, the lecture and section and lecture and pset did not seem to match up very well. Making sure all three match would be very helpful
I would suggest going at a slightly slower pace. Additionally, I would prefer to see more example questions that resemble the problem set questions as these are particularly difficult, in my opinion.
Sometimes the pace felt a little slow which made the lecture begin to drag a little
Discussion sections were somewhat all over the place. Sometimes we did problems and sometimes we went over the problem set. I'm not sure if that is because of remote learning but it wasn't very consistent and I didn't get much out of the sections.
Everything be because the lectures were boring and he had no handouts to help keep the students engaged.
The TA sections were very different depending on the TA which I think was a little difficult because it depended who you had or went to. I would have liked a recorded session of one of the TAs working through a set of relevant section problems and then being able to go to my individual TA with specific questions.
Presentations being released early.
Better content
Nothing
The lectures didn't seem to really help with the problem sets
More guidance for problem sets
80 minute remote lectures are very hard to stay attentive to.
I think there should be more examples in the slides. The professor doesn't necessarily need to go over them but I think students should see more problems being solved because otherwise the homework is very confusing.
Making office hours with the professor more accessible
Perhaps consider how to attract students to participate in discussion sections
I mean, I don't really think there were any "helpful" parts of the class being online. Perhaps some of the methods we used to transition online helped us evade some of the deleterious impact of being online, but they definitely did not help counteract that impact. Like, online lectures are just way more boring than in person ones, this is just a thing.
None
A faster pace is a necessity.
Using canvas for PS turn-in. Please just take the crowdmark route.
N/A
It's a little hard to interact with the professor.
I would have preferred shorter lectures, but it is no big deal, and if it was really a problem, I could have watched the recorded lecture in smaller time intervals.
Hard to understand technical explanations of advanced concepts over Zoom
Asynchronous schedule and example questions prior to problem sets or group work.
none