# THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
## THE UNIVERSITY OF TENNESSEE

| Economics 322 | Sec # 80638 | Valentina Kozlova | |
|---|---|---|---|
| Global Economy:Trade/Develop (CLAS) | Summer 2012 | Form A | # of Students: 6 |

| Questions | Excellent | Very Good | Good | Fair | Poor | Very Poor | Item Mean |
|---|---|---|---|---|---|---|---|
| 1. Course as a whole | 3 (50%) | 2 (33%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.33 |
| 2. Course content | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 3. Instructor's contribution to the course | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 4. Instructor's effectiveness in teaching material | 3 (50%) | 1 (17%) | 2 (33%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.17 |
| 5. Course organization | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 6. Clarity of instructor's voice | 4 (67%) | 1 (17%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.33 |
| 7. Explanations by instructor | 4 (67%) | 1 (17%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.33 |
| 8. Ability to present alternative explanations | 4 (67%) | 1 (17%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.33 |
| 9. Use of examples and illustrations | 5 (83%) | 0 (0%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.50 |
| 10. Quality of questions/problems raised by instructor | 5 (83%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 11. Students' confidence in instructor's knowledge | 3 (50%) | 2 (33%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.17 |
| 12. Instructor's enthusiasm | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 13. Encouragement given to students' self expression | 4 (67%) | 2 (33%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 14. Answers to students' questions | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 15. Availability of extra help when needed | 4 (67%) | 2 (33%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 16. Use of class time | 5 (83%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 17. Interest in whether students learned | 5 (83%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 18. Amount you learned in the course | 4 (67%) | 2 (33%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 19. Relevance and usefulness of course content | 5 (83%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.83 |
| 20. Evaluative and grading techniques | 4 (67%) | 1 (17%) | 1 (17%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.50 |
| 21. Reasonableness of assigned work | 5 (83%) | 0 (0%) | 0 (0%) | 1 (17%) | 0 (0%) | 0 (0%) | 4.50 |
| 22. Clarity of students' responsibilities/requirements | 5 (83%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (17%) | 4.17 |

| Relative to other colleges courses you have taken | Much Higher | | Average | | | Much Lower | |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | 0 (0%) | 3 (50%) | 2 (30%) | 1 (20%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 24. The intellectual challenge presented was: | 0 (0%) | 5 (80%) | 0 (0%) | 1 (20%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 25. The amount of effort you put into this course was: | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 26. The amount of effort to succeed in the course was: | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 27. Your involvement in this course (asgn, atnd, etc) was: | 4 (70%) | 1 (20%) | 1 (20%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |

**28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?**

| | | |
|---|---|---|
| Under 2 | 0 | (0%) |
| 3-4 | 0 | (0%) |
| 5-6 | 2 | (33%) |
| 7-8 | 1 | (17%) |
| 9-10 | 2 | (33%) |
| 11-12 | 1 | (17%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 0 | (0%) |

**29. From the total average hours above, how many do you consider were valuable in advancing your education?**

| | | |
|---|---|---|
| Under 2 | 0 | (0%) |
| 3-4 | 1 | (17%) |
| 5-6 | 1 | (17%) |
| 7-8 | 1 | (17%) |
| 9-10 | 1 | (17%) |
| 11-12 | 2 | (33%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 0 | (0%) |

**30. Expected Grade**

| | | |
|---|---|---|
| A | 3 | (50%) |
| B+ | 1 | (17%) |
| B | 1 | (17%) |
| C+ | 1 | (17%) |
| C | 0 | (0%) |
| D | 0 | (0%) |
| F | 0 | (0%) |
| S | 0 | (0%) |
| NC | 0 | (0%) |
| Other | 0 | (0%) |

**31. Course Was**

| | | |
|---|---|---|
| In major | 5 | (83%) |
| In minor | 0 | (0%) |
| Dist. Req. | 0 | (0%) |
| Elective | 0 | (0%) |
| Other | 1 | (17%) |

**32. Class Composition**

| | | |
|---|---|---|
| Fresh | 0 | (0%) |
| Soph | 0 | (0%) |
| Junior | 1 | (17%) |
| Senior | 5 | (83%) |
| Grad | 0 | (0%) |
| Other | 0 | (0%) |

**33. Wanted to take course**

| | | |
|---|---|---|
| Yes | 5 | (83%) |
| No | 0 | (0%) |
| Neutral | 1 | (17%) |

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| Student Responses to Open Ended Questions |
|---|

**Question #1: Was this class intellectually stimulating? Did it stretch your thinking?**

- Yes-She asked many interesting questions.
- Yes-Miss Kozlova posed thought-provoking questions regarding class content and past and current historic economic events/trends. The compact schedule of the course forced individual thought and analysis.

**Question #2: What aspects of this class contributed most to your learning?**

- Discussion to the material presented.
- All the world organizations that are helping developing countries
- class lectures/discussions, classroom environment (projection screen, microphones, desks, chairs, air conditioning)

**Question #3: What aspects of this class detracted from your learning?**

- Power point
- constant noise from construction on floors directly above and below, which at times throughout the first several weeks of the semester, was almost unbearable.

**Question #4: What suggestions do you have for improving the class?**

- More homework problems like the very first one we had for poverty calculations. It would of helped to have a homework problem similar to the question on the final test relating to the Balance of Payments.

| Economics 322 | Sec # 22184 | Valentina Kozlova | |
|---|---|---|---|
| Global Economy:Trade/Develop (CLAS) | Spring 2012 | Form A | # of Students: 20 |

| Questions | Excellent | Very Good | Good | Fair | Poor | Very Poor | Item Mean |
|---|---|---|---|---|---|---|---|
| 1. Course as a whole | 6 (30%) | 4 (20%) | 5 (25%) | 5 (25%) | 0 (0%) | 0 (0%) | 3.55 |
| 2. Course content | 6 (30%) | 6 (30%) | 6 (30%) | 2 (10%) | 0 (0%) | 0 (0%) | 3.80 |
| 3. Instructor's contribution to the course | 7 (35%) | 3 (15%) | 7 (35%) | 2 (10%) | 1 (5%) | 0 (0%) | 3.65 |
| 4. Instructor's effectiveness in teaching material | 5 (25%) | 4 (20%) | 6 (30%) | 3 (15%) | 2 (10%) | 0 (0%) | 3.35 |
| 5. Course organization | 7 (35%) | 6 (30%) | 5 (25%) | 2 (10%) | 0 (0%) | 0 (0%) | 3.90 |
| 6. Clarity of instructor's voice | 7 (35%) | 7 (35%) | 3 (15%) | 3 (15%) | 0 (0%) | 0 (0%) | 3.90 |
| 7. Explanations by instructor | 5 (25%) | 6 (30%) | 5 (25%) | 2 (10%) | 2 (10%) | 0 (0%) | 3.50 |
| 8. Ability to present alternative explanations | 5 (25%) | 6 (30%) | 5 (25%) | 2 (10%) | 2 (10%) | 0 (0%) | 3.50 |
| 9. Use of examples and illustrations | 5 (25%) | 8 (40%) | 4 (20%) | 2 (10%) | 1 (5%) | 0 (0%) | 3.70 |
| 10. Quality of questions/problems raised by instructor | 6 (30%) | 4 (20%) | 7 (35%) | 3 (15%) | 0 (0%) | 0 (0%) | 3.65 |
| 11. Students' confidence in instructor's knowledge | 6 (32%) | 6 (32%) | 4 (21%) | 2 (11%) | 1 (5%) | 0 (0%) | 3.74 |
| 12. Instructor's enthusiasm | 9 (45%) | 8 (40%) | 1 (5%) | 1 (5%) | 1 (5%) | 0 (0%) | 4.15 |
| 13. Encouragement given to students' self expression | 7 (35%) | 8 (40%) | 5 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.10 |
| 14. Answers to students' questions | 5 (25%) | 6 (30%) | 5 (25%) | 4 (20%) | 0 (0%) | 0 (0%) | 3.60 |
| 15. Availability of extra help when needed | 6 (30%) | 6 (30%) | 5 (25%) | 2 (10%) | 1 (5%) | 0 (0%) | 3.70 |
| 16. Use of class time | 6 (30%) | 6 (30%) | 3 (15%) | 5 (25%) | 0 (0%) | 0 (0%) | 3.65 |
| 17. Interest in whether students learned | 8 (40%) | 5 (25%) | 4 (20%) | 1 (5%) | 2 (10%) | 0 (0%) | 3.80 |
| 18. Amount you learned in the course | 6 (30%) | 4 (20%) | 7 (35%) | 3 (15%) | 0 (0%) | 0 (0%) | 3.65 |
| 19. Relevance and usefulness of course content | 8 (40%) | 3 (15%) | 8 (40%) | 1 (5%) | 0 (0%) | 0 (0%) | 3.90 |
| 20. Evaluative and grading techniques | 6 (30%) | 4 (20%) | 8 (40%) | 2 (10%) | 0 (0%) | 0 (0%) | 3.70 |
| 21. Reasonableness of assigned work | 8 (40%) | 7 (35%) | 3 (15%) | 2 (10%) | 0 (0%) | 0 (0%) | 4.05 |
| 22. Clarity of students' responsibilities/requirements | 7 (41%) | 6 (35%) | 3 (18%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.12 |

| Relative to other colleges courses you have taken | Much Higher | | Average | | | Much Lower | |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | 5 (20%) | 8 (40%) | 3 (20%) | 4 (20%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 24. The intellectual challenge presented was: | 2 (10%) | 7 (40%) | 5 (30%) | 2 (10%) | 2 (10%) | 1 (10%) | 0 (0%) |
| 25. The amount of effort you put into this course was: | 3 (20%) | 5 (30%) | 3 (20%) | 4 (20%) | 4 (20%) | 0 (0%) | 0 (0%) |
| 26. The amount of effort to succeed in the course was: | 3 (20%) | 6 (30%) | 4 (20%) | 2 (10%) | 4 (20%) | 0 (0%) | 0 (0%) |
| 27. Your involvement in this course (asgn, atnd, etc) was: | 4 (20%) | 6 (30%) | 1 (10%) | 3 (20%) | 5 (30%) | 0 (0%) | 0 (0%) |

**28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?**

| | | |
|---|---|---|
| Under 2 | 1 | (5%) |
| 3-4 | 8 | (40%) |
| 5-6 | 6 | (30%) |
| 7-8 | 2 | (10%) |
| 9-10 | 2 | (10%) |
| 11-12 | 1 | (5%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 0 | (0%) |

**29. From the total average hours above, how many do you consider were valuable in advancing your education?**

| | | |
|---|---|---|
| Under 2 | 3 | (15%) |
| 3-4 | 5 | (25%) |
| 5-6 | 5 | (25%) |
| 7-8 | 3 | (15%) |
| 9-10 | 4 | (20%) |
| 11-12 | 0 | (0%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 0 | (0%) |

**30. Expected Grade**

| | | |
|---|---|---|
| A | 8 | (40%) |
| B+ | 6 | (30%) |
| B | 5 | (25%) |
| C+ | 1 | (5%) |
| C | 0 | (0%) |
| D | 0 | (0%) |
| F | 0 | (0%) |
| S | 0 | (0%) |
| NC | 0 | (0%) |
| Other | 0 | (0%) |

**31.Course Was**

| | | |
|---|---|---|
| In major | 11 | (55%) |
| In minor | 6 | (30%) |
| Dist. Req. | 2 | (10%) |
| Elective | 1 | (5%) |
| Other | 0 | (0%) |

**32.Class Composition**

| | | |
|---|---|---|
| Fresh | 0 | (0%) |
| Soph | 3 | (15%) |
| Junior | 5 | (25%) |
| Senior | 11 | (55%) |
| Grad | 0 | (0%) |
| Other | 1 | (5%) |

**33. Wanted to take course**

| | | |
|---|---|---|
| Yes | 13 | (68%) |
| No | 1 | (5%) |
| Neutral | 5 | (26%) |

## Student Responses to Open Ended Questions

### Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- No-At first the course material was intersting and made me want to come to class; however, as the semester went on I grew bored of the monotony.
- Yes-We looked at real life situations and examples in which we could evaluate and examine the economic theories that we were learning at the given time.
- Yes-THe material is very relevant to today's society
- No-It sort of felt like an introductory level course. There were lots of summaries and generalizations presented in the course material.
- Yes-I believe it is a challenge for anyone to relate a country halfway around the world to the US. She did a great job using examples.
- Yes-Nearly all of the information was new to me, so it was very interesting.
- Yes-i learned a lot about the world, i saw different aspects of the world like in developing countries
- Yes-The subject matter was very good.

### Question #2: What aspects of this class contributed most to your learning?

- The quizzes and the presentations.
- The in class lectures and the presentation preparation
- Case studies
- The concepts covered contributed most to my learning
- The special case readings and having to respond with these. Also, the math questions.
- The case studies and the class debates.
- Researching my country for an in-class presentation.
- Group projects and class discussions.
- Discussion on some global issues.

### Question #3: What aspects of this class detracted from your learning?

- The monotonous lectures.
- Nothing
- None really, my own procrastination.
- The reading of the lecture slides.
- How boring the class was.
- Some of the students in this class were very ignorant. Others were extremely well informed about global economics. This was a frustrating situation because I didn't know enough to argue counterpoints with the well informed students, and I was annoyed by the ignorant remarks of less informed students.
- I'm not self-disciplined enough to go to class without mandatory attendance.
- Economic Theories without clear explanation on notes

### Question #4: What suggestions do you have for improving the class?

- It would be better to have some sort of student interaction during class, and it will make student attendance increase.
- None
- Find a way to make up missed material if you miss a class. I missed one lecture the whole semester and there is no way for me to get notes on that material
- Professor Kozlova obviously wants us to express ourselves and learn from the lectures. However, if she wants to make herself stand out amongst some of the other graduate students that have led classes for me in the past (which rarely has resulted in a good class in my experience), there are some simple things that can be done for students to feel like they are learning optimally. 1. More use of the math. This class emphasized many economic indicatros, but we could have emphasized practcing using these more. It's not that we never did practice calculations in class, but rather that making this a larger component of the class as a whole would be instrumental for students. 2. Emphasize students having to read and then respond to economic literature more. I feel the majority of my learning came from reading the case studies and having to demonstrate my learning through written responses. This adds legitimacy to the lecture slides by giving us applicable scenarios and also expose
- Pleas don't be so boring. Don't read directly off the slides. I believe you know the material and could teach this class with your eyes closed. Make it more interesting or hold more students accountable for missing class.
- Students should have to read the book. It's pretty informative, even if it is dense. This material is difficult to understand without reading the book's detailed information.
- hi, i like this teacher, this teacher is helpful to her students
- Make attendance mandatory! Also more quizzes would be good.
- nil

| | | | |
|---|---|---|---|
| Economics 322 | Sec # 44863 | Valentina Kozlova | |
| Global Economy:Trade/Develop | Fall 2011 | Form A | # of Students: 24 |

| Questions | Excellent | Very Good | Good | Fair | Poor | Very Poor | Item Mean |
|---|---|---|---|---|---|---|---|
| 1. Course as a whole | 4 (17%) | 16 (67%) | 3 (12%) | 1 (4%) | 0 (0%) | 0 (0%) | 3.96 |
| 2. Course content | 8 (33%) | 13 (54%) | 3 (12%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.21 |
| 3. Instructor's contribution to the course | 11 (46%) | 9 (38%) | 3 (12%) | 1 (4%) | 0 (0%) | 0 (0%) | 4.25 |
| 4. Instructor's effectiveness in teaching material | 11 (46%) | 7 (29%) | 4 (17%) | 1 (4%) | 1 (4%) | 0 (0%) | 4.08 |
| 5. Course organization | 8 (33%) | 10 (42%) | 6 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.08 |
| 6. Clarity of instructor's voice | 8 (33%) | 11 (46%) | 4 (17%) | 1 (4%) | 0 (0%) | 0 (0%) | 4.08 |
| 7. Explanations by instructor | 7 (29%) | 9 (38%) | 5 (21%) | 3 (12%) | 0 (0%) | 0 (0%) | 3.83 |
| 8. Ability to present alternative explanations | 8 (33%) | 6 (25%) | 9 (38%) | 0 (0%) | 1 (4%) | 0 (0%) | 3.83 |
| 9. Use of examples and illustrations | 11 (46%) | 6 (25%) | 6 (25%) | 1 (4%) | 0 (0%) | 0 (0%) | 4.12 |
| 10. Quality of questions/problems raised by instructor | 7 (29%) | 9 (38%) | 5 (21%) | 2 (8%) | 1 (4%) | 0 (0%) | 3.79 |
| 11. Students' confidence in instructor's knowledge | 11 (46%) | 8 (33%) | 4 (17%) | 0 (0%) | 1 (4%) | 0 (0%) | 4.17 |
| 12. Instructor's enthusiasm | 12 (50%) | 9 (38%) | 3 (12%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.38 |
| 13. Encouragement given to students' self expression | 15 (62%) | 7 (29%) | 2 (8%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.54 |
| 14. Answers to students' questions | 8 (33%) | 8 (33%) | 6 (25%) | 2 (8%) | 0 (0%) | 0 (0%) | 3.92 |
| 15. Availability of extra help when needed | 7 (29%) | 10 (42%) | 7 (29%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.00 |
| 16. Use of class time | 6 (25%) | 14 (58%) | 3 (12%) | 1 (4%) | 0 (0%) | 0 (0%) | 4.04 |
| 17. Interest in whether students learned | 6 (25%) | 12 (50%) | 5 (21%) | 1 (4%) | 0 (0%) | 0 (0%) | 3.96 |
| 18. Amount you learned in the course | 8 (33%) | 12 (50%) | 3 (12%) | 0 (0%) | 1 (4%) | 0 (0%) | 4.08 |
| 19. Relevance and usefulness of course content | 12 (50%) | 8 (33%) | 2 (8%) | 2 (8%) | 0 (0%) | 0 (0%) | 4.25 |
| 20. Evaluative and grading techniques | 6 (25%) | 9 (38%) | 6 (25%) | 1 (4%) | 2 (8%) | 0 (0%) | 3.67 |
| 21. Reasonableness of assigned work | 11 (46%) | 8 (33%) | 4 (17%) | 1 (4%) | 0 (0%) | 0 (0%) | 4.21 |
| 22. Clarity of students' responsibilities/requirements | 5 (22%) | 12 (52%) | 4 (17%) | 1 (4%) | 0 (0%) | 1 (4%) | 3.78 |

| Relative to other colleges courses you have taken | Much Higher | | Average | | | | Much Lower | |
|---|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | 3 (10%) | 10 (40%) | 3 (10%) | 7 (30%) | 0 (0%) | 1 (0%) | 0 (0%) | |
| 24. The intellectual challenge presented was: | 1 (0%) | 10 (40%) | 8 (30%) | 3 (10%) | 2 (10%) | 0 (0%) | 0 (0%) | |
| 25. The amount of effort you put into this course was: | 1 (0%) | 10 (40%) | 7 (30%) | 3 (10%) | 2 (10%) | 1 (0%) | 0 (0%) | |
| 26. The amount of effort to succeed in the course was: | 2 (10%) | 10 (40%) | 7 (30%) | 4 (20%) | 1 (0%) | 0 (0%) | 0 (0%) | |
| 27. Your involvement in this course (asgn, atnd, etc) was: | 6 (30%) | 9 (40%) | 4 (20%) | 4 (20%) | 0 (0%) | 0 (0%) | 0 (0%) | |

**28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?**

| | | |
|---|---|---|
| Under 2 | 1 | (4%) |
| 3-4 | 6 | (25%) |
| 5-6 | 8 | (33%) |
| 7-8 | 4 | (17%) |
| 9-10 | 3 | (12%) |
| 11-12 | 2 | (8%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 0 | (0%) |

**29. From the total average hours above, how many do you consider were valuable in advancing your education?**

| | | |
|---|---|---|
| Under 2 | 4 | (17%) |
| 3-4 | 7 | (29%) |
| 5-6 | 5 | (21%) |
| 7-8 | 3 | (12%) |
| 9-10 | 3 | (12%) |
| 11-12 | 1 | (4%) |
| 13-14 | 0 | (0%) |
| 15-16 | 0 | (0%) |
| 17-18 | 0 | (0%) |
| 19-20 | 0 | (0%) |
| 21-22 | 0 | (0%) |
| 22 or > | 1 | (4%) |

**30. Expected Grade**

| | | |
|---|---|---|
| A | 7 | (29%) |
| B+ | 8 | (33%) |
| B | 6 | (25%) |
| C+ | 1 | (4%) |
| C | 2 | (8%) |
| D | 0 | (0%) |
| F | 0 | (0%) |
| S | 0 | (0%) |
| NC | 0 | (0%) |
| Other | 0 | (0%) |

**31. Course Was**

| | | |
|---|---|---|
| In major | 17 | (71%) |
| In minor | 5 | (21%) |
| Dist. Req. | 1 | (4%) |
| Elective | 1 | (4%) |
| Other | 0 | (0%) |

**32. Class Composition**

| | | |
|---|---|---|
| Fresh | 0 | (0%) |
| Soph | 2 | (8%) |
| Junior | 6 | (25%) |
| Senior | 16 | (67%) |
| Grad | 0 | (0%) |
| Other | 0 | (0%) |

**33. Wanted to take course**

| | | |
|---|---|---|
| Yes | 20 | (83%) |
| No | 2 | (8%) |
| Neutral | 2 | (8%) |

## Student Responses to Open Ended Questions

**Question #1: Was this class intellectually stimulating? Did it stretch your thinking?**

- Yes-The case studies were very helpful because it made me see similarities and differences between two countries that I never thought would have any relation to each other. Also, debates over the pros and cons of globalization and other topics like monetary policy were fun and very helpful in understanding the chapter content.
- Yes-Yes, very good class
- Yes-It really helped to have the graphs and such during the powerpoints, and also the project helped us actually decipher the values given.
- Yes-Yes because it allowed me to view the world on a different scope and through a different perspective.
- Yes-The economic theories that are used to describe development could not be more relevant in a time where tradionally developing countries are beginning to break on to the larger world scene.
- Yes-The subject has me interested for a couple of years and it was enlightening to find out about other countries and their economic situation.
- Yes-The in class discussions

**Question #2: What aspects of this class contributed most to your learning?**

- See above.
- The contents were very interesting and useful.
- Teacher was very knowledgeable on the subject. Very good teacher, open to student's comments. I liked the presentations at the end of class as well.
- graphs and project
- The different videos included within the powerpoint presentations
- The research projects, lecture, and how responsive Valentina is to questions posed in class.
- the discussions

**Question #3: What aspects of this class detracted from your learning?**

- Nothing
- NonE.
- Certain students finding the need to comment at almost every concept.
- the one student who interrupted you ALL THE TIME
- The powerpoint slides for notes were hard to read because the explanations were not clear. Also, the presentation requirements were very broad.

**Question #4: What suggestions do you have for improving the class?**

- The class overall was very interesting. However, the quizzes covered WAY too much material. If the material for an upcoming quiz was limited to one chapter or a couple articles and a case study, then it would be much easier. Also, a few exam question focused on details that we would only know if we had memorized the entire graph or table. Exam questions like 'where would Nigeria be ranked on the HDI table' are too detailed and can be easily overlooked by students, especially when an exam covers 2-3 chapters, several articles, and oone 1-2 case studies and don't have time to memorize each graph or table in the slides. Exam and quiz questions should be broader.
- None, great teacher and great class!
- homework assignments.
- Update the powerpoint presentations a little bit earlier.
- Perhaps trying to bring in more discussion of current events. This was an excellent course.
- Don't let students talk out of turn
- Make a clear understanding of the final presentation and provide students with a study guide or review for the tests because I was thrown off guard with the tests, leading me to not do very well on them.