

# Individual Report for ECON\_335-0\_20: Political Economics (Diego Huerta)

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

Courses Audience: **37**

Responses Received: **22**

Response Ratio: **59.5%**

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## Report Comments

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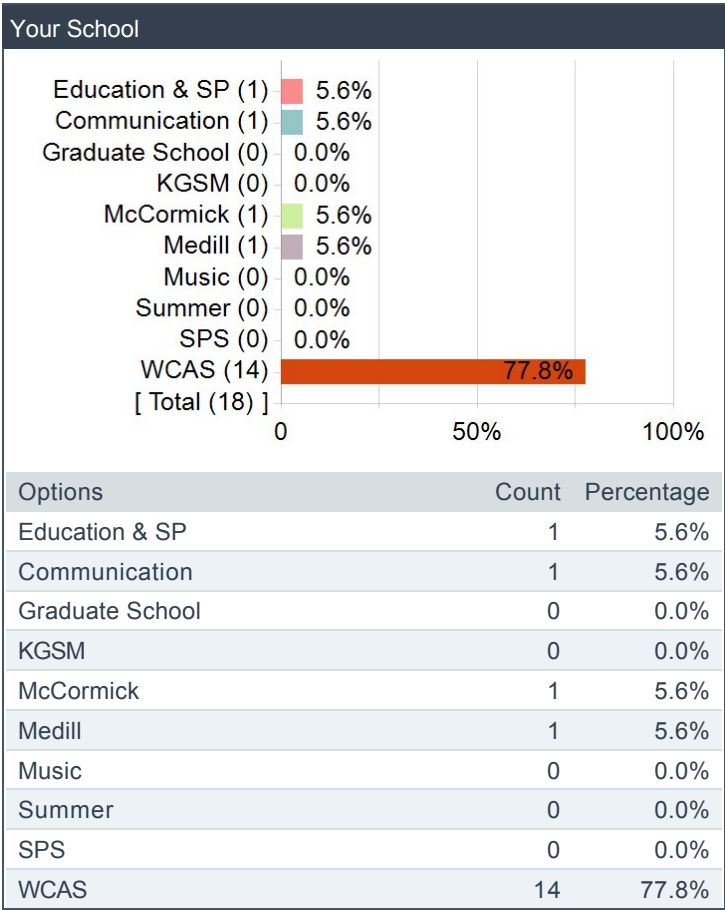
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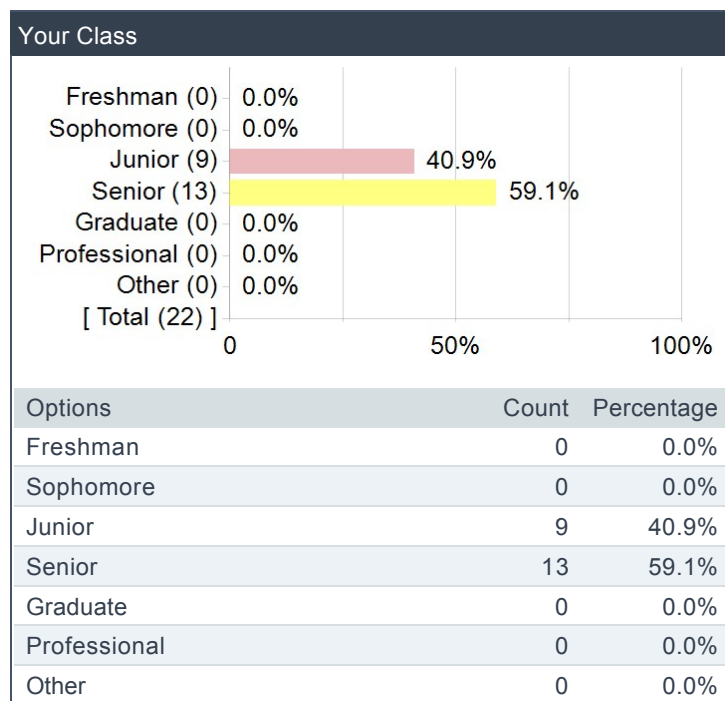
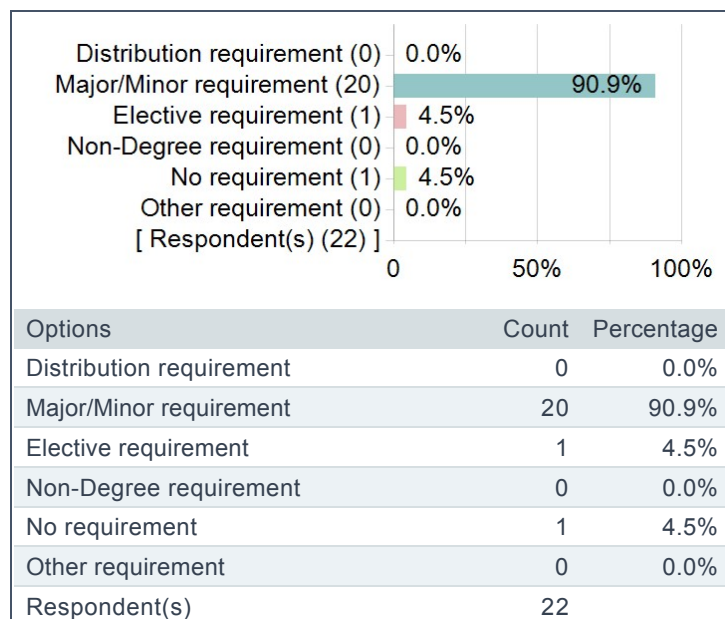
Course Evaluations

Teaching Assistant	Course
Diego Huerta	ECON_335-0_20: Political Economics

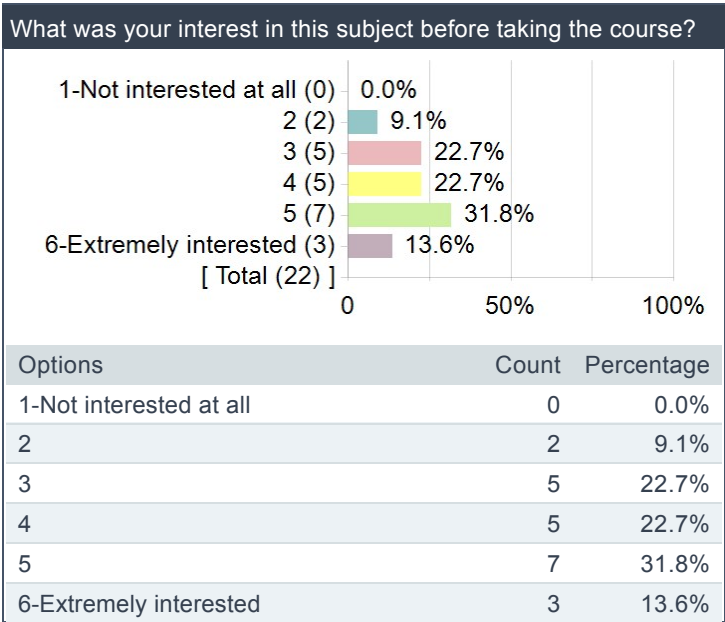
DEMOGRAPHICS

Your School



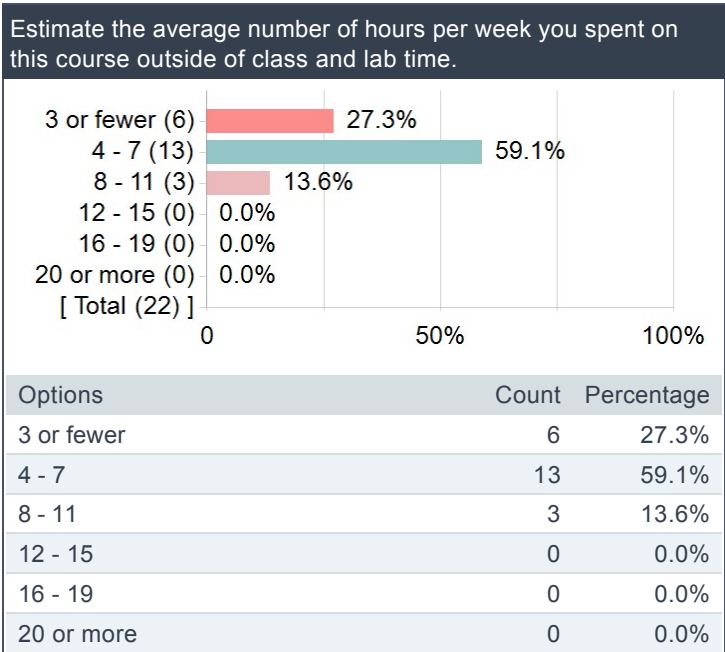
**Your Class****What is your reason for taking the course? (mark all that apply)**

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



TIME-SURVEY QUESTION

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.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	0	0.0%		3	3	0	0.0%	
4	4	2	9.5%		4	4	1	4.8%	
5	5	2	9.5%		5	5	2	9.5%	
6-Very High	6	17	81.0%		6-Very High	6	18	85.7%	
Statistics				Value	Statistics				Value
Response Count				21	Response Count				21
Mean				5.71	Mean				5.81
Median				6.00	Median				6.00
Standard Deviation				0.64	Standard Deviation				0.51
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	0	0.0%		3	3	0	0.0%	
4	4	2	9.5%		4	4	1	4.8%	
5	5	3	14.3%		5	5	2	9.5%	
6-Very High	6	16	76.2%		6-Very High	6	18	85.7%	
Statistics				Value	Statistics				Value
Response Count				21	Response Count				21
Mean				5.67	Mean				5.81
Median				6.00	Median				6.00
Standard Deviation				0.66	Standard Deviation				0.51

## OPEN-ENDED QUESTIONS

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

Comments
Diego is one of the best TAs I've had. He is so kind and his discussion sections were SO extremely helpful for learning the class material
He is very personable and did a very thorough in explaining concepts in person.
He is amazing. Will hold extra office hours if needed. Will stay late in his office hours if you need it. Comes early to office hours. Discussion are always well prepared. Learns the students names. Overall amazing person with great charisma
Incredible TA
Diego was very knowledgeable and helpful. The discussions were related to topics in class and his step by step approach of questions were easy to follow.
Diego was an outstanding TA. He was committed to make sure that we understood the materials, encouraged that we asked questions, and dedicated a lot of time for office hours.
I think Diego is a great TA who provided appropriate exercises to cover in TA section. He often had to go a bit fast and still didn't finish the exercises, however, largely due to student questions – perhaps these could be answered a bit faster and/or prioritized.
Cared about the student's level of understanding of the material covered in class. Went out of his way to help students by repeating explanations of content multiple times to make sure they weren't lost. Without Diego, this class would have been significantly less enjoyable and way more difficult.
Diego was very good at going through practice problems and explaining each step he was taking. He was also very good at making himself available for answering questions and letting us know he was always available for help.

# Copy of Individual Report for ECON\_311-0\_20: Macroeconomics (Diego Huerta)

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

Courses Audience: **128**

Responses Received: **90**

Response Ratio: **70.3%**

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## Report Comments

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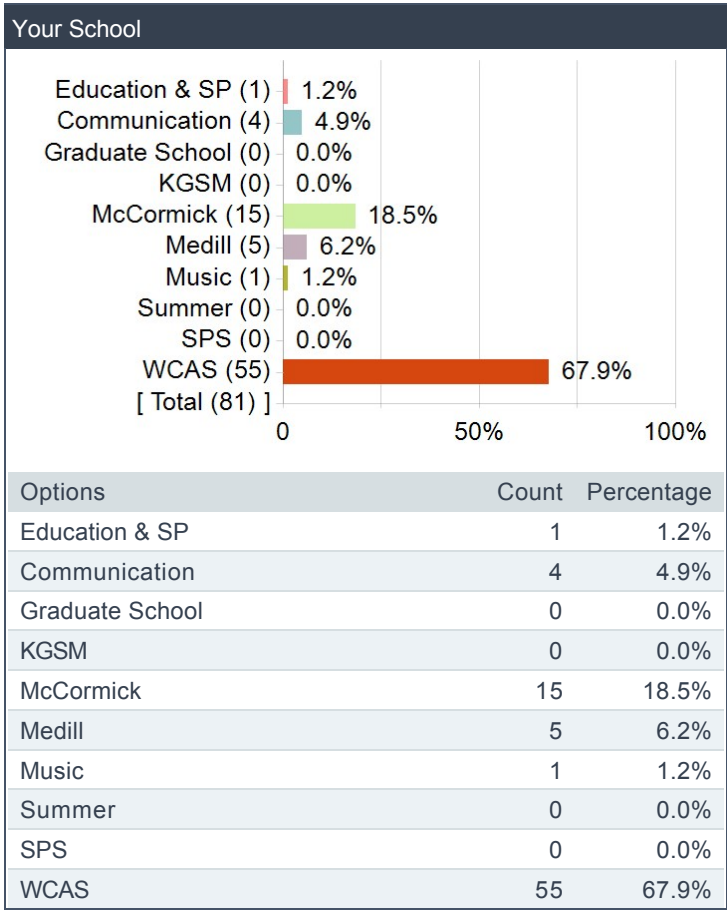
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Course Evaluations

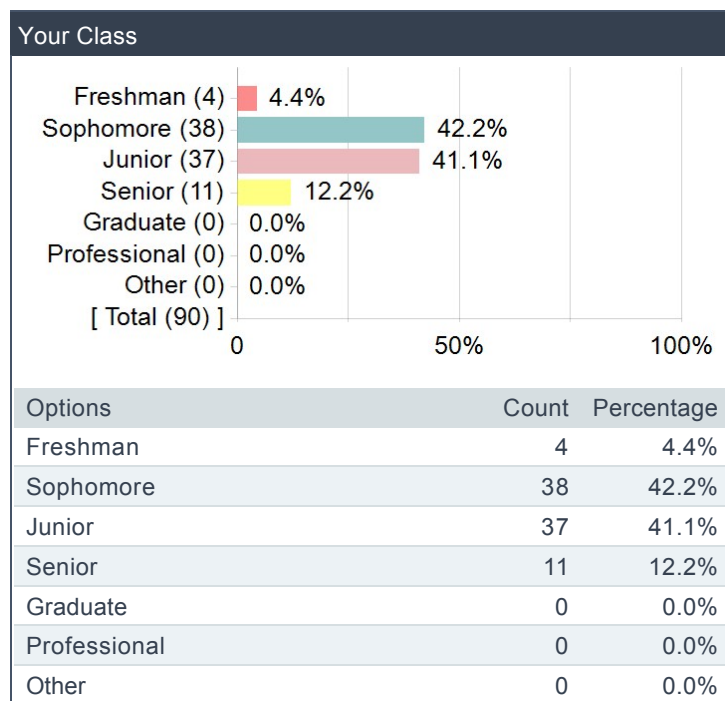
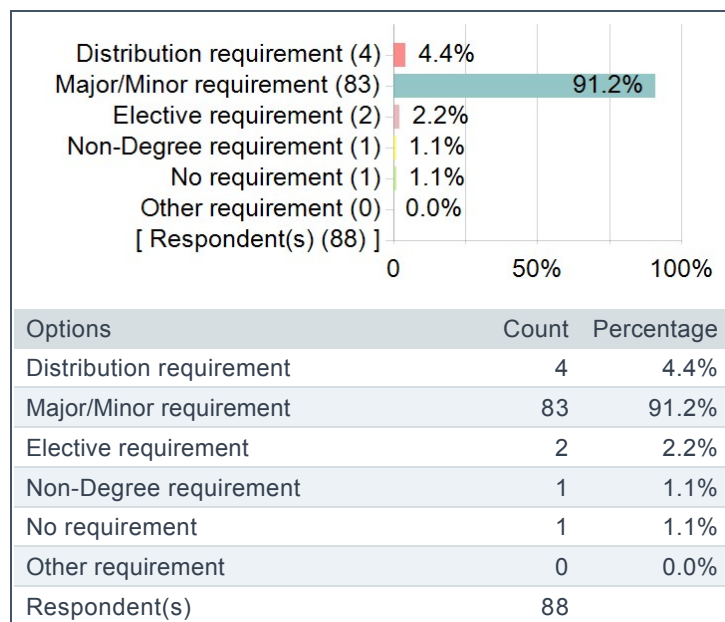
Teaching Assistant	Course
Diego Huerta	ECON_311-0_20: Macroeconomics

DEMOGRAPHICS

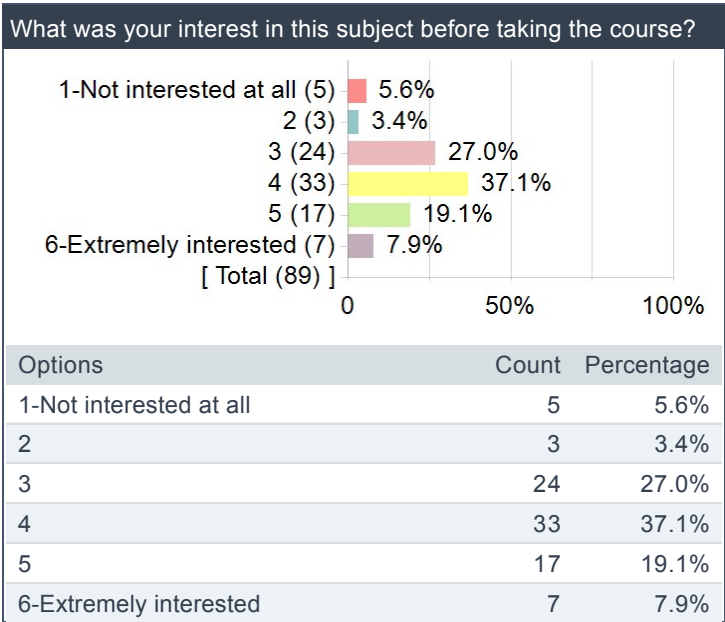
Your School





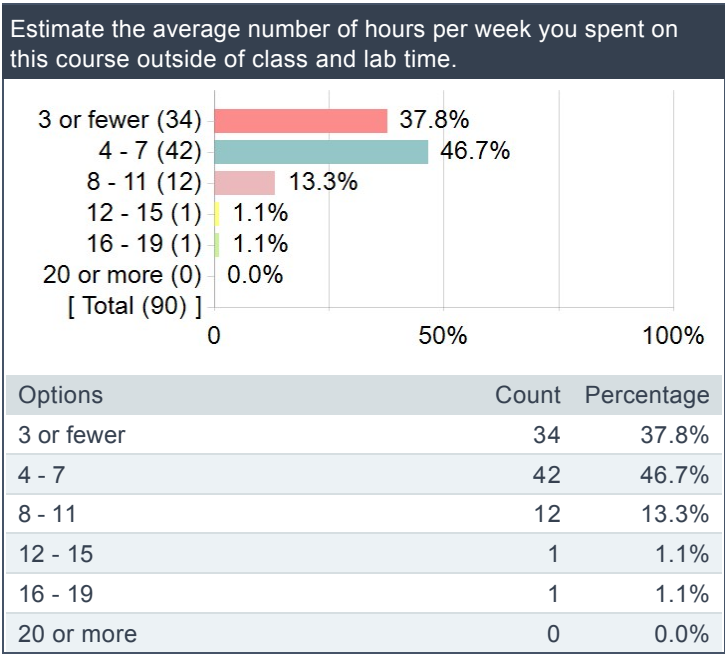
**Your Class****What is your reason for taking the course? (mark all that apply)**

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



TIME-SURVEY QUESTION

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.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	1	2.7%		3	3	1	2.7%	
4	4	3	8.1%		4	4	2	5.4%	
5	5	9	24.3%		5	5	6	16.2%	
6-Very High	6	24	64.9%		6-Very High	6	28	75.7%	
Statistics				Value	Statistics				Value
Response Count				37	Response Count				37
Mean				5.51	Mean				5.65
Median				6.00	Median				6.00
Standard Deviation				0.77	Standard Deviation				0.72
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	1	2.7%		3	3	1	2.7%	
4	4	2	5.4%		4	4	2	5.4%	
5	5	8	21.6%		5	5	6	16.2%	
6-Very High	6	26	70.3%		6-Very High	6	28	75.7%	
Statistics				Value	Statistics				Value
Response Count				37	Response Count				37
Mean				5.59	Mean				5.65
Median				6.00	Median				6.00
Standard Deviation				0.72	Standard Deviation				0.72

## OPEN-ENDED QUESTIONS

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

Comments
Very nice and useful
he was phenomenal, one of the only reasons I passed
Solid TA, should have had more office hours
Super nice and helpful!
Great TA who clearly showed he cared that the students understood
Always willing to expand on difficult questions and is great at taking on problems from the perspective of a student. Made an effort to remember everyone's names which made the disc sections much better. Thank you Diego for being an awesome TA!!
Goat
Super kind and accessible, happy to answer student questions and clearly went through all of the necessary topics during section
very good overall and very approachable
I think he was super accessible and had a deep understanding of the course material. This showed through his response to questions and explanation of concepts.
Diego was so accessible outside of OH and discussion sections which I appreciated. He also made an effort to continue checking in throughout discussions/OH to make sure that everyone was following along or see if they had any questions. Also thank you for making an effort to remember everyone's name, it is so thoughtful and sets you apart from other TAs!
He was kind, understanding, and engaging... the best Econ TA ive had!
He is a good TA who explained practice problems and answered questions really well. He is really organized and explains concepts really well.
I thought that this TA did a good job of presenting the material and making sure that we understood the subject matter.
Thanks diego
Great overall
Diego was pretty awesome and always did a good job explaining the concepts during section. He was also available to answer questions by email, which was helpful. Good TA.

# Individual Report for ECON\_201-0\_20: Introduction to Macroeconomics (Diego Huerta)

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

Courses Audience: **214**

Responses Received: **159**

Response Ratio: **74.3%**

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## Report Comments

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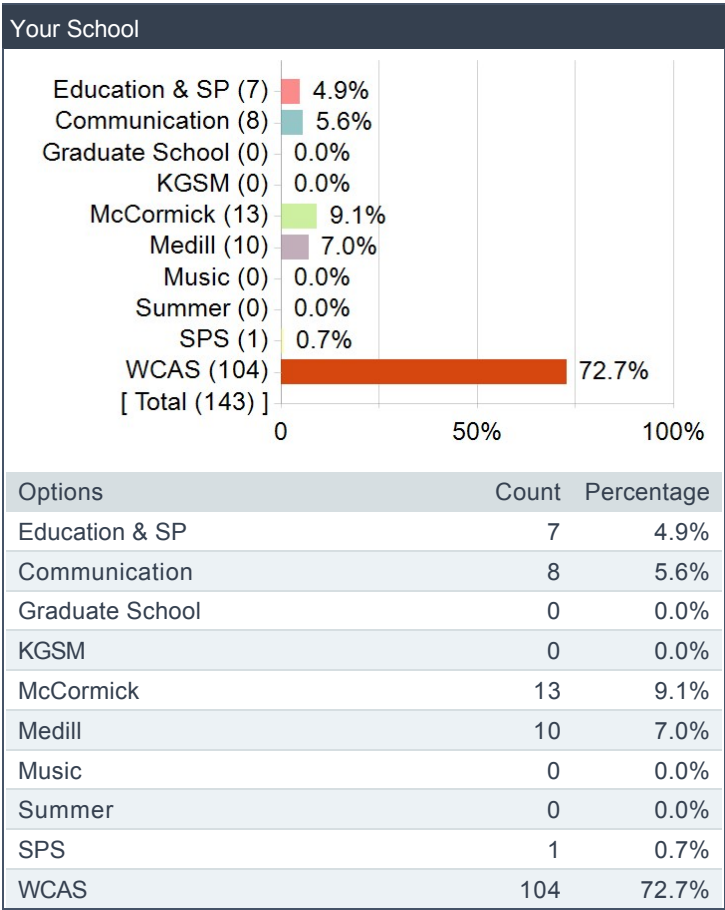
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Course Evaluations

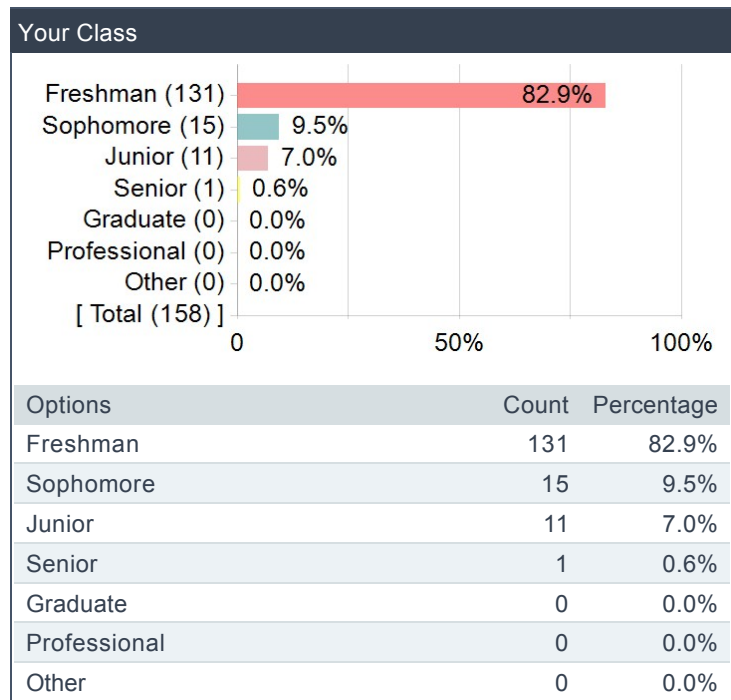
Teaching Assistant	Course
Diego Huerta	ECON_201-0_20: Introduction to Macroeconomics

DEMOGRAPHICS

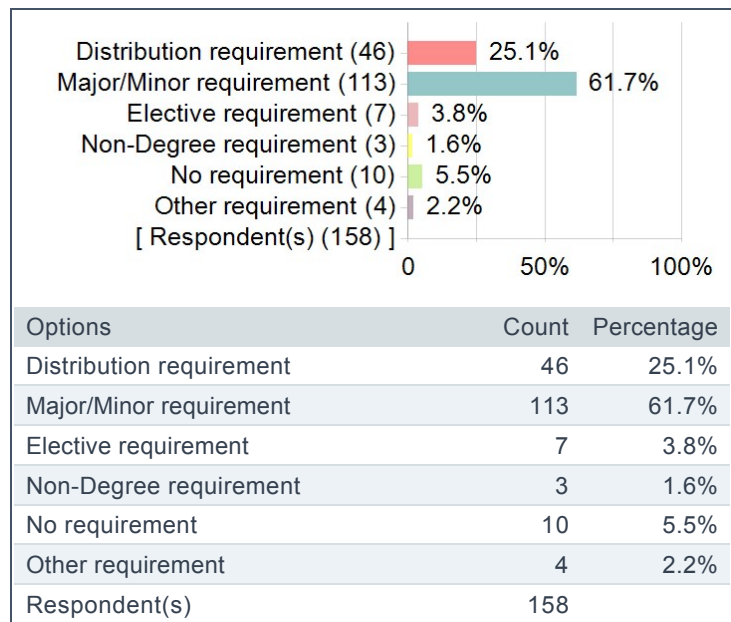
Your School



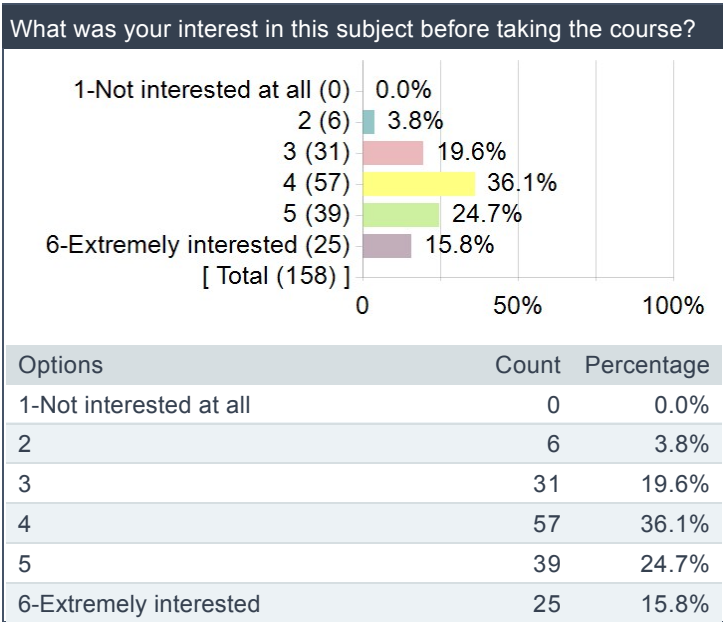
### Your Class



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

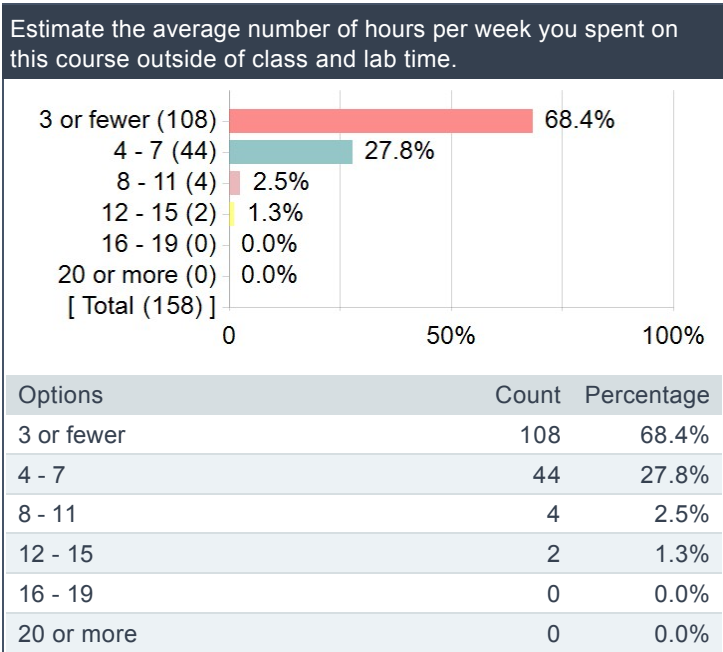


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

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.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	1	2.0%		2	2	0	0.0%	
3	3	4	8.2%		3	3	2	4.2%	
4	4	3	6.1%		4	4	5	10.4%	
5	5	11	22.4%		5	5	5	10.4%	
6-Very High	6	30	61.2%		6-Very High	6	36	75.0%	
Statistics				Value	Statistics				Value
Response Count				49	Response Count				48
Mean				5.33	Mean				5.56
Median				6.00	Median				6.00
Standard Deviation				1.05	Standard Deviation				0.85
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	1	2.1%		2	2	1	2.1%	
3	3	3	6.3%		3	3	2	4.3%	
4	4	6	12.5%		4	4	3	6.4%	
5	5	9	18.8%		5	5	7	14.9%	
6-Very High	6	29	60.4%		6-Very High	6	34	72.3%	
Statistics				Value	Statistics				Value
Response Count				48	Response Count				47
Mean				5.29	Mean				5.51
Median				6.00	Median				6.00
Standard Deviation				1.05	Standard Deviation				0.95

## OPEN-ENDED QUESTIONS

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

Comments
he was nice and responsive to every question i asked.
He was very helpful and explained things well
Diego was an amazing TA that answered all of my questions in a concise and nice manner. There were no weaknesses.
He seems to know what he's talking about but some of the strategies he uses are a little more complicated than necessary. He's very helpful, however.
N/A
Was very organized and was able to clearly explain concepts and show useful examples.
Very engaging, he takes his time to explain concepts clearly. Tries to show you different methods to approach problems.
He was awesome. Knew how to explain everything.
Strength: worked with students and made sure to understand Weakness: sometimes didn't clearly teach material well
He explained terms in hard to understand economic language that we had not learned. Other than that, great TA.
He did a great job explaining topics in class, and he did a good job of going through problems.
Very good at teaching and well prepared.
Very passionate about teaching. Very interested in the success of the students
Strengths: helpfulness. Weakness: sometimes when answering questions TA explained it in great detail and continued explaining even after a student already understood the concept. But it is not really a weakness
He did a very good job of explaining concepts and clearing any confusion. Even if we weren't able to get through every problem, his overview of the content for the session helped me answer them on my own.
Very strong TA all around.
Diego was a very helpful TA and was always available to help answer questions or clarify any confusion.
He's the GOAT. Super nice, knowledgeable, although some times he babies us too much. I learned more in his discussion than the lecture itself.
Honestly overall stud who taught in a very straight forward yet not slow manner.
worked through examples well
Diego was clearly knowledgeable and dedicated to being a teaching assistant. He did a good job walking through the steps or logic of a problem. I also found him to be the most accesible TA. He was also very patient about repeating what he said if students couldn't hear him properly.
Diego explains the fundamental ideas that underlie every question in discussion sessions which helps in learning material that improves your test taking skills.

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## Report Comments

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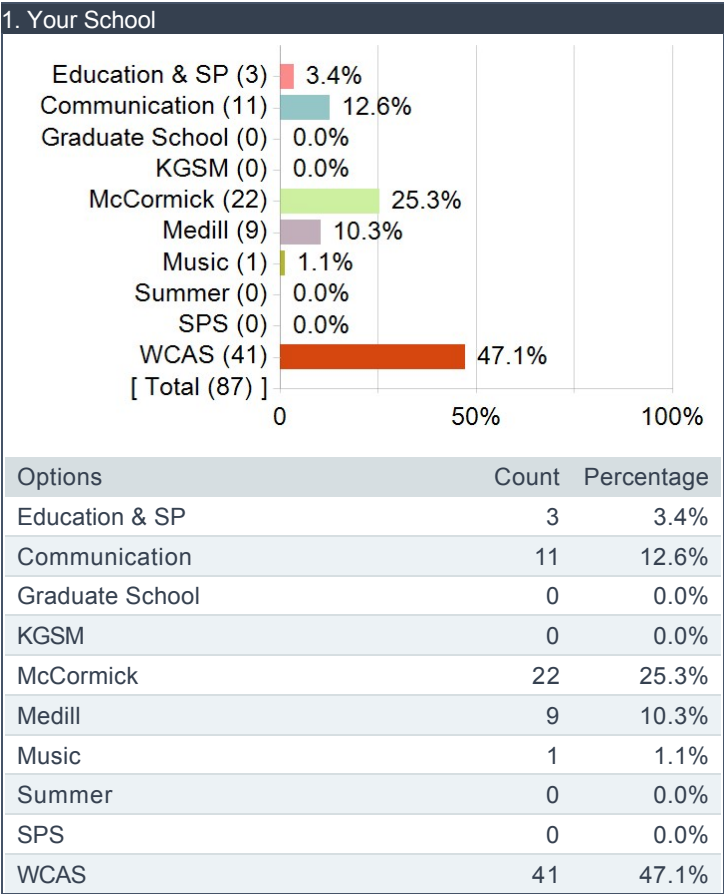
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Course Evaluations

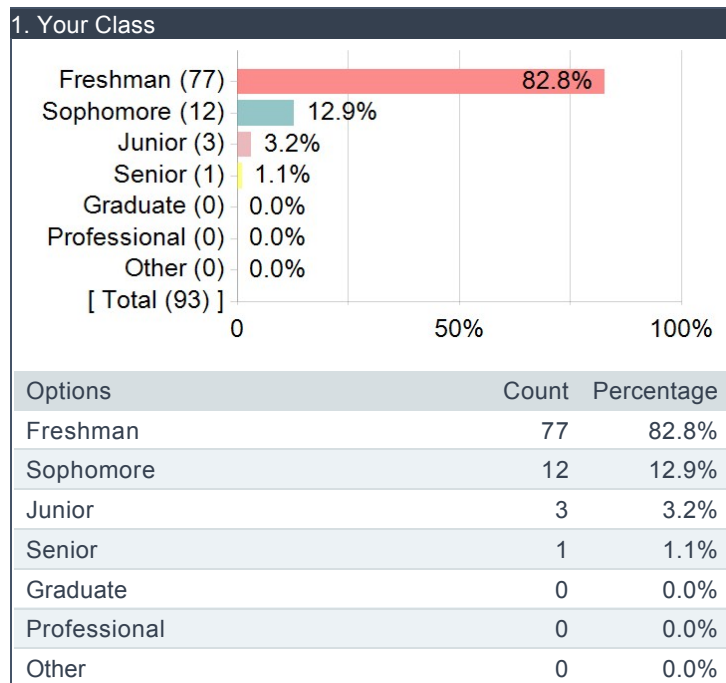
Teaching Assistant	Course
Diego Huerta	ECON_201-0_20: Introduction to Macroeconomics

DEMOGRAPHICS

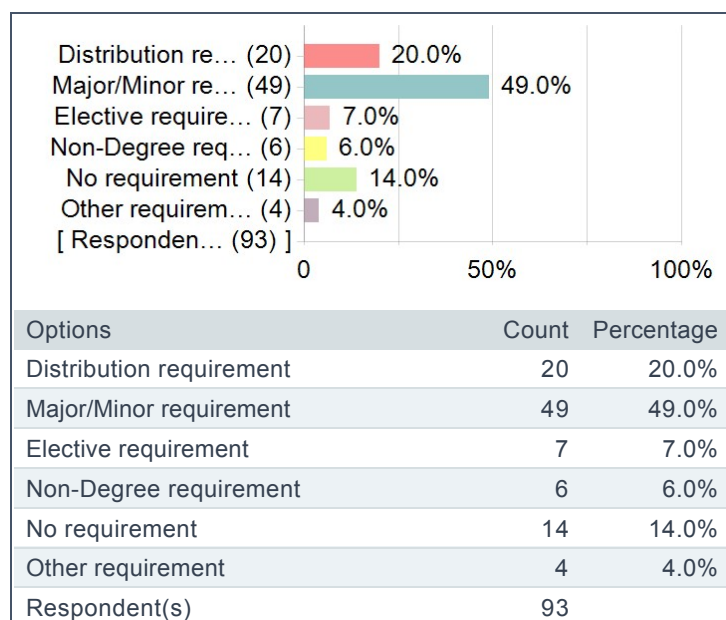
Your School



## Your Class

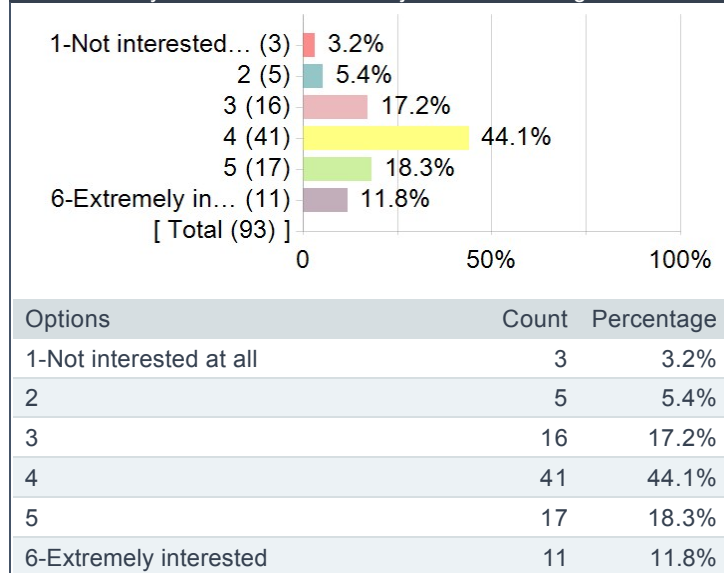


## What is your reason for taking the course? (mark all that apply)



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

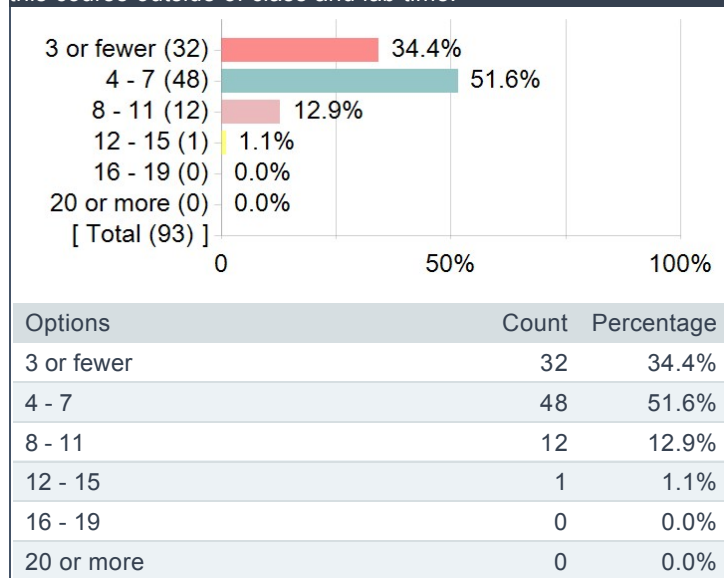
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

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

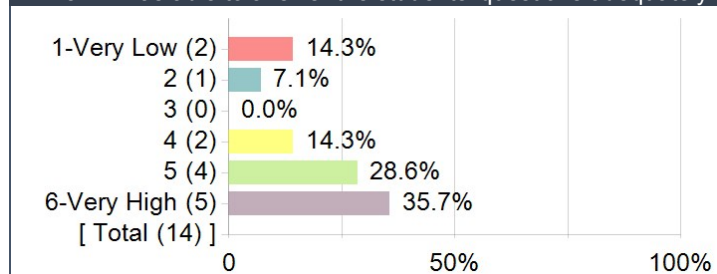
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

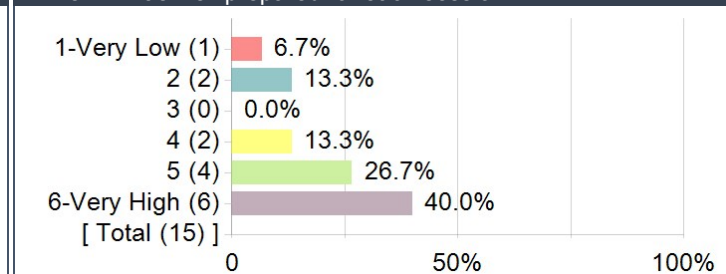
Please rate the TA on the following criteria:

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



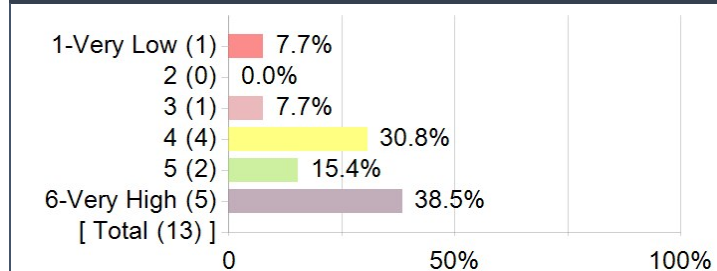
Options	Score	Count	Percentage
1-Very Low	1	2	14.3%
2	2	1	7.1%
3	3	0	0.0%
4	4	2	14.3%
5	5	4	28.6%
6-Very High	6	5	35.7%
Statistics			Value
Response Count			14
Mean			4.43
Median			5.00
Standard Deviation			1.83

2. The TA was well prepared for each session.



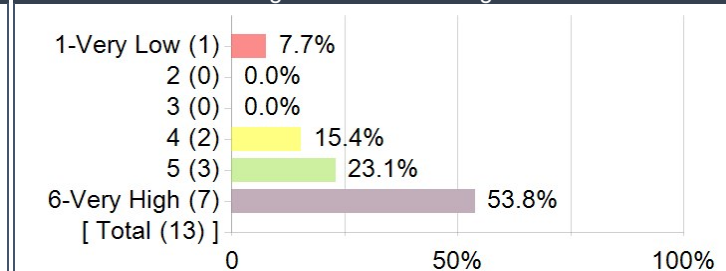
Options	Score	Count	Percentage
1-Very Low	1	1	6.7%
2	2	2	13.3%
3	3	0	0.0%
4	4	2	13.3%
5	5	4	26.7%
6-Very High	6	6	40.0%
Statistics			Value
Response Count			15
Mean			4.60
Median			5.00
Standard Deviation			1.68

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	1	7.7%
2	2	0	0.0%
3	3	1	7.7%
4	4	4	30.8%
5	5	2	15.4%
6-Very High	6	5	38.5%
Statistics			Value
Response Count			13
Mean			4.62
Median			5.00
Standard Deviation			1.50

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



Options	Score	Count	Percentage
1-Very Low	1	1	7.7%
2	2	0	0.0%
3	3	0	0.0%
4	4	2	15.4%
5	5	3	23.1%
6-Very High	6	7	53.8%
Statistics			Value
Response Count			13
Mean			5.08
Median			6.00
Standard Deviation			1.44

## OPEN-ENDED QUESTIONS

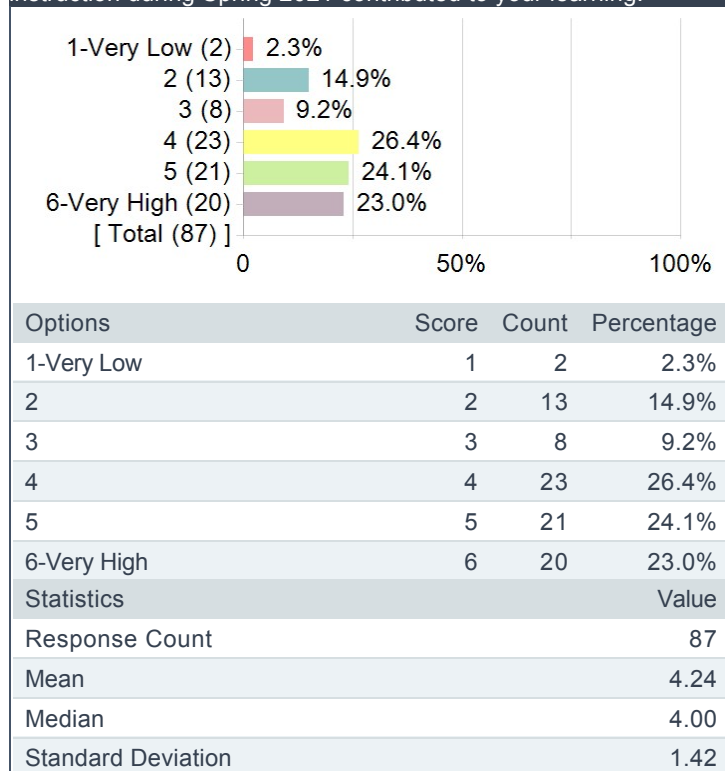
What are the primary strengths and weaknesses of the teaching assistant?

Comments
Good man
Able to answer all of my questions
Answered questions promptly.
Responsive, good TA.

## 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
SQs were essential
Asynch lectures were really well formatted
Prerecorded lectures do make it easier to review material and pause to spend extra time absorbing particularly challenging topics.
Well organized information and lectures
The remote asynchronous lectures were great for allowing me to work at my own pace.
the lectures were respectfully cut and timed
The ability to access class lecture slides at any time helped a bit with studying.
Supplementary questions.



Comments
All asynchronous was a bit much
I thought the practice exams and problem sets helped most
I was always able to reference the material and learn at my own pace.
The open Office Hours and Peer Guided Study Groups offered are great aspects of the course in helping students connect the dots between asynchronous and synchronous content; this contributing to my success.
I usually do not like having no synchronous lectures. However, Professor Walker's version of remote instruction was quite effective. He had videos for lectures (divided into digestible sections) and videos explaining practice problems. These practice problem explanations were especially useful.
Being able to rewatch lectures
The course instructor and assistants had constant office hours which could be used to learn and fix errors.
Having lectures on demand.
Asynchronous lectures and reading material contributed to my success.
The asynchronous lectures helped me manage my time.
I enjoyed how each day had multiple videos for each topic it made it easier to understand the material. The videos explaining the practice questions were the most helpful.
Everything on the canvas page was really clear and easy to navigate
Pre-recorded lectures were good and the supplementary questions were helpful.
Videos were good and extensive office hours meant I could come in anytime with questions.
I liked the asynchronous aspect a lot because it allowed me to do things on my own time.
It was fully online which helped with my schedule.
The videos helped me a lot, but they were kind of long.
Being able to pause the very fast lectures
Many practice materials. Videos were in depth and covered all potential questions.
The short answer questions with the video was helpful.
Replayable and rewindable lectures.
I liked the videos because it allowed me to go back and reference them at any time.
Walker was extremely organized and gave many materials in order to help facilitate learning.
The recorded lectures, for sure. Game changer.
recorded lectures are great for when you don't understand something so you can go back and repeat it
The recorded lectures were great! I could pause, sort out my brain, and continue.
Online lectures were well put together and paced and made a lot of sense.
I love being able to learn at my own pace, so a totally-virtual lecture situation was good.
The recorded lectures and all the notes being published on canvas helped a ton.
I liked that the class was asynchronous
The asynchronous nature of the course meant that online worked well. I liked being able to watch the lectures whenever I wanted and the professor does a good job with the prerecorded lectures.
The ability to have access to supplementary questions along with detailed video solutions to cross check answers with.
I liked how the lectures were divided up into 15–30min mini-lectures so that if you needed a break you had a clear stopping point and it was easier to divide notes and time for the class.
Walker posted lots of material which was nice to refer back to, but overall the asynchronous style did not help my learning.
I thought the online assignments were good checks in my understanding of the content.
Recorded lectures, it was nice to be able to watch it back.
The supplementary questions that were provided for each week were helpful. Not much helped that significantly since the course was asynchronous.
Watching lectures on my own time.
Walker broke his lectures up into 3 shorter segments that made lectures very digestible.
More class discussion
Having practice questions helped me review and study the material.

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

Comments
Some synchronous sessions would be nice.
Remote classes, especially asynchronous ones, require a unique balance of freedom and accountability in order to be good classes.
More examples during lectures
N/A
a discussion group would have made learning the material way more easy.
I found it extremely difficult to learn in an asynchronous format. The class is very information–dense and the ability to ask questions as lectures occur is critical for my learning. While exams were open–note, the professor did not allow anything but print notes. Being in a remote environment made it difficult for me to print my notes and slides.
I wish there would have been more synchronous options.
More hybrid
I think the lectures covered more material than was necessary for the exams.
I didn't like how everything except exams was asynchronous because it made it hard to stay motivated. However, I know this worked for a lot of other students.
None
Asynchronous lectures are always a little tough to in corporate and allocate time for; however, I see no direct ways to improve!
Just no engagement with anybody
This is more a personal issue but I struggle with motivation to attend asynchronous lectures and so I missed out on a lot of information for exams.
Having course content being synchronous (though I realize the instructor is not a US native). Online instruction is difficult to absorb.
More supplementary material geared toward problems could be beneficial.
The engaging aspect of class was not present since there were no live lectures.
This class had the best instruction for remote learning then any of my other classes, I thought the professor did a good job.
because the lectures were asynchronous i think they took me double the time to get through, because he spoke very quickly without a class in front of him and i had to frequently rewind.
Since it was asynchronous, it was a bit tougher to learn without being able to ask questions directly in class.
None.
n/a
More accessible for office hours (not 8 am)
None
PLEASE upload the videos to a digital format such as panopto. Having to download the mp4 takes up space on the computer and doesn't allow us to speed the video up at all. The videos that were online were perfectly great, so it would be immensely helpful to put all of the videos in a format that does not need to be downloaded.
Engaging more with students
A minor quality of life change would be to have the videos just pop up on another tab. Downloading and organizing is a bit of a hassle, and I find it easier if I could just go to the lecture I need to go to through canvas.
none
none! Great course.
Nothing!
The homeworks could be a bit more encompassing and some more practice problem sets could be added.
None.
Nothing
I would liked to have video solutions to some of the tougher questions on the midterm papers, similar to those for the supplementary questions.
I think putting some form of checkpoint throughout the quarter, even if it may cause some grumbling amongst students, would be a good idea. I found it very easy to fall behind on lectures when faced with my homework in other classes, and it was very easy to allow this class to fade into the background when it shouldn't.
Asynchronous sounds good in theory, but made me really disconnected, unmotivated, and felt disorganized.

Comments
I personally just struggle more with online learning, but I think this course could have had the professor doing the math problems on paper or a white board for us to see.
Make it synchronous!! I felt like I was taking this class all by myself and was too scared to ask for help since I had technically never met the professor or TAs. Overall, just did not like the asynch format.
If there were live discussion sections and practice problems to go over that would have been very helpful.
Asking us to attend one meeting a week would be nice. It helps keep the craziness of the asynchronous only at bay and forces people to come with questions prepared.
I think that this course did help me learn, but I definitely think that synchronous instruction would be a lot better in helping me understand the content.
More office hours (such as with TAs).
Providing more opportunities for students to interact with professors or TAs outside of office hours. Maybe making discussion required rather than optional. Asynchronous classes are just a little inefficient and hard to learn in in general.
n/a
If the class was in person.
More practice problems or supplementary information needed.



## Individual Report for ECON\_311-0\_20: Macroeconomics (Diego Huerta)

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

Courses Audience: **127**

Responses Received: **100**

Response Ratio: **78.7%**

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### Report Comments

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Creation Date: **Tuesday, March 23, 2021**

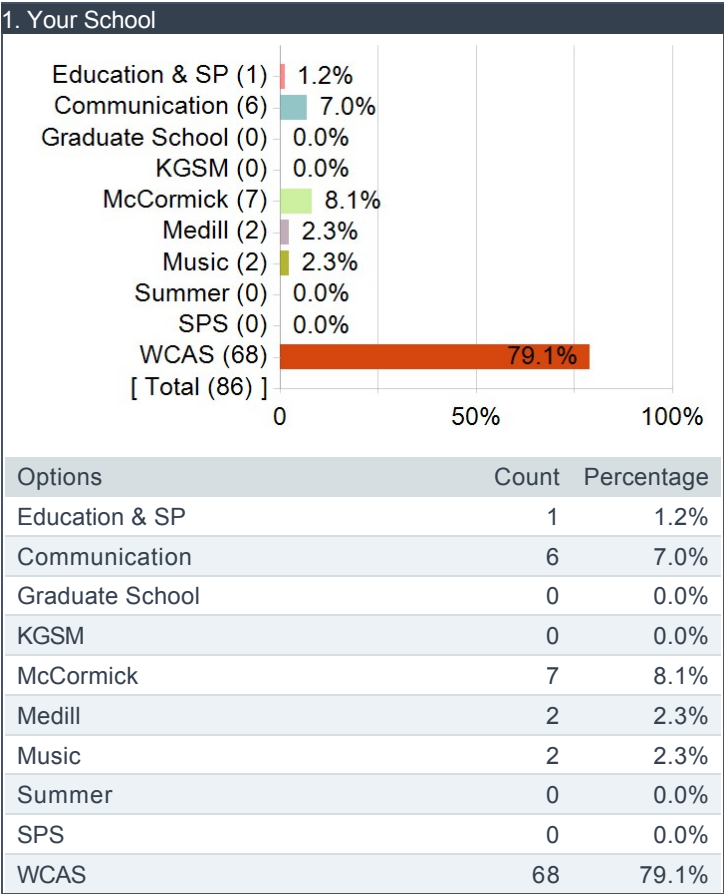
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Course Evaluations

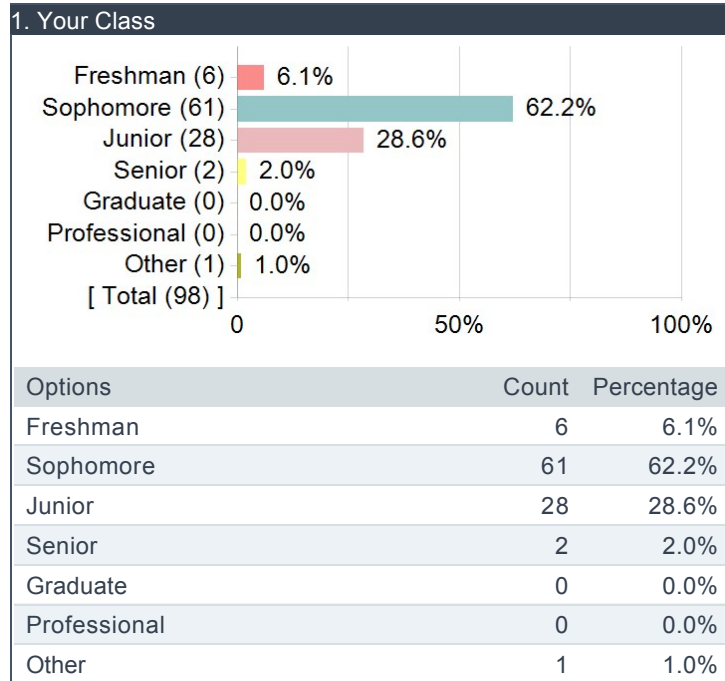
Teaching Assistant	Course
Diego Huerta	ECON_311-0_20: Macroeconomics

DEMOGRAPHICS

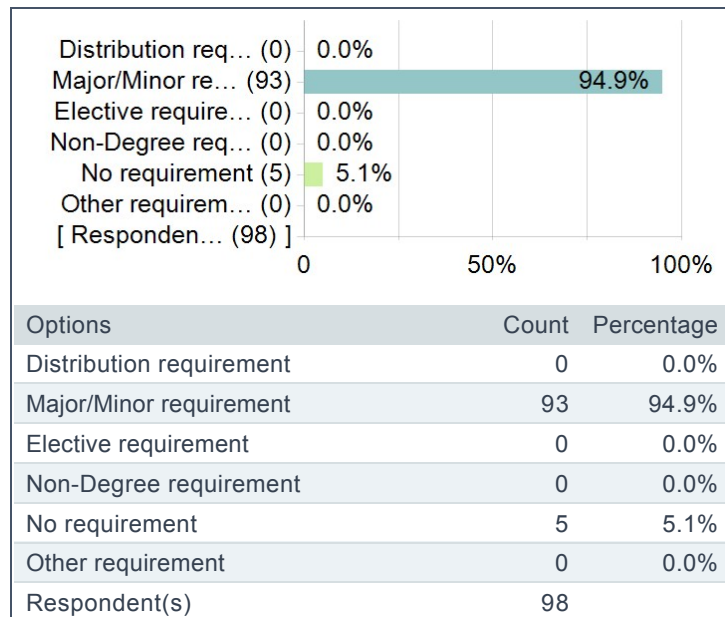
Your School



## Your Class

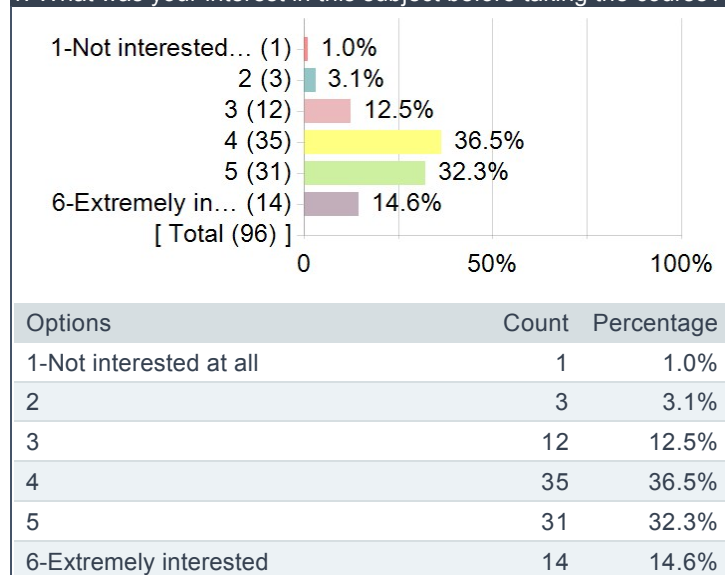


## What is your reason for taking the course? (mark all that apply)



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

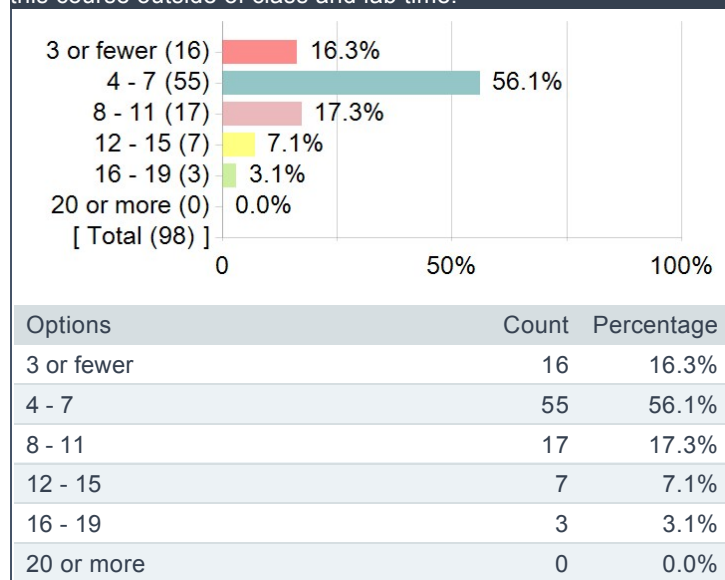
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

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

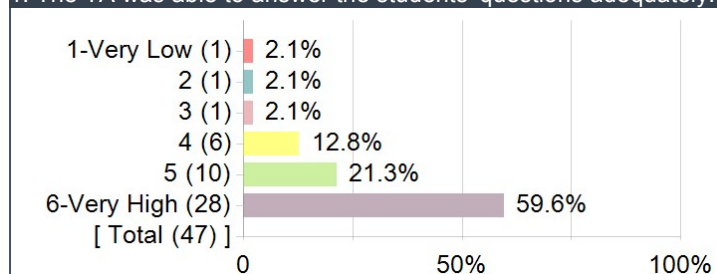
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

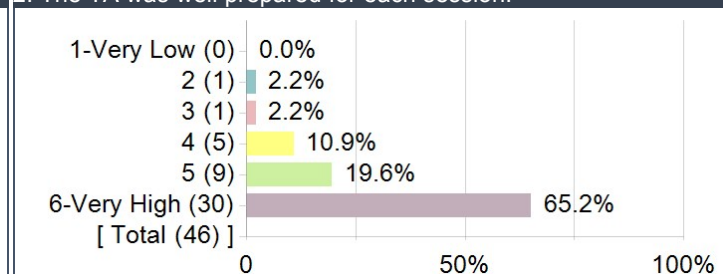
Please rate the TA on the following criteria:

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



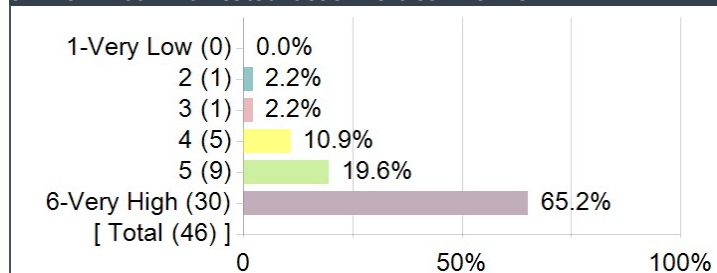
Options	Score	Count	Percentage
1-Very Low	1	1	2.1%
2	2	1	2.1%
3	3	1	2.1%
4	4	6	12.8%
5	5	10	21.3%
6-Very High	6	28	59.6%
Statistics			Value
Response Count			47
Mean			5.28
Median			6.00
Standard Deviation			1.14

2. The TA was well prepared for each session.



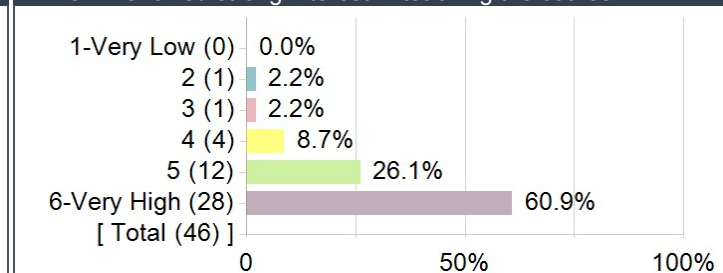
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.2%
3	3	1	2.2%
4	4	5	10.9%
5	5	9	19.6%
6-Very High	6	30	65.2%
Statistics			Value
Response Count			46
Mean			5.43
Median			6.00
Standard Deviation			0.93

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.2%
3	3	1	2.2%
4	4	5	10.9%
5	5	9	19.6%
6-Very High	6	30	65.2%
Statistics			Value
Response Count			46
Mean			5.43
Median			6.00
Standard Deviation			0.93

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



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.2%
3	3	1	2.2%
4	4	4	8.7%
5	5	12	26.1%
6-Very High	6	28	60.9%
Statistics			Value
Response Count			46
Mean			5.41
Median			6.00
Standard Deviation			0.91



## OPEN-ENDED QUESTIONS

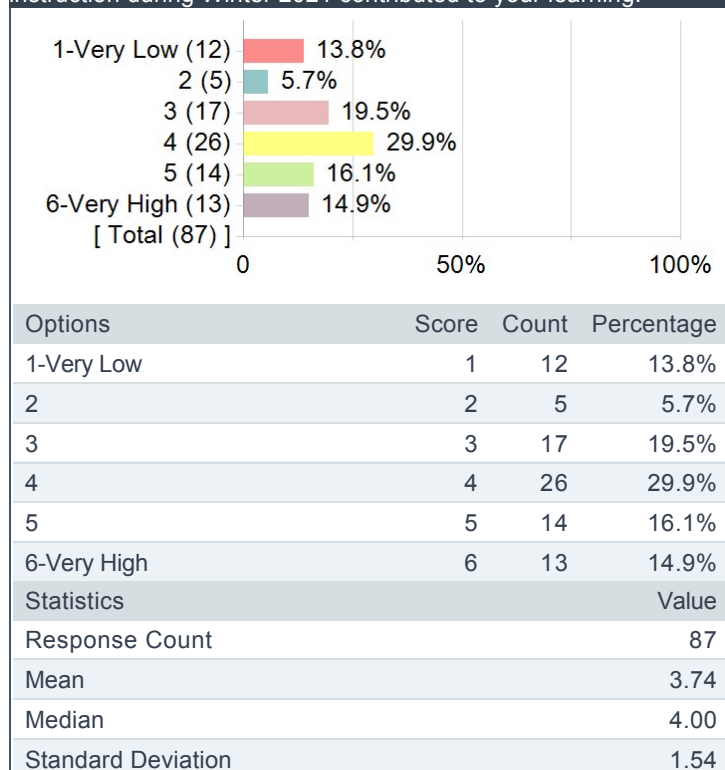
What are the primary strengths and weaknesses of the teaching assistant?

Comments
made content understandable
did not respond to emails! (it's now been 4 weeks and I never heard back)
Very responsive to emails and super helpful in answering questions!!
Very helpful in answering emails and help students with difficulties that they had. He also explained problems in a way that was easy to understand and follow along.
I do not know this person.
Very responsive and helpful
Helpful and answered questions effectively.
Very responsive and helpful!
did the organization for the entire class and ran exams
He communicated clearly and explained problems well.
None of the TA's played an active role in this class other than moderating tests
N/A
He was always there to help.
Diego was an amazing TA and honestly the only real resource I had in this remote class online.
He communicated effectively and promptly answered all my questions!

## REMOTE LEARNING

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

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



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

Comments
ability to watch lectures over before exams
Variety of teaching methods
lectures and problem sets instead of quizzes
pretty well organized
I liked the TA discussion sections and MyLab. Also liked that the lectures were broken into shorter videos.
TA lectures and posted outside readings
Professor Gordon was a great lecturer and provided resources and notes to go along with pre-recorded lectures.
The mylab homeworks, long as they are, are actually pretty helpful. Do all of the problems, and then FRQ questions will become much much easier.
I liked the asynchronous lectures, accessible office hours, and supplementary assignments (problem sets and MyLabs).
Not really anything. Everything was worse because it was online. I guess it was nice to not have to buy his compilation of articles he copy and pastes from the internet and does absolutely nothing else except pockets the money.
Using Panopto instead of just uploading videos was nice.
Recorded lectures were hard to hear with bad volume. Synchronous class would have been better given the professors teaching style too I think.
The mylab was helpful but would be closed before exams so it couldn't be used for review.
I honestly liked the asynchronous lectures, and I liked the extra TA section videos. I thought that system worked well.
Teaching staff was accessible throughout.
nothing
it was asynchronous
Teaching assistant discussion sections helped with homework and understanding concepts from lectures.
The problem sets, that that's about it
presentations were great
NA
Canvas was always very organized and I appreciated the announcements that would be made every week.
The videos were well organised.
I liked that it was asynchronous so that I could take it at a more convenient time for me. I also really appreciated the discussion section only being used for office hours.
The prerecorded TA sections were awesome.
The TA lectures on how to complete problem sets were helpful
Readings were interesting.
Remote learning was useful in so far as I could watch lectures at a time of my convenience. Other than that remote learning had a neutral or negative effect on my learning.
great lectures
The lectures were always posted at the same time and broken down, so I always knew what to expect.
recorded lectures were so nice to go back and review them
I thought the class being asynchronous helped me to learn at my own pace.

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

Comments
none
Asynchronous classes shouldn't exist
midterms on zoom
Some of the lectures were a little hard to follow partially because of the format and that we couldn't ask questions.
Recorded lectures
I wish lectures were synchronous instead of asynchronous because it would give students more opportunities to ask questions.
I'm not a fan of asynchronous lectures.
Please improve the TA sections for the love of god.
Make it synchronous if it's listed on CAESAR as synchronous.
I felt that a lot of information was crammed into this course, as we tried to fit almost 12 chapters into a quarter. I often felt overwhelmed with all the information that we were learning, and think that in the future, maybe there could be less chapters of material to cover.
Synchronous lectures or better recordings.
Lectures, slides and keeping mylab opened.
—
more transparency. Found out about test instructions an hour before the test.
more in person
N/A
Don't give us tons and tons of lectures we signed up for 2–80 minute classes a week that's what we get
professor's mic would randomly become muffled for 5–10 second periods, during which it was hard to tell what he was saying
All of it... starting with synchronous lecture
I liked how the remote lectures were broken up into different sections, but I kind of wish the class was synchronous as I feel like I learn better with that format.
The microphone used to cut out a lot.
I would make the lectures for each chapter slightly shorter. I would also definitely have Professor Gordon help with the multiple-choice questions, they felt very challenging.
N/a
The recorded lectures are very long and very easy to lose focus. There always seemed to be incoherency between the lectures and the textbook. I didn't feel like the lectures helped me learn the material better than the textbook. I felt really alone while learning in this class online.
Include discussion sections!
n/a
I wished there was still a live discussion section rather than just a recording. The live component I think would have helped, but overall the recorded lectures were still helpful.
make professor more available to students, main communication with TAs also the AUDIO sometimes would go kinda low on the lectures
Definitely wish there was opportunities to meet my classmates and work through the material together
I wish there were more opportunities to practice because I thought I would've been more prepared if there was.

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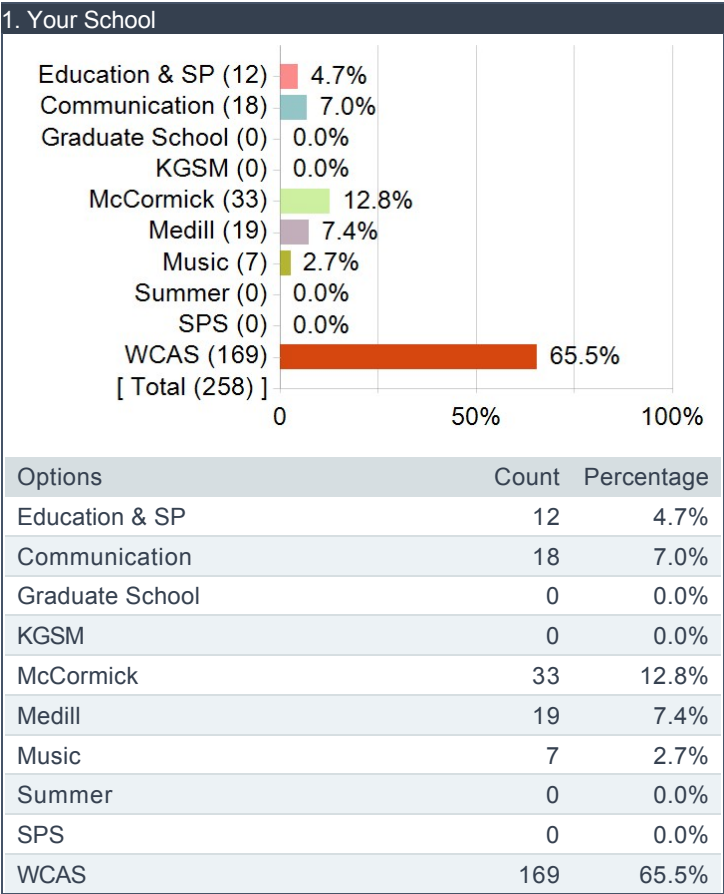
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Course Evaluations

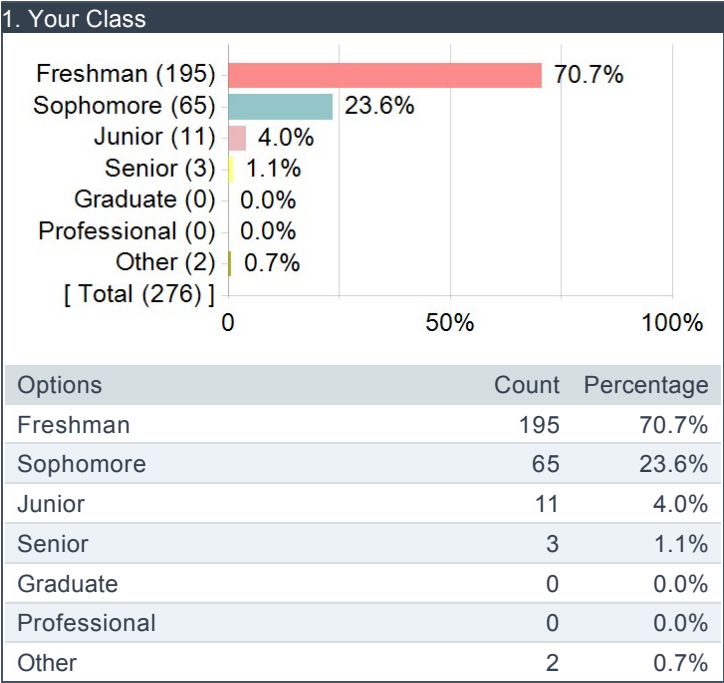
Teaching Assistant	Course
Diego Huerta	ECON_201-0_40: Introduction to Macroeconomics

DEMOGRAPHICS

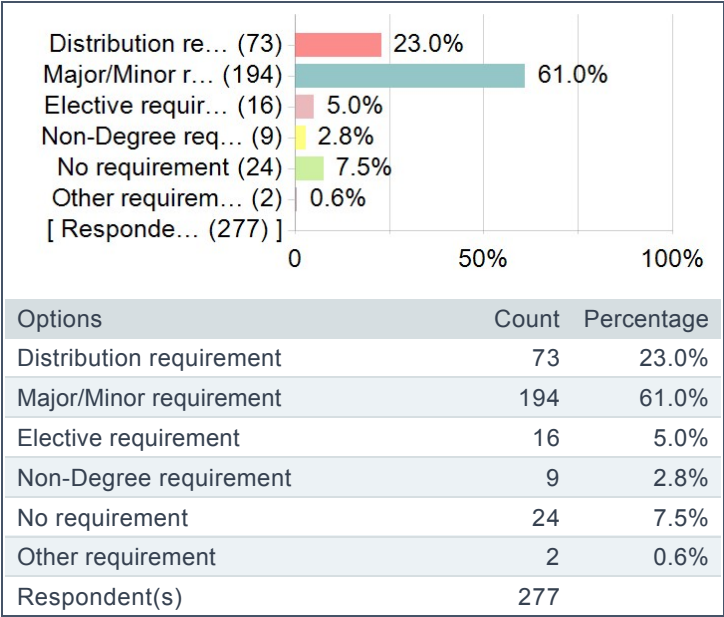
Your School



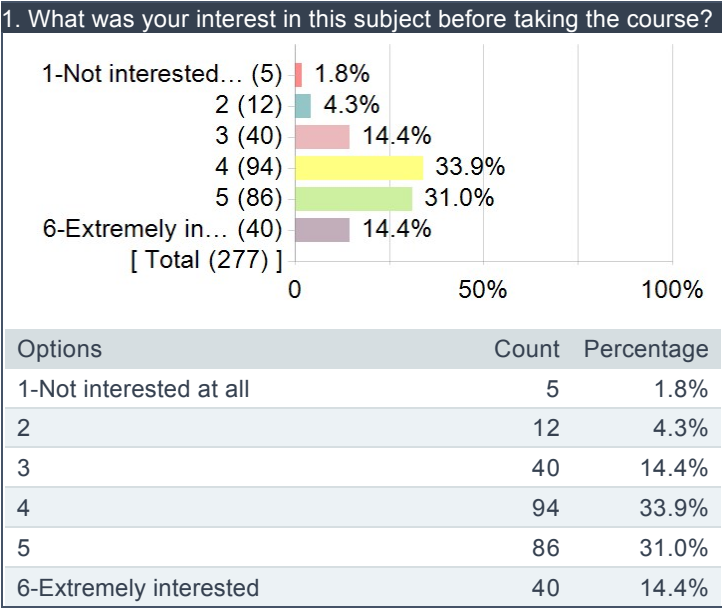
Your Class



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

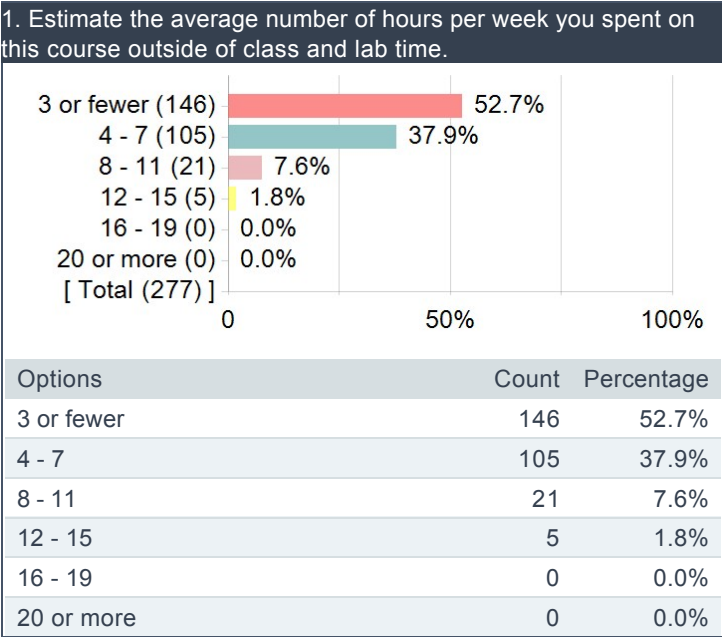


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

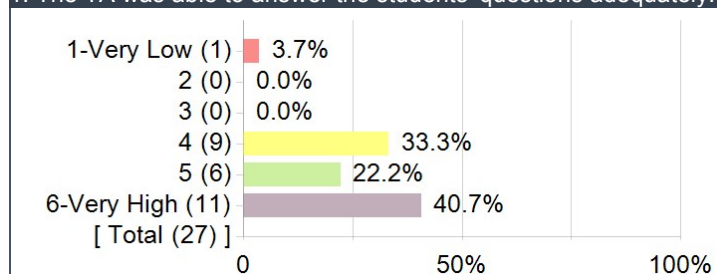
Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

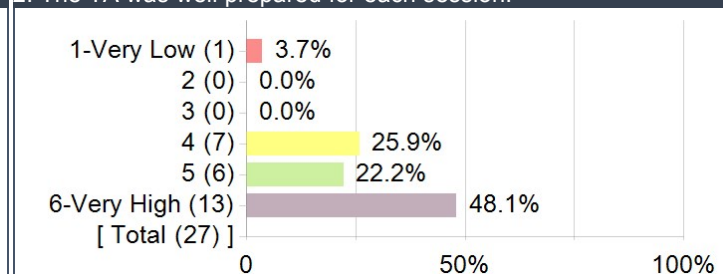
Please rate the TA on the following criteria:

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



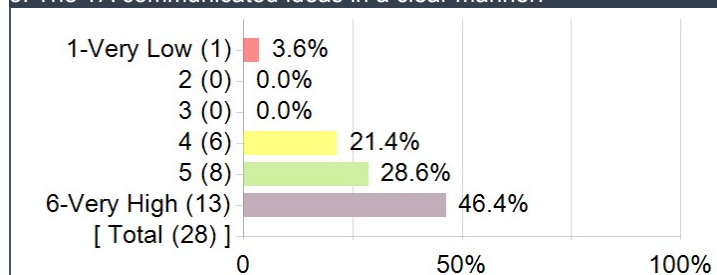
Options	Score	Count	Percentage
1-Very Low	1	1	3.7%
2	2	0	0.0%
3	3	0	0.0%
4	4	9	33.3%
5	5	6	22.2%
6-Very High	6	11	40.7%
Statistics			Value
Response Count			27
Mean			4.93
Median			5.00
Standard Deviation			1.17

2. The TA was well prepared for each session.



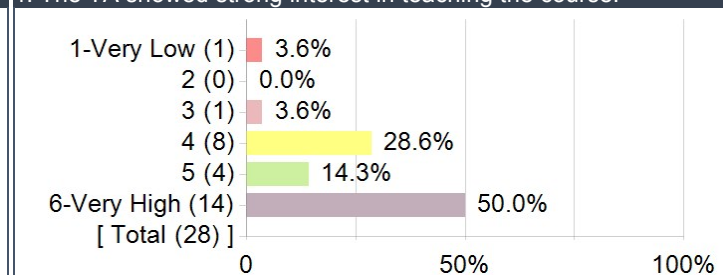
Options	Score	Count	Percentage
1-Very Low	1	1	3.7%
2	2	0	0.0%
3	3	0	0.0%
4	4	7	25.9%
5	5	6	22.2%
6-Very High	6	13	48.1%
Statistics			Value
Response Count			27
Mean			5.07
Median			5.00
Standard Deviation			1.17

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	1	3.6%
2	2	0	0.0%
3	3	0	0.0%
4	4	6	21.4%
5	5	8	28.6%
6-Very High	6	13	46.4%
Statistics			Value
Response Count			28
Mean			5.11
Median			5.00
Standard Deviation			1.13

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



Options	Score	Count	Percentage
1-Very Low	1	1	3.6%
2	2	0	0.0%
3	3	1	3.6%
4	4	8	28.6%
5	5	4	14.3%
6-Very High	6	14	50.0%
Statistics			Value
Response Count			28
Mean			5.00
Median			5.50
Standard Deviation			1.25



## OPEN-ENDED QUESTIONS

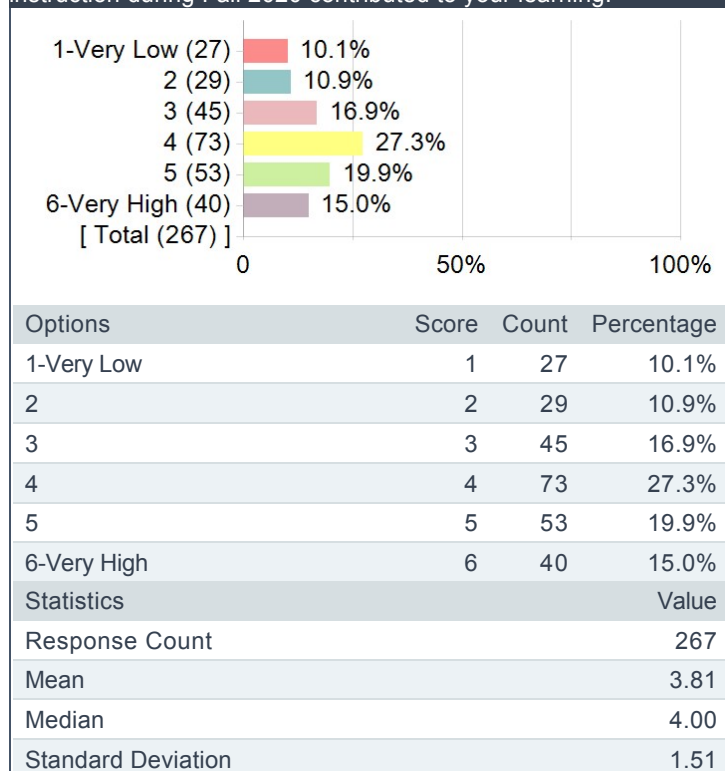
What are the primary strengths and weaknesses of the teaching assistant?

Comments
N/A
I think he was a good TA, I only went to his office hours once and I didn't interact that much with him otherwise but he did answer my question that time I went to his office hours.
He did a good job considering the challenges of remote learning. The answer videos for the supplement questions were very useful.
I didn't work with Diego a lot but when I did, he answered my questions well and gave me more understanding. He was also easy to approach and communicate with.
Answered questions well
He is able to go through examples slowly, so as to ensure that all students are following his instruction. I found his instruction to be very clear, and he was able to effectively answer all my questions.
Since there were no discussions sections for this class, I really didn't interact with my TA. I went once to his office hours (which replaced discussions) and he was helpful to answer my questions about the material.
n/a
He is willing to help and does a good job at explaining the material.
No comment.
He was very quick at answering my concerns and gave me explanations for topics I did not understand.

## REMOTE LEARNING

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

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



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

## explain.

Comments
I liked the high quantity of office hours. These synchronous, small group times contributed to my learning greatly.
N/A
None, I hated how little interaction this class had and that it was asynchronous. I was very disappointed.
The supplementary questions each week, while not required, were helpful in making sure I was on pace with the course concepts that were covered in the prior week's lectures.
Made everything very easy to find and remote, the material was covered concisely.
Supplementary questions
Videos, supplementary Questions
N/A
Course was very organized and easy to navigate on canvas. Lecture videos were straight forward, and lecture outlines/notes on canvas made it easy to follow along during lecture. Assignments and Tests on Canvas were straight forward and preferable over having to upload pdfs or documents of work.
The thing that helped me the most was the supplemental questions.
Asynchronous.
The fact that the professor always posted lecture notes and slides was helpful.
The ability to watch lectures multiple times and access the class slides was helpful.
The asynchronous lectures really helped, as I was able to take the class at my own pace. At the beginning of the quarter, when I didn't have very much work to do, I watched all of the lectures as soon as they were posted, so I was pretty far ahead of the expected schedule. However, when there was a week when I had midterms in my other three classes, I decided to not watch any econ lectures at all that week, so I fell slightly behind. But then on weeks where I had little to do, I would get ahead again, and so on. The asynchronicity of the lectures took a lot of the pressure away from this class, but as there still were checkpoints (like assignments and midterms), you never could fall too far behind.
Asynchronous lectures let me watch lectures repeatedly and it helped while I was studying a lot.
None.
It was asynchronous which sometimes helped me manage time and pause to absorb more.
Being able to rewatch and rewind parts of lectures.
The office hours with Professor Walker, he was always very accommodating.
I like the way the Professor outlined the lectures and the format that he chose to present them in. I thought it was organized.
The asynchronous version of the course was succinct and I could navigate at my own pace.
The organization of this class into shorter videos that you can rewatch and review if you need
I liked the fact that we could choose when we wanted to watch the lecture videos and that we could adjust this depending on our schedule.
all asynchronous
Organized slides and instructional videos from TAs, which explained the supplementary questions in depth.
It was very helpful to have the course resources like the articles and slides posted online so that we could review them. The expectations for the courses were also very clear which was good.
Having answers posted online for supplementary questions as well as TA explanation videos
Could watch lectures at convenient time
Being able to rewatch certain sections of the recorded lectures really helped me make sure I was staying on top of things because I tend to lose focus easily and would've missed a lot of notes if the lectures were not recorded.
Recorded lectures are provided. Good for students from different time zones. Office Hours flexible. Discussions optional.
some of the visuals walker drew were very helpful and his lectures were pretty straight forward which was nice
The lecture videos were extremely helpful because I could go back and watch them to review anything I missed or was confused about.
The lectures were very clear and the format for each asynchronous class was well done. The recorded zoom videos of the TAs going over the assignments helped me a lot.
Providing lecture slides as files on canvas along with weekly modules to stay on track with course progression helped.
I liked how the class was asynchronous because sometimes these econ lectures could feel very dense/boring (especially as we got into harder topics), so it was nice that I could take a break and work through the concepts at my own pace.

Comments
The asynchronous aspect was super helpful, both because I didn't have to wake up at 7am and because I could watch it when I had free time, instead of scheduling my day around it.
The class was taught asynchronously, which allowed students to prioritize their learning in terms of which recordings to watch/rewatch.
The remote learning setup for exams, homework and classes was terrible
I liked being able to see the modules organized
I think Professor Walker was able to keep his videos split up well into different subjects. The most helpful part of the course was Professor actually putting the presentation notes into downloadable formats so that we could study from them.
The fact the professor was very organized and made it a point to quickly correct and fix his mistakes, such as posting announcements when a slide in a lecture was mislabeled.
The example problems given each week were very helpful, especially when studying for the midterms and finals. It also helped with trying to solve the assignments given.
The video lectures.
None.
The assignments and supplemental questions were really important to understand the course content and to succeed in exams. I felt like if I studied the questions and understand how and what content is being tested, I would do better in the exams.
The lectures and the slides were very helpful and well done.
Videos with question solutions by the TAs were quite helpful and so did the organization of the course into clear modules on Canvas.
The professor was able to post a lot of digital resources to help with my success in this course, such as previous midterms or quizzes, and it was helpful to have scheduled office hours every week.
Having access to all materials used during classes definitely helped to my success in the course. It includes slides and video lectures. If I had difficulties in understanding a given topic, I could go back as many times as I wanted, until I understand it completely.
I liked that this class was asynchronous. I liked being able to learn the information of my own schedule.
The online model only helped in the case where the material for review during a week was available prior to the start of the week
It was nice to be able to watch the lectures on my own time.
The only part of remote learning that helped me in this course was the fact that I could pause the lecture to take notes. The material is already so difficult so I am so glad I had the chance to slow it down.
I liked how there was more than one video per week since it was more manageable to do 3 short videos instead of one super-long one
Being able to watch the lectures at my own pace
How organized the class was.
The slideshow was really easy to understand.
Online lectures were nice because we could take notes at our own pace.
Having access to pre-recorded lectures was extremely helpful because I could take notes at my own pace and rewatch concepts that I might have missed or did not understand. If the professor spoke too fast and I missed a piece of material, I could easily go back and rewatch what I missed. The recorded lectures were also great for review when it came to taking midterms. I could rewatch parts of the lectures to review certain concepts that I needed to understand better.
There were lots of office hours, which was definitely helpful when I was confused on a topic.
I found the asynchronous format of this class to be a benefit when it came to ease of learning. I was skeptical at first, but I quickly realized that I could watch the video lectures whenever I thought was best given my schedule. This flexibility really helped me. I also appreciated that the discussion segment of the course was turned into office hours. This (in addition to office hours during class time) allowed for a lot of flexibility when it came to getting help.
The recorded lectures were nice since I was able to go back and watch the lectures if I wanted to clarify anything.
The asynchronous classes, while I am not a fan of them, do provide flexibility when needed, which can be nice when I have a ton of work, or a light week where I can get ahead.
The asynchronous recordings were really helpful because I got to rewatch the parts I didn't understand.
It gives me a lot of flexibility.
Being able to play the lectures at my own pace helped mitigate some of the impact of my attention problems, which was very helpful, and the fact that I could pace the class any way I wanted was also wonderful.

Comments
The asynchronous lectures allowed me to take the course at my own pace (although I primarily stuck to the class schedule anyways) and office hours were easy to attend and very helpful.
Having pre-recorded lectures was effective in allowing me to manage my time.
The supplementary questions and practice problems definitely helped.
Being able to rewatch lectures and deeply digest the information.
I thought that the office hours were helpful for being able to ask questions about the video lectures, and I liked that since there were so many TAs and you could go to any of their office hours, they were rarely crowded and there was almost always someone available every day.
The asynchronous lectures were very helpful in terms of providing a lot of flexibility to the course. As a result, the structure of the course allowed me to proceed at relatively my own pace.
Asynchronous lectures made the class very flexible and approachable. The courseload was never too heavy and assignments and exams were fairly painless.
I liked the pre recorded lectures since i could watch them at my own pace and whenever I wanted.
Asynchronous lectures split up well by topic.
Providing the printed notes that summarized the presentations was incredibly helpful, as it enabled me to focus on understanding the material rather than taking my own notes.
Things were outlined very clearly.
Being able to watch the lectures at any time.
Access to office hours and TAs was the only thing that comforted me through this class.
I really liked how this course was asynchronous. It was nice to have a bit of a break from ZOOM, and I could watch the lecture videos on my own time.
One positive is that I could re-watch lectures.
I really really appreciated this class being asynchronous. I needed to slow down multiple sections of the videos and rewatch them to understand it.
I appreciated being able to watch the videos at my own pace.
I felt that the pre-recorded video format of the lectures was a capable substitute for in-person classes, and it was helpful that the lectures were availbe for review whenever I needed it.
I found that having someone to study with was extremely helpful and kept me on track watching the videos. I also found that having a peer guided study group was important to understand some content I didn't fully understand. The supplementary questions are helpful to have more explanations.
I thought the video format was very well organized and easy to understand.
The lectures were well taught and the discussion section was very helpful.
I was more or less ok with the remote instruction as it was nice to do the class at my own leisure as well as change the speed of the lecture so I could make sure to understand everything.
None. The pre-recorded lectures were not very helpful. I felt like I had to search Google to learn most of the things in this class.
The ability to watch the lecture at any time and numerous times. Also, being able to download the lecture slides and utilize them.
Asynchronous lectures were very easy to keep up with and do on my own time.
I liked being able to rewatch lectures and slow down the parts that were confusing to me.
There were a lot of resources available to us to help study for tests
Having the TA's explain supplementary questions was helpful
Professor Walker was very organized in his teaching and that made the course easy to follow. Some of the theoretical material toward the end of the course was quite challenging, but I enjoyed that the course was asynchronous as I could pause the video to take notes many, many times each lecture.
Being able to rewind lectures and go back through parts to rewrite my notes was helpful.
Lecture slides
Organized modules
Having the slides and lectures available were critical for me.
The way prof walker did his videos
Teacher was very good at explaining lecture material
Having prerecorded lectures was great because I could just watch them whenever I wanted to. This was definitely a bonus that I

Comments
liked, but would hate if all my classes were prerecorded because then I would have 0 structure.
The fact that it was asynchronous and Professor Walker posted the entire weeks worth of lectures at the start of the week meant I could start early or start later if I was busy with other classwork. I enjoyed the freedom..
The lectures being prerecorded were helpful as I could go back into the videos while studying. Also, it allowed me to attend lectures on my own schedule.
Recorded lectures were helpful as I could watch them multiple times to review material.
Being able to pause the lecture.
The lectures and assignments were very thorough and easy to follow.
Flexible time to watch the pre recorded lectures as well as go back and view them a second time if I wished.
I feel that the asynchronous nature of the class was very beneficial, especially in terms of reviewing material.
Posted Videos
Being able to watch and re-watch lectures at my own pace was nice.
I can constantly go over the videos.
Being able to watch the lectures over again was very helpful.
Professor Walker was extremely understanding and flexible throughout the quarter. I really appreciate the way he utilized the tools available to him (prerecording lectures, organizing things on canvas, etc) to make the class run as smoothly as possible.
I came to appreciate the asynchronous nature of the class when the material got tough and it helped to rewatch lectures.
Surprisingly, watching pre-recorded videos worked well for this course. I also loved that a trimmed down version of the slides and handouts were used for the class. It made it easier to skim and find a portion of a lecture that I wanted a quick rundown for.
The recorded lectures are informative and walker is engaging, so Ive been able to pay attention pretty well.
I thought Walker's lectures were very helpful, and everything that showed up on the exams was more or less in every lecture.
I think the main aspects that helped contribute to my success in this course would have to be the office hours. Both the professor's office hours and the TAs office hours helped me greatly throughout the course. What was nice about having over 300 people in a lecture class was that there were over 9 TAs all assigned a different day of the week. You could attend any of the office hours and basically always have someone to help you clarify a topic or help with a question on a supplemental question.
The TA's did a good job of helping people with supplementary questions and assignment questions
lots of office hours
Rewatching lectures and having the slides posted were definitely helpful.
The ability to rewatch lectures over and over was a plus.
I think Professor Walker did a good job of spacing out the lectures so that they were always the appropriate length. It was also helpful to have many office hours during the week.
I found that the recorded lectures and the recorded explanations to suggested questions helped me to learn at my own pace and go back to re-watch any parts that I did not fully understand.
The asynchronous lectures were very helpful in taking notes, as you could easily pause and rewind as need be. I also liked how the supplementary questions were provided at the beginning of each week and were optional, as I truly enjoyed taking control of my own learning pace.
It gave me flexibility in terms of when I could watch the lectures, at what speed, and how many times. The lectures well broken up well too.
Walker was very organized on his Canvas page and when he posted lectures and assignments.
I thought the TA videos were really helpful. They went over concepts taught in the lectures and they were a good guide as to how to approach the supplementary questions.
Asynchronous so it is easy to do it on your own time.
None
not the most efficient with asynchronous meetings
I liked the asynchronous aspect because I could do the lectures on my own time.
The videos of the TAs explaining the supplementary questions really helped me.
Being able to watch the lectures at any time was nice.
The ability to rewatch videos definitely helped, especially in review. Allows for easy access and review.
This class was asynchronous which I actually enjoyed because it allowed me to go at my own pace.
Since this is a large lecture class anyway, I appreciated how I could choose when to watch the lectures at my own time.

Comments
All the lectures were prerecorded making it easy to go back and review the material.
None at all.
All of them being recorded.
It was nice to be able to rewatch lectures whenever I wanted to, or watch them on 2x speed (which I did every time).
Easy access to the lectures were very accomadating, as I could watch them on my own time or set a schedule for myself to watch them at the same time as class would be.
Recorded videos of the problem solving helped because when I similar problem came up I was able to rewatch and make adjust the process.
<ul style="list-style-type: none"> <li>– Good organization</li> <li>– Practice tests, supplementary questions</li> </ul>
I enjoyed taking the asynchronous class because I was able to take the course at my own pace and pause the lectures when prof. Walker was moving too quickly.
I found the remote instruction to be ineffective in this class.
His presentations were very informative and thorough.
I loved the asynchronous aspect of instruction, as I could do lectures on my own time.
Office hours were helpful.
The office hours helped tremendously.
N/A
I do not think asynchronous learning offers any value
The supplemental questions and exam practice was very helpful
The recorded lectures were never overwhelmingly long
Asynchronosity
I printed the powerpoints and marked them up, so the notes he posted on Canvas helped contribute to my success the most.
Two main aspects of the remote instruction helped contribute to my success: the lectures being able to be paused and being able to be rewatched, and the summaries that were posted for each unit. The summaries helped you connect all the main points together that you may have missed during the lectures. Additionally, there were video explanations for the supplementary questions each week which was nice.
The asynchronous materials were helpful.
I could watch the lectures when I wanted.
The ability to rewind and go through lectures at my own pace was very useful, as I could skim through what I already know and focus on what I didn't.
Posting all the materials on Canvas promptly was very helpful. The pdfs of the slide decks were helpful.
I was able to work at my own pace and rewatch lectures.
The flexibility of recorded lectures.
Since this class was asynchronous I had to stay on top of every class. It is so hard to catch up afterward. Print out the class material and solving as many questions as you can.
Asynchronous
I liked the videos because I could learn at my own pace
Asynchronous lectures were easy to follow, and office hours were helpful in understanding denser material
The TA videos were the most helpful because they connected the textbook/lecture concepts to the problems we had to solve for homework.
Supplementary questions with TA videos explaining, office hours, being able to rewatch lectures
I enjoyed the freedom to watch lectures on my own time. My favorite aspect of the course was that each day's lectures were broken into smaller parts so that I could pay more attention to specific concepts and it was easier to find if I needed to rewatch them.
The videos were logical and easy to follow. I could watch them at my own speed, which helped with review.
The course was taught completely asynchronously which was good in that I could learn at my own pace. This was helpful for this class in particular because the material is so complex that I often had to pause the lesson to take notes or rewatch certain sections.
I loved the structure of the class and having the pre-recorded lectures. It was nice to be able to watch at my own pace.
Having pre-recorded lectures helped a lot because I could move at my own pace and could pause to take notes. I would've struggled to keep up with the pace if it was live lectures.



Comments
I liked being able to control the pace of the lecture.
The asynchronous videos were extremely useful. They covered all the content and were easy to pause or play back when something was unclear.
The supplementary question videos with TA answers helped to further explain content.
I think the ability to drop into different TA office hours, regardless of whether or not they were one's assigned TA, was very helpful in regards to remote instruction.
Professors method delivery was good, he recorded all videos in a good format and everything went smoothly on his end.
The office hours were the most beneficial aspect of the class.
The lectures were all recorded, which allowed me to take my time in order to fill my notes. The assignments were all on Canvas, and it was easy to navigate between files and such.
Supplemental questions were a good way to review lecture material. I wish there was more lecture review material especially since the book was so unhelpful/unnecessary.
I like how the class was asynchronous and was able to watch the class when I had the time which also was some difficult aspects to it like not being able to ask questions.
I enjoyed being able to take open-note tests and the asynchronous meetings. I think it would've been pretty hard to be motivated for a 9am zoom class, but having it be asynchronous made me much more inclined to pay attention.
The effectiveness of Prof Walker's lectures stems from his ability to explain a complex concept simply. Without it, this course would suffer.
I think giving videos for this class of such a large size really helped facilitate learning. Having it more asynchronous actually allowed me to go back to the lectures and slides to relearn on my own time. Professor Walker actually engaged with the slides and added more information, making notes and giving us his input on what is important to know. I really appreciated his ability to make me pay attention and his passion comes across.
Since Professor Walker was teaching his own content, and teaching it exceedingly well, it made my learning feel very valuable despite being online.

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

Comments
I wish the lectures were synchronous, as I think it would have been more engaging and dynamic.
Having to download the lectures individually was inconvenient. It would have been better to just embed the videos into Canvas.
Walker could give out more grades for the grade book so if you mess up on one thing it does not ruin your grade for the whole course.
The complete asynchronous nature of the course did not facilitate participation like a live lecture or discussion may have. I understand that with over 300 students in the class, it is very difficult to facilitate live meetings, but I think some sort of required class time would have been helpful.
N/A
More quizzes maybe through other platforms like MyLab. Self-studying is quite hard to do by the way the course is taught.
N/A
Remote instruction works a lot better when the class is taught in a synchronous matter. Being asynchronous makes it very hard to learn, given that there is limited interaction with the professor.
Maybe some discussion sections/synchronous aspects to make the class more interactive.
The course could be slowed down significantly because many of the topics that were covered weren't covered were given in the Midterm, and everything that was on the exams was unclear. We were told that some of the topics were supposed to be on the midterm, and come the day of, the midterm was completely different, and asked things that didn't match what was said.
I really struggled with the asynchronous nature of the course. As this was already an extremely hard quarter for me, I had issues finding the time and motivation to watch recorded lectures. I also feel that I was quite disconnected from my TA – I can't even name my TA, I think I received one email from them at the beginning of the quarter and didn't hear anything again.
N?A
Since the class was fully asynchronous, it was really difficult to stay engaged with the lectures and retain information. No one could ask questions in real time or discuss with each other.
The asynchronous style of class instruction was really not very helpful at absorbing information beyond just the ability to complete assignments and exams.

Comments
I do wish that there was some synchronous component to this class. Personally, I didn't like that the discussion sections were optional office hours, as I think a required session where I to to interact with some of my peers and maybe work on problems would have been nice, especially as a freshman whose only opportunity to meet new people was through my classes.
More frequent office hours from TAs maybe? Not a lot I can think of
Lack of involvement, difficult to focus, too quick of a pace.
There was no sense of community or collaboration since it was asynchronous.
Exclusively using pre recorded lectures makes the class a lot less engaging and greatly reduces the motivation to do work for this class. Honestly a live section with the professor would be great, as a lot of us students found his pedagogical methods quite effective.
I wish that on assignments we were able to see which questions we got wrong. We always got 2 tries on the assignments but it almost seemed pointless to use your second try because you were given no idea as to which problem you got wrong.
Not grading it as though we are receiving the full instruction and experience of the course.
There was content on tests that were not on the required asynchronous lectures, but were instead hidden in optional supplementary questions or "ancillary" material. This made studying for tests extremely difficult as it was sometimes unclear what material would be on the test. Furthermore, discussion sections were not effective because they simply consisted of question and answer time instead of structured practice.
I think it was a good way to structure the class.
None
The class being completely asynchronous and not having a discussion made it kind of isolating
While it seemed like being able to watch the videos whenever would help, I actually found that I kept on procrastinating and putting myself in a situation where I would have to watch a lot of videos in the same day. I think that this wouldn't happen if maybe we had to watch the videos at any time during a specific day, but no later.
Nothing in particular. If anything, I would appreciate if he would go over more potential test questions in class.
It would be useful if there were regular discussion section meetings with other students so that we could discuss course topics and ask questions that we may have.
I am not a fan of the asynchronous model; I enjoy going to class live class and holding myself accountable for being present.
Synchronous not asynchronous
It might be helpful to have synchronous discussion sections so students can review the material with other students and the TA to make sure they are keeping up and also just feel more connected to other students in the class.
All good.
having class asynchronously made it much harder to retain the material and stay motivated. I think even just having a webinar that is live, but recorded and then posted would be much better. then students could have the option of watching it either live or recorded.
None
There was some confusion about how exam number one was going to work as Respondus Lockdown had some issues. However, in the end, we switched to a live zoom for the exam and everything worked out.
The prerecorded lectures were pointless and a waste of time.
Asynchronous classes and discussions were unhelpful, as it was hard to ask questions when I needed to.
Discussion sections were not very helpful and could have more engagement with students.
All of them
Maybe synchronous
I think there needs to be more assignments for students to be graded on. Especially due to the online format, understanding concepts or getting help is not quite as easy as in-person so if there are more assignments, it would feel less like there is no room for error on every single assigned work.
There really was no discussion section, only optional office hours with a TA, which few people seemed to go to. This was okay for me as I did not seek much help, although it would have been nice to have a group review section at the very least to meet new people. TO add on to this, it is very hard to make friends and meet people in this class and it is entirely possible to go the quarter without ever being face to face with anyone outside of a test Zoom room.
If the lecture cannot be synchronous, then I would like the discussions to be actual discussions on the prior week's lecture videos. This would help prevent people from falling behind and also be a great weekly supplement to ensure that we are understanding the content being taught.
Having synchronous lectures so I wouldn't get off schedule. Having a set discussion section.
Having lectures be asynchronous and discussion sections all optional is not a structure that sets students up for success. I had no



Comments
investment in this class at any time and, while it will likely be better once classes return to in-person instruction, it is not a class I recommend remote if you are fully interested in the topic.
If the instruction was synchronous I think I would have learned more. I participated in study groups and the discussions with my peers were really important for me to succeed in class, I think that if we could have the interaction with the professor I would have learned more from this class.
Walker should explain the supplementary questions, not TAs because they are not always very good at it. Also, it would help to have more questions worked into the lectures. I also think having actual live discussion sections with the TAs would be much better than them just having office hours so students can have some opportunity to discuss the material with their peers and ask questions.
Perhaps the discussion sections could introduce problems similar to those on the weekly supplementary questions. The lectures were effective and clear (I solely had trouble with the explanations for graphs, but this was likely due to the online nature of the class).
I feel that there should be some more synchronous components to the class besides office hours.
I believed that the peer guided study group is an aspect that could be improved. Unfortunately, I didn't have the opportunity to enroll in one of the peer guided study groups, because they were already full. Perhaps, offering more peer guided study groups may help other students that were in the same situation as I was.
A hybrid model between synchronous and asynchronous models to maintain some structure that keeps students on their toes.
I felt as if the slides for the lectures could be more concise and organized.
I found remote learning a bit of a challenge for a class like this. it was a lot harder to feel engaged as I get very distracted easily.
Nothing
Provide more practice questions
Better study guides
The asynchronous aspect did not help me at all. I found it very easy to fall behind.
The curve needs to be changed. It is absolutely not okay for an A to start at a 96. This class is impossible to do well in if you mess up on one of the exams. Completely ridiculous.
Being in an asynchronous setting was difficult. Pre-recorded lectures are beneficial, but it was hard to stay focused, which made it easier to fall behind. It was also hard to meet and socialize with people, but I think that comes with any virtual environment. Having a few days where we didn't have to be asynchronous would be nice, but I still enjoyed the course overall.
There definitely should've been some sort of synchronous aspect, discussion sections for example, where you could actually interact with others in the class. Having the class be entirely asynchronous was not enjoyable.
I would have liked to see more ways to interact and connect with my classmates, both for academic and social reasons. Being an asynchronous class, this is inherently difficult, but I think if there were an informal class study group, then that would be a great improvement.
This course was asynchronous and had no discussion questions so having to self pace myself was difficult especially given the circumstances that sometimes discourages learning.
I am not a fan of asynchronous courses since sometimes it is easier to fall behind. I prefer more interactive lectures.
The office hours weren't effective: everyone tried to ask questions and it was very chaotic.
I think we can have some synchronous discussion sections
I'm not sure much can be done.
None, I liked how the class was structured because the lectures were very well done.
Nothing.
How the class is taught in order to make it more engaging.
I felt discouraged to go to office hours because when I went, I felt like my answers weren't really answered. It was more like I was directed to the specific lecture slides to find my answer, but of course I went to office in the first place because I painfully looked through the stuff beforehand and still had questions. For remote instruction, students should be able to get straightforward responses to their inquiries because it is much harder to learn material in this mode.
This class was listed in Caesar as synchronous, but it was actually asynchronous. I would have liked to have known that before registering for the class and I think that I would have learned much more effectively if the lectures were synchronous.
The remote instruction could be improved to add more assignments and perhaps discussion sessions, as this would perhaps allow better progress checks about understanding the material as the course progresses.
I felt far less involved in this class than in my other synchronous classes. It was easy to ignore this class because it was asynchronous. If possible, discussion periods need to be synchronous to give students a way to assess their understanding before exams.

Comments
I think making the discussion sections mandatory could have helped a lot in keeping me accountable to the material though.
This type of class might be better synchronously, to allow for questions during lecture.
The curve desperately needs to be altered. It seems to me like it was created to actively punish students. A student should not need a 96+ in a class as difficult as Macro to get an A. Especially since most students are freshmen who are still adjusting to college classes.
I struggled very much with the asynchronous nature of the course.
Grades. Make homework mandatory.
Because the class doesn't have a regular meeting time, it was a bit lonely. We had a group text in class, but other than that, we were very independent in our coursework and studying. Maybe we could have had a mandatory discussion group times, or something to get us to come together and chat.
Lectures were asynchronous so it was hard to get that student and professor interaction. The discussions were "office hours" and did not provide extra support for in class material.
I think the supplementary questions could have better videos to explain what is going on.
I would have liked some opportunity for direct interaction with the professor outside office hours. There was also little accountability on doing the supplemental questions; it would have been easy to not do them, but I would have learned a lot less.
The handout version of the slides could have some more detail on them.
I'm not sure if this is something that needs to be fixed, but the content was extremely dense and was difficult to get through.
More communication between students and professor as it was difficult with an asynchronous class.
The worst part of the class was being asynchronous as I wish it was synchronous.
The only downside to asynchronous lectures was that I was unable to ask or see questions in real time so I feel like my understanding of the material is very shallow. Also, it was unfortunate that office hours were at 7 am pst for me and it was really hard to receive help.
Have actual class meetings and actual discussion sections where we can be more engaged.
I think making the class live could be better especially since when its pre-recorded I'm not excited to go to class nor am I focused throughout the whole thing.
Synchronous classes.
Perhaps keep everything "under one roof" so that students only have to watch the lectures to have their understanding complete vs. having to download slides, summaries, etc.
I wish we had more practice problems.
I kind of wish sections were mandatory
I would like to have maybe some more synchronous components, as well as maybe a discussion board where people could ask questions. I know it's a big class, but it would have been helpful to see if other people were confused about the same things I was
I know that this might not be the priority, but it would have been nice if we could have gotten to know Professor Walker a bit better (perhaps he could have incorporated a bit more humor or told us a little bit about himself). I typically learn better when I know my professor pretty well.
If there was some sort of synchronous component I think I would feel much more connected to the material.
Making it more engaging
Synchronous learning. It was incredibly hard to learn through prerecorded lectures.
There needs to be more practice problems than just the 1-2 supplementary questions. I also think not having any discussion sections made it extremely harder to learn how to apply the concepts. I went a few times to TA office hours, but they weren't nearly as effective as having an actual mandatory discussion section where multiple students are participating and asking questions.
I think that he goes a bit faster than he would if it were in person
all good
There were no discussion sections, so maybe try to find a way to implement problem sets and have discussions happen, but not necessary as the supplementary questions and videos plus office hours are essentially the same thing.
I think discussion sections should be made mandatory instead of posting weekly supplementary videos and the TAs just posting videos of them solving the questions. It would force students to stay a little more on top of the material and doing the questions live would make it more engaging and easier to comprehend.
If I had a question about the lecture, I could not ask it then as it was prerecorded. I would have to wait a few days for OH to ask it.
I think that more practice problems offered would be helpful. Supplementary questions were nice but usually amounted to one SQ per type of problem, and having multiple opportunities to improve may be better.

Comments
Be more generous and understanding with the curve
The discussion section was essentially just optional TA office hours. It would've been nice to have an actual discussion section where we went over concepts from class with our peers because I think that would've helped a lot.
Not much, even though I prefer the zoom rooms over prerecorded lectures, I understand that is not possible with a class of this size.
N/A
There was no discussion!
I wish there were more opportunities to talk with peers
I don't know. I just prefer in person.
Not having synchronous lectures was unhelpful. When I had questions about the material as I listening to a lecture, I had to watch Khan Academy lectures in order to get the concepts clarified. TA was not helpful in answering questions.
I think there should have been a way for students to submit their work along with their tests and assignments. In "normal times" students can get partial credit for having correct work but maybe a wrong final answer. With the system used this quarter (just submitting final answers) that aspect of the class is gone.
Asynchronous lectures make it very difficult to motivate oneself to keep up. The weekly questions could also have been a required assignment that was graded; making them optional made it difficult to have the motivation to do them.
I get that it's tough to engage students virtually in a large class such as this, but there was no semblance of classroom community at all since it was all asynchronous.
One will struggle mightily in this class if they cannot pay attention to pre-recorded lectures and don't go to office hours. That being said, im sure Walker was very happy in his office hours, but I didn't feel a need to go because I've been successful in the class by simply paying attention to the lectures.
I didn't use all of the resources available, so I feel like I'd be misinformed if I answered this question.
I think the asynchronous component was really the most challenging for me, as I really couldn't learn that way. Live zoom sessions would be better than pre-recorded videos and I also think that the course format could be changed a bit as there was a rather finite amount of assignments. The class consisted of 3 assignments (canvas quizzes) that were each worth 10% and then 2 midterms that were each worth 21% and then a final exam worth 28%. The assignments were relatively easy in the beginning but they became increasingly difficult so it would be important to do well on those. The midterms were fair but quite difficult with the true and false, and doing poorly on one could ruin your grade if you don't balance it out with the other exams. However, the professor will give you lots of review information and previous year's exams to study. The most brutal part of this was the curve. The way it worked was that it was a backwards curve, so an A was a 96 and a B was a 85. It really was the worst part as it made it quite difficult to get an A.
The fully asynchronous aspect made it extremely easy to fall behind. It also feels like a rip off to have a class at Northwestern be fully asynchronous without warning ahead of time. Also, the discussion sessions should have been required since all lectures were asynchronous. Pretty wild that a Northwestern class didn't have a single required live meeting of students with instructors.
Since the class was largely asynchronous, I feel that a weekly synchronous aspect could really help improve the engagement with the course material.
Make the course synchronous.
Somehow making this class synchronous and adding more chances to improve grade standings in the class would personally have helped me a lot
the videos were dense
I think forcing us to attend a discussion section would have been great for collaboration reasons.
The asynchronous lectures meant I didn't know who was in the class, and who I might have been able to study with.
I do think the grading scale is quite annoying, as it curves everyone down. I already found this course to be challenging because of online learning, but the grading scale made it worse.
I think that this class did a good job of converting its structure to a remote-instruction format.
I think that there could have been at least one live lecture per week, so that students felt somewhat of a connection to Professor Walker and the other TAs because we had mandatory live communication with them. I think the assignments were pretty reasonable, but would've liked to have used some sort of other monitoring tool when taking the Canvas tests besides just being on a Zoom simultaneously.
I think the class was taught well remotely
Walker covered a lot very quickly in his pre-recorded lectures and I often found myself taking 30 minutes to watch a 15 minute lecture, or an hour to watch a 30 minute lecture because I frequently had to pause and take notes or rewind because Walker went through something quickly.
This class was taught asynchronously. I wished some of the synchronous discussions were mandatory so more people would have been encouraged to show up.

Comments
It is difficult to ask questions directly to a professor while they're asynchronous. So maybe more live classes could help the students be able to communicate with the professors.
I am just not a fan of asynchronous classes
more office hours, spread out the office hour time slots
I wish there were actual discussion sections
I think making the discussion sections more formal, rather than just using them as office hours would've helped me to be more motivated and engaged in the course.
I would have liked to also have live lectures, as well as the pre-recorded ones.
Flexible testing times for international students. More scenario walk-throughs
I wish there were more assignments or more questions that were graded throughout the course.
I would like there to be more opportunities for discussion, even if it's optional.
I really wish that the discussion sections were not just office hours, as I believe that having an extra hour of week meeting with a TA would greatly help in understanding the material
This is an example of a class that requires in-person instruction. It was very difficult to learn macroeconomics through lecture videos where the professor would skip around and without having a textbook to go off of (our professor didn't reference the textbook in our class). The fact that we didn't have synchronous discussion sections blow my mind. That is the entire point of discussion.. to have a DISCUSSION. Not to their fault, but many TAs had thick accents and it was very difficult to understand them, also if someone made a mistake in a video it was up to you to seek them out and ask if something was wrong. Overall, difficult for the students and required a lot of exhaustive effort to make the class work.
More office hours times.
Having an asynchronous class is pretty horrible, not gonna lie. Uploading lectures three times a week rather than teaching the material live over Zoom makes it way too easy to compartmentalize and ignore this class until it's too late. It really felt like I was taking three classes and this class was a weird slew of midterms that I just had to take without really learning the material at a steady rate. If it's possible to make it more like other remote classes that have synchronous Zoom lectures I guarantee other students like me would put more time and effort into actually learning the material.
It felt very impersonal / disconnected, I would have appreciated mandatory synchronous zooms with the professor or even a TA at least once a week.
Keeping the format similar to past years seems as though it could be helpful. The lack of free response questions seemed to make average scores higher, which led to super high cutoffs were a letter grade can be determined by only 1-3 questions.
I would like a way to meet my peers in the class, for example a discussion section instead of optional TA office hours.
Change from asynchronous lectures and pre-recorded discussions. I felt that I needed more personalized attention when asking questions and figuring out what to do.
Having asynchronous classes meant it was more difficult to interact with prof. Walker to ask questions and made it difficult to keep up with lectures without having a scheduled time.
More discussion
I think the class would have been better if it was a synchronous class.
None
There wither needs to be more concrete times for synchronous learning or the lectures need to be taught in a space were we can ask questions live.
It would be nice to have more discussions and synchronous classes
Having homeworks assignments due more often so that we could check our understanding of the material better
More interaction would have been good.
I wish there were more assignments, or at least more ways to check my understanding of the material. Because listening and understanding a lecture is one thing, but applying that to problems is another.
I found it difficult to learn from some of the supplementary question videos due to audio or video quality.
I wish we had synchronous discussion sessions.
Perhaps have a mandatory discussion to keep the students on track.
There could be more hands-on instruction from the professor and teaching assistants. I didn't feel that I had someone I could always go to when I had any confusion on a topic. I was able to resolve all issues by talking to peers, but an instructor's more thorough help would have been nice.
It would be very helpful to make the course synchronous with discussion sections.
none

Comments
None
More questions to practice could be provided.
More optional assignments
More interaction with classmates
Providing more practice problems, especially for the more complex ones
I think perhaps optional asynchronous for this class would be awesome. For instance– having optional zoom class at the assigned time where students can ask questions to TA's live in the chat. In this scenario, people who prefer asynchronous classes can just watch the zoom recording from class while others who know they will have trouble following can attend live.
Maybe if office hours could be split a bit more to accommodate different time zones? I understand that this isn't always possible for the prof, but it probably would have helped me out a bit more.
I think that being completely asynchronous is a little tough because I lost motivation to connect with people in the class and really push myself to gain a deeper understanding of the material.
Since the class was marketed as synchronous it took a little to readjust my thinking and accept the change to my schedule. Also, the discussion sections were optional TA office hours, but I wish there had been structure to them as review or supplementary information so we had some interaction.
Having the actual discussion sections instead of turning them into office hours would have helped to facilitate learning and grow my understanding of the material.
Maybe offering more practice problems or going over some of the supplementary problems in class.
Office hours should vary in time. I could barely make any of them.
I wish there was a discussion aspect of this class.
None that I can think of
It was hard to consistently learn since the class lectures were pre-recorded, so it would be nice to have some type of weekly task to keep us on schedule.
N/A
the TA videos for the supplementary questions were frustrating. A few were of good quality, while others I couldn't understand one bit. One was a recorded lecture from zoom that cut out every other second.
Classes could be taught synchronously.
Nothing much. There's just a lot of pitfalls in understanding the course material and having everything online doesn't help patch those pitfalls.
This class was so lonely. The recorded lecture format made it so that I never met anyone else in econ 201. It makes it a lot harder to study when you have to wait for office hours instead of being able to reach out to other students in the class.
Give some sort of live updates of stuff he expected because we learn alot and it was hard to tell which key points we would have gotten tested on.
Sometimes the online lectures could feel a little bit long and hard to pay attention to. Maybe having some engaging visuals on the slides would make it slightly better.
I am not a huge fan of asynchronous classes but that is my personal preference.
I wish we actually had discussion sections. They were converted to office hours this quarter, and I do not think this was beneficial for the students nor the TAs. I wanted to have a small group to go through the material together, which would have helped me understand the class better and know that the class was not completely up to me. It is labeled as synchronous but it actually isn't when it should be. Discussion sections would have helped me transition better into the Northwestern curriculum for this class. Because there was no direct contact with TAs or the Professor Walker, I did not feel like I was at Northwestern taking a class. It seemed like work that had no relevance to my liberal arts education. There should have been more interaction between students and Professor Walker via small groups he could have made, which would have made people attend.
None that I can think of.