

Cornell University
Course Evaluation Response Summary

Semester: Fall 2019

Course Owner: All

Courses:

- ECON 3030
 - DIS 210
 - DIS 211

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 Course: N/A CID: N/A
 Title: N/A
 Instructor: N/A
 43 Responses, 53 Enrolled, 81.13% Response

Questions 4-11 are to be answered using a 5 point scale, where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, mark "2" for that item. Only one response is allowed for each question.

RATING SCALE 1= Defined extreme
 2=
 3= Midpoint
 4=
 5= Defined extreme

Question	Mean	StDevP	Count	1	2	3	4	5	6	7	8	9
N01. Please choose the College that you are in: 1 = College of Agriculture & Life Sciences 2 = College of Architecture, Art & Planning 3 = College of Arts & Sciences 4 = College of Engineering 5 = College of Hotel Administration 6 = College of Human Ecology 7 = College of Industrial and Labor Relations 8 = College of Veterinary Medicine 9 = Graduate School	3.32	1.35	41	5	0	23	9	0	2	2	0	0
N02. What is your graduation year? 1 = 2017 2 = 2018 3 = 2019 4 = 2020 5 = 2021 6 = 2022	5.44	1.01	41	1	0	1	3	9	27			
N03. What is your expected final grade? 1 = A 2 = B 3 = C 4 = D 5 = F 6 = S 7 = U 8 = F	2.18	1.55	39	16	14	4	0	2	2	1	0	
N04. Do you feel that the TA chose material that was valuable and appropriate? 1 = inappropriate, e.g., too difficult, too easy 5 = just right	4.18	0.87	39	0	1	9	11	18				
N05. How well was the TA's presentation of material organized? 1 = congested; disorganized 5 = clear; concise	4.26	0.80	39	0	0	9	11	19				
N06. Was there ample opportunity to ask questions in sections? 1 = no opportunity 5 = ample chance	4.50	0.70	40	0	0	5	10	25				
N07. Was the TA willing to provide help for the students who needed it? 1 = seemed unwilling to help 5 = seemed interested in being helpful	4.69	0.60	39	0	0	3	6	30				
N08. Was the TA able to explain difficult material clearly and concisely? 1 = not at all 5 = extremely well	4.13	0.91	39	0	2	8	12	17				
N09. How much did you learn from the discussion sections? 1 = nothing 5 = a great deal	4.13	0.85	39	0	1	9	13	16				

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N10. Did the TA hold regular office hours and make accommodations for those students who could not come at the scheduled times? 1 = missed office hours regularly and was not accommodating to students with conflicts 5 = held regular office hours and was accommodating to students with time conflicts	4.30	0.75	33	0	0	6	11	16						
N11. The TA deserves an overall rating of: 1 = a very poor TA 5 = an excellent TA	4.39	0.74	38	0	0	6	11	21						
N12. To what extent were you able to stay focused and engaged during sections in this class? 1 = I tended to stay focused during the entire section 2 = I occasionally lost my focus 3 = I frequently found it difficult to stay focused and pay attention during section 4 = I was distracted for most of the section	2.05	0.90	39	11	19	5	4							

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C01. What do you feel was the most valued part of the sections?

-
19177. All of it. I learned 100% of information necessary for problem sets and, eventually, exams from section.
-
22308. Going over practice problems.
-
16033. Best part concisely going through every step of the problems. it showed exactly how to go from point a to point be and allowed me to translate those steps over to different problems.
-
34475. He is very helpful and kind. Has a great understanding of the material
-
39003. the problems we worked on during the section really helped me do the problem sets
-
15424. Being able to ask questions about the problems in a smaller group setting so follow up questions did not feel time wasting
-
24823. I thought the reiteration of difficult concepts introduced in lecture was very beneficial in helping me get a better grasp of the underlying rationale behind economic intuitions.
-
44833. Understanding the concepts in what we were doing with microeconomics
-
46080. Vitor always takes time to answer questions
-
9071. Vitor was extremely concise when explaining the material. I learned a great deal from him.
-
46075. Getting a more in-depth understanding of difficult concepts to apply. Also, getting an easy opportunity to ask my TA directly about exams and problem sets outside of office hours
-
36714. Afterwards clarification
-
9097. practice problems
-
15488. The most valued part of the sections were when the TA would answer the questions for the day in front of everyone and students could ask questions if they were having trouble.
-
31180. The way he explained the steps of each problem was very helpful.
-
42738. Explaining problems
-
34438. The entire section was well-organized into a real problem or a few real problems that we could work on and then go over. These problems were very helpful in reviewing the material from class and making sure I really understood it.
-
36932. Vitor's explanations were clear and simple -- definitely one of the higher quality discussions in my time at Cornell. Going through example questions was directly helpful for exams.
-
16057. the most valued part was being able to ask specific questions in a small classroom setting
-
12795. Idk
-
9546. When the TA would show us the process of solving it
-
19156. Working through problems that were similar to the problem sets
-
31476. Going over the problems was helpful for completing the problem sets.
-
25402. ARE YOU A BOAT OR NOT?
-
12735. Going over example problems.
-
12786. Vitor was very willing to explain concepts on section problems as well as those on the problem sets. Attending his office hours was helpful in preparation for the exam.
-
953. The questions and specific examples

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C02. What do you feel is the least valued part of the sections?

-
22308. Reinforcing theory over just the math.
-
16033. the least valued part was probably the same thing as above though, the disadvantages of going through those problems is that we don't have to struggle to solve them. but we get lots of other opportunities to struggle so that's not really a big critique.
-
34475. None
-
39003. Can't think of any
-
15424. Possibly some of the question choices in that we would spend so much time on one or two questions
-
24823. Occasionally (maybe because of scheduling), discussions sections would introduce concepts not mentioned yet in class, and these new concepts would be difficult to properly digest given the reduced time frame.
-
44833. Time: sometimes, not all questions could be answered only because there were so many long problems to solve
-
46080. People coming in late.
-
9071. Section times were too short and office hours weren't as helpful as I expected
-
46075. When I understood material already, problems could feel superfluous. It would feel like I was wasting my time being in there because we would spend so much time on a single example that I wasn't getting anything out of.
-
9097. n/a
-
15488. The least valued part of the sections were when the TA gave us 5-10 minutes to work on the problems ourselves but many of us did not know where to start
-
31180. None.
-
42738. None
-
34438. N/A
-
36932. The fact that I missed out on so many due to having an inconvenient discussion time.
-
16057. The least valued part is the material itself, since everything is posted online
-
12795. Idk
-
9546. The amount of time that we put into trying to solve the problems on our own
-
31476. Vitor would sometimes get confused when explaining the problems.
-
25402. D D (Oct. Higher) D A G# G F D F G C C (Oct. Higher) D A G# G F D F G B B (Oct. Higher) D A G# G F D F G A# A# (Oct. Higher) D A G# G F D F G F F F F D D D F F G G# G F D F G F F F G G# A C A D D D A D C A A A G G G A A A G A C A G D A G F C G F E D D D D F C F D F G G# G F
-
12735. Going over terms general trends etc.
-
12786. He would sometimes solve problems in a far more complicated way than necessary, and someone would have to correct him.
-
953. Not being able to ask questions about the homework

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C03. What improvements (if any) should be made to the sections?

22308. Add more information on why things are what they are.

16033. I would say that to improve this discussion section more time be given to the students to solve the problems before going over the answers.

34475. None

39003. Can't think of any

15424. Possibly some more student involvement to engage students a bit more in getting them to better understand the material

24823. Although there were many TA office hours, it would have been beneficial to those with difficult schedules to give the TAs the option to schedule office hours separately. Additionally, barring the first few sections were mathematical concepts were purposely covered, it would have helped to make some of the discussion questions less mathematically involved since this would occasionally take up too much time and prevent the TAs from covering all the material. It would also be very helpful (but probably unfeasible) if all the TAs also did the same sort of annotated slides as the Professor did.

44833. Slightly simpler problems for students to be able to explore the concepts

46080. Posting the answers to the section problems after section.

9071. More office hours

46075. None. It was there to reinforce mathematical application of concepts, which is what exams and problem sets tested. Even if the reinforcement wasn't always needed, it was incredibly important and valuable that it was offered.

9097. more discussions

15488. The answer keys should be posted online and made available for students who missed section.

31180. I wish the answers and steps of the discussion were posted online in case I had to miss one class.

42738. None

34438. The sections should be a little bit longer (maybe 1 hr and 15 min). Sometimes we ran out of time because the problem was too long, or because we were taking a deep dive into one aspect of the problem. Slightly longer sections would prevent this from happening.

16057. Posting annotated slides from the discussion/ answers to the questions we do in section

12795. Idk

9546. List the steps that we should take on the board before we start to tackle the questions

19156. more time at the end for questions. less structure and more personalized to the aspects that confused the class

31476. The answers to the problems done in section should be uploaded to canvas, because sometimes we wouldn't finish going over questions and then I wouldn't know how to do them later. This is less a critique of Vitor, and more for Doug. I think it's genuinely evil to not upload the answers to the problems, as it's withholding resources that would help students succeed.

19136. My TA would sometimes come unprepared by not knowing how to properly to example problems. This was very irritating because there was often confusion on correct answers.

25402. D D (Oct. Higher) D A G# G F D F G C C (Oct. Higher) D A G# G F D F G B B (Oct. Higher) D A G# G F D F G A# A# (Oct. Higher) D A G# G F D F G F F F D D D F F G G# G F D F G F F F G G# A C A D D D A D C A A A G G G A A A G A C A G D A G F C G F E D D D D F C F D F G G# G F

12735. Picking more difficult problems maybe, and posting problems and solutions after sections to be able to practice independently as well.

12786. Answer keys for section problems should be posted so that we can work on those problems at home - not sure why there's a policy against it.

953. Add more of them

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C04. General critique

-
19177. Very helpful.
-
22308. Great sections.
-
16033. pretty good, just a little timing here and there
-
34475. Vitor is a great TA!
-
39003. Really useful; Attended sections all the time
-
15424. I really liked Vitor as a TA, he was always available if you needed help outside of class and made the material more digestible every section
-
24823. I generally found the TAs to be very helpful both during discussion sections and office hours, and other than the scheduling and other factors likely outside of their control mentioned above, would generally rate my experience very positively.
-
44833. Very good TA who understands economics well
-
46080. Post the answers so we can study off of the section problems.
-
9097. great class!
-
15488. Overall a great TA
-
31180. Amazing TA, went to his office hours almost every week and he was very helpful.
-
42738. None
-
34438. Overall, the section was extremely useful in understanding and Vitor did a great job explaining and answering all of our questions.
-
16057. good, very helpful to go because you can ask more questions and the practice questions we did applied very well
-
12795. Vitor is a really good ta
-
9546. Overall great TA. Made this class a lot more fun
-
19156. overall, very useful
-
31476. Vitor was a really nice guy who wanted to help the students. I don't know if this was his first time teaching a discussion, but he definitely could've been more clear in his explanations.
-
19136. Overall he is a very nice and polite guy, but sometimes he would come unprepared and not have useful information to help me with material.
-
25402. D D (Oct. Higher) D A G# G F D F G C C (Oct. Higher) D A G# G F D F G B B (Oct. Higher) D A G# G F D F G A# A# (Oct. Higher) D A G# G F D F G F F F D D D F F F G G# G F D F G F F F G G# A C A D D D A D C A A A G G G A A A G A C A G D A G F C G F E D D D D F C F D F G G# G F

heheheh-inhales boat

-
12735. He's a good TA, but the other TAs taught better as I went to their sections each once.
-
12786. Overall, section is not an issue with this course. I found the TAs very helpful and approachable. However, the fact that TAs themselves needed to be shown how to do Problem Set exercises and exam problems due to their sheer difficulty is a little concerning.
-
953. Nope