

2023F Instructor Report for ECON 2160 01 - Strategic Analysis (Anne Schaller)

Project Title: **Vanderbilt University Course and Teaching Evaluations**

Course Audience: **24**
Responses Received: **20**
Response Ratio: **83.33%**

Report Comments

The following is a report for an individual section of a class. Please do not distribute, print, or share this report except for administrative purposes.

Project Audience - Total number of students enrolled

Responses Received - Number of evaluations submitted by students

Response Ratio - Percent of enrolled students who submitted evaluations

If you have any questions about the evaluation system please contact course.evaluations@vanderbilt.edu.

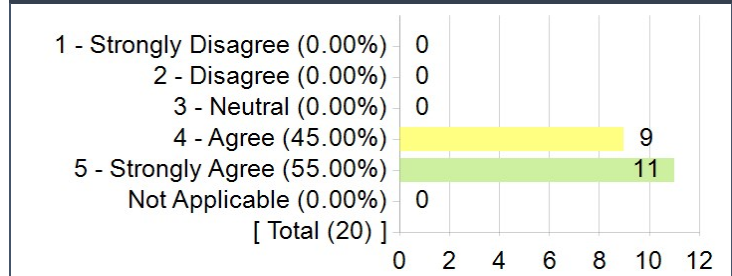
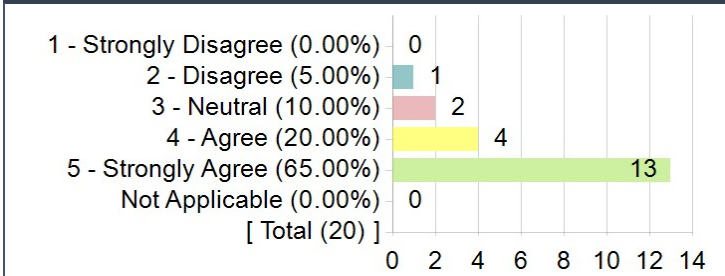
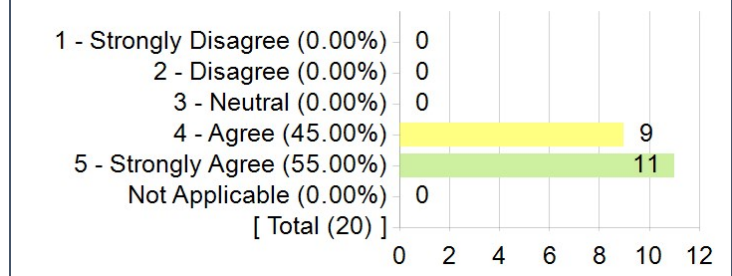
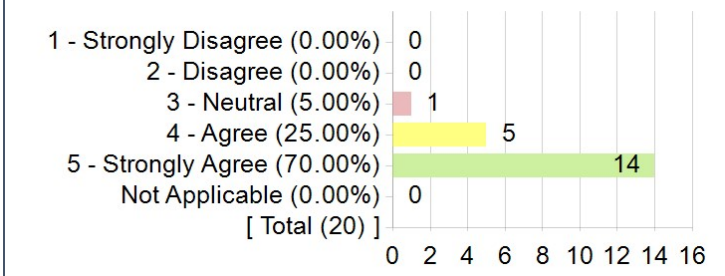
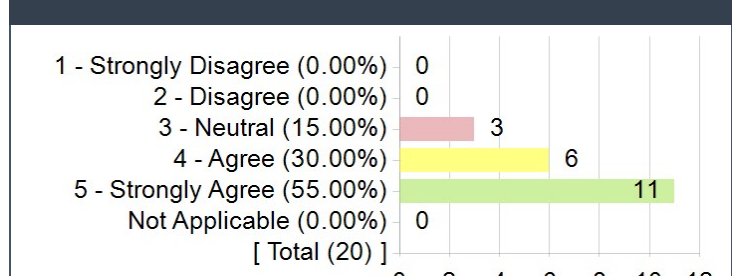
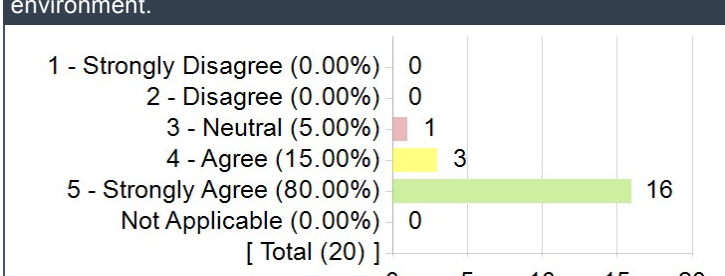
Questions about the Instructor (**Anne Schaller**):

Question	This Class Section		Department (ECON)		School (A&S)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor helped me understand the core ideas and issues in this subject.	4.55	0.51	4.23	0.98	4.46	0.89
The instructor explained what was expected of me in the assignments and assessments for this course.	4.45	0.89	4.37	0.93	4.43	0.92
The instructor encouraged critical, original, or creative thinking.	4.55	0.51	4.16	0.97	4.46	0.88
The instructor demonstrated interest in students' learning.	4.65	0.59	4.44	0.84	4.55	0.84
The instructor used class time productively.	4.40	0.75	4.32	0.96	4.43	0.94
The instructor created a welcoming and inclusive classroom environment.	4.75	0.55	4.51	0.79	4.58	0.81
Overall, the instructor (Anne Schaller) was:	4.10	0.85	4.15	1.05	4.34	0.96

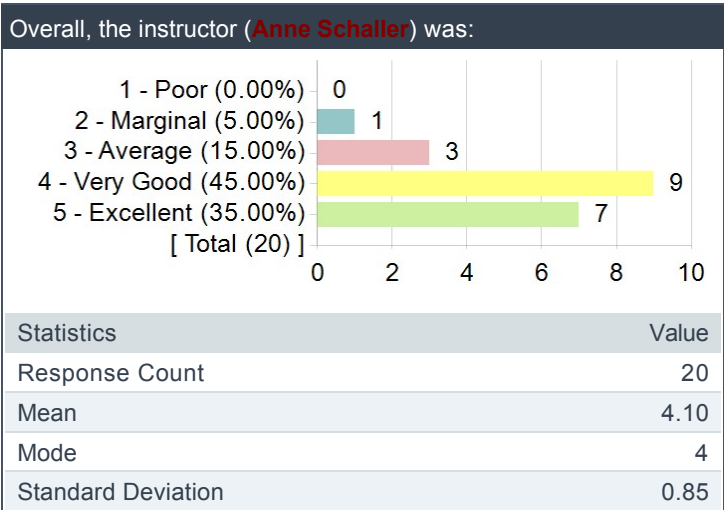
Questions about this Course (**ECON 2160 01**):

Question	This Class Section		Department (ECON)		School (A&S)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
This course helped me appreciate the significance of the subject matter.	4.35	0.75	4.16	1.01	4.36	0.95
The components of the course, such as class activities, assessments, and assignments, were consistent with the course goals.	4.10	1.12	4.35	0.91	4.44	0.88
The feedback I received during the course was helpful.	4.35	0.93	4.00	1.12	4.24	1.05
I felt comfortable asking questions in this course.	4.60	0.50	4.23	1.01	4.42	0.93
This course helped me consider connections between course material and other areas of my personal, academic, or professional life.	4.35	0.88	4.16	1.02	4.31	1.00
Overall, the course (ECON 2160 01) was:	3.65	1.14	3.83	1.07	4.07	1.04
Compared to other classes, the amount I learned in this course was:	3.65	0.81	3.47	1.04	3.69	1.04
Compared to requirements in other classes, the workload assigned in this class was:	3.85	0.81	3.13	0.91	3.30	1.03

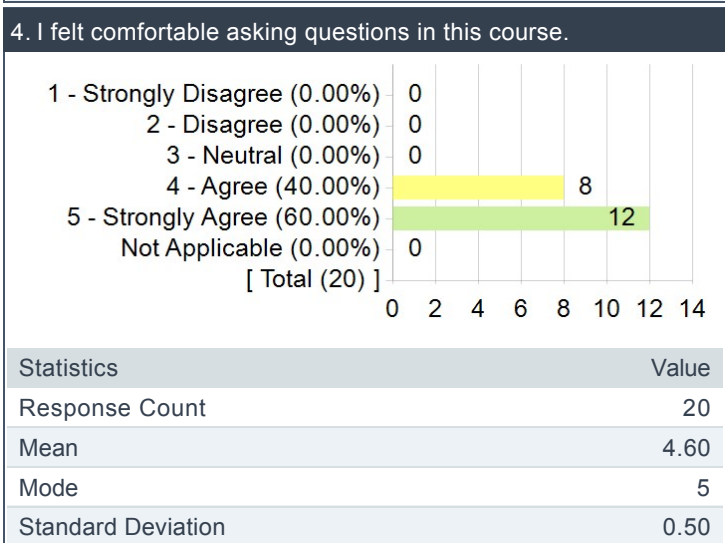
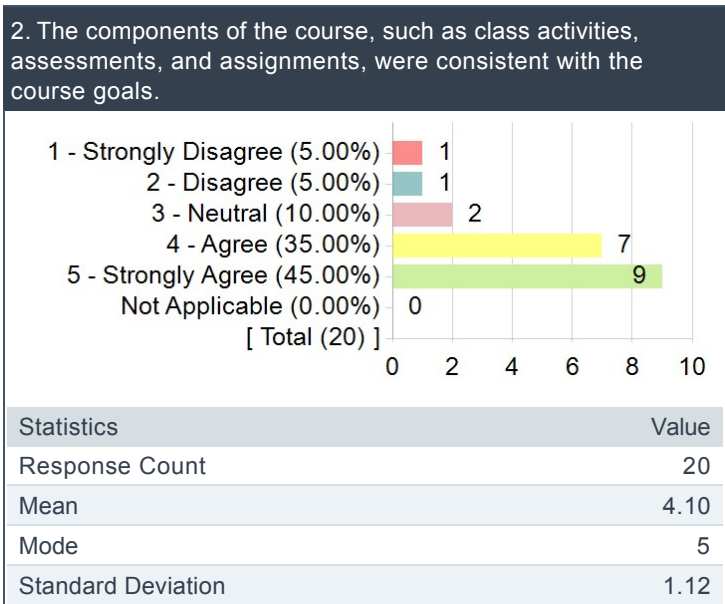
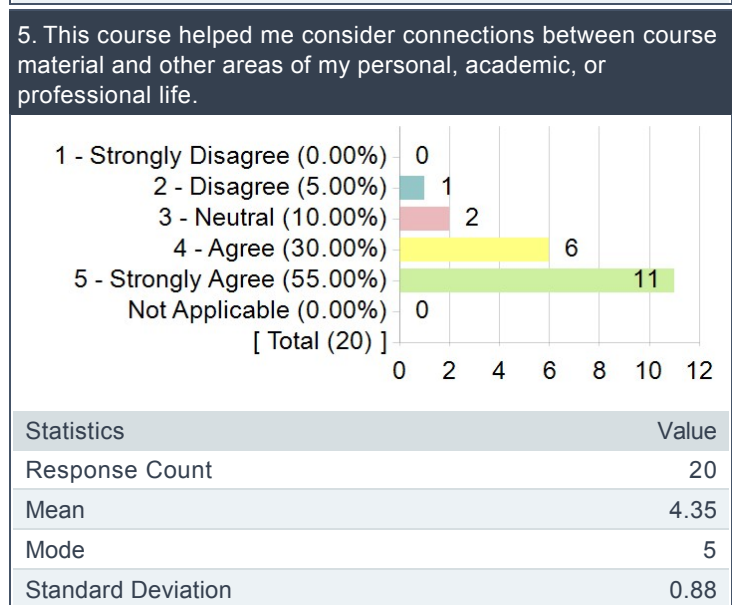
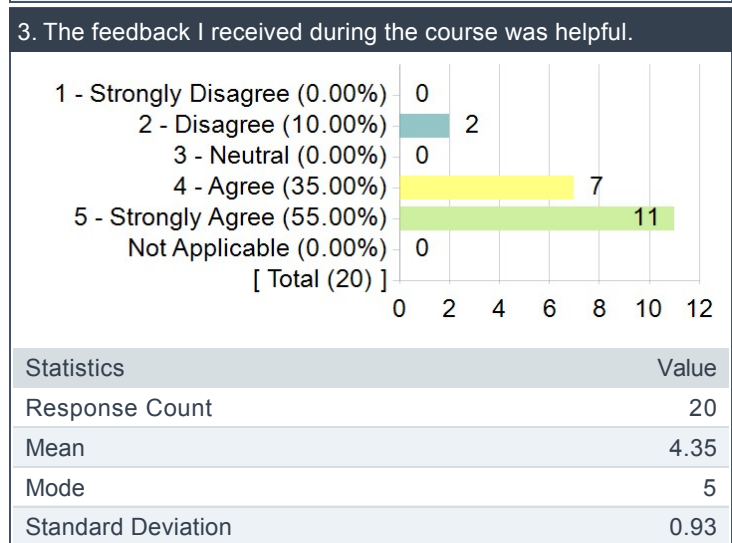
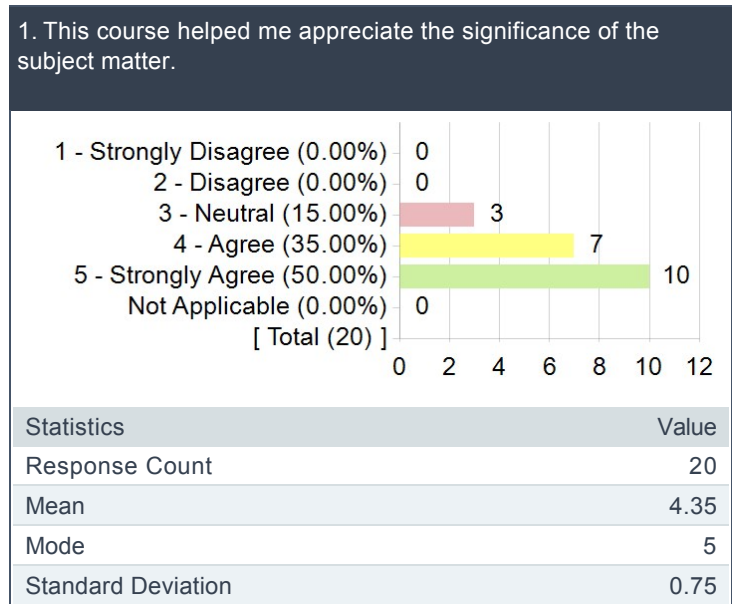
Please respond to the following questions about the instructor (**Anne Schaller**).

<p>1. The instructor helped me understand the core ideas and issues in this subject.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.55</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.51</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.55	Mode	5	Standard Deviation	0.51	<p>2. The instructor explained what was expected of me in the assignments and assessments for this course.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.45</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.89</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.45	Mode	5	Standard Deviation	0.89
Statistics	Value																				
Response Count	20																				
Mean	4.55																				
Mode	5																				
Standard Deviation	0.51																				
Statistics	Value																				
Response Count	20																				
Mean	4.45																				
Mode	5																				
Standard Deviation	0.89																				
<p>3. The instructor encouraged critical, original, or creative thinking.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.55</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.51</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.55	Mode	5	Standard Deviation	0.51	<p>4. The instructor demonstrated interest in students' learning.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.65</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.59</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.65	Mode	5	Standard Deviation	0.59
Statistics	Value																				
Response Count	20																				
Mean	4.55																				
Mode	5																				
Standard Deviation	0.51																				
Statistics	Value																				
Response Count	20																				
Mean	4.65																				
Mode	5																				
Standard Deviation	0.59																				
<p>5. The instructor used class time productively.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.40</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.75</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.40	Mode	5	Standard Deviation	0.75	<p>6. The instructor created a welcoming and inclusive classroom environment.</p>  <table> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>20</td> </tr> <tr> <td>Mean</td> <td>4.75</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.55</td> </tr> </tbody> </table>	Statistics	Value	Response Count	20	Mean	4.75	Mode	5	Standard Deviation	0.55
Statistics	Value																				
Response Count	20																				
Mean	4.40																				
Mode	5																				
Standard Deviation	0.75																				
Statistics	Value																				
Response Count	20																				
Mean	4.75																				
Mode	5																				
Standard Deviation	0.55																				

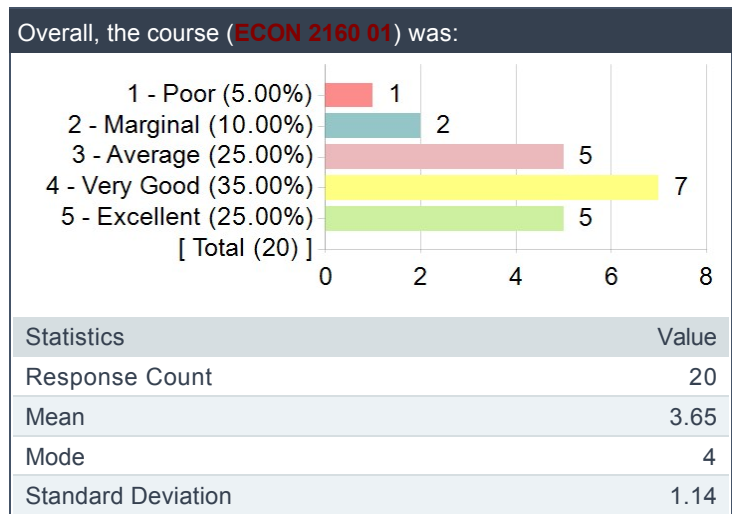
Overall, the instructor (Anne Schaller) was:



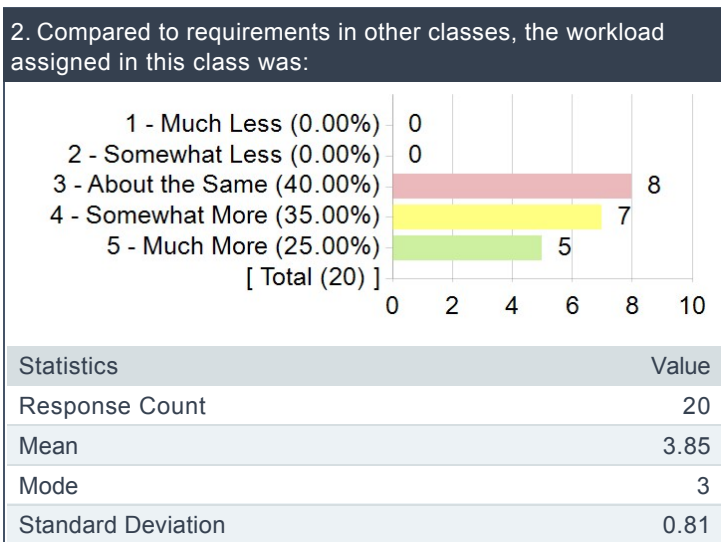
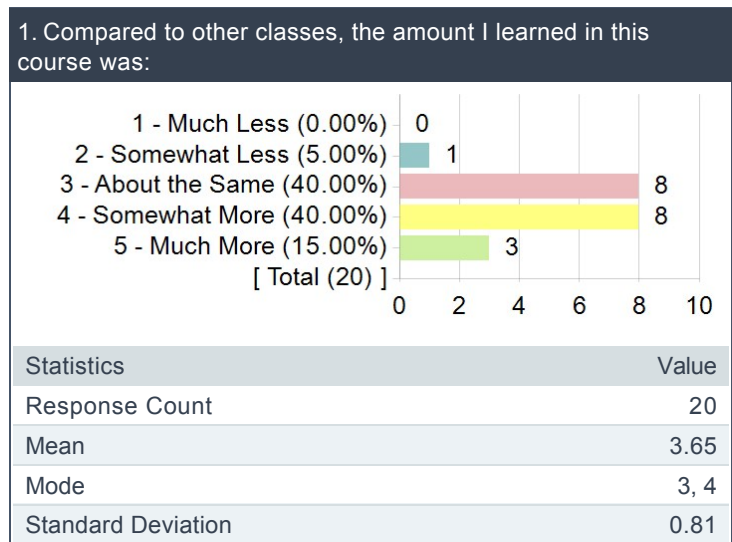
Questions About This Course (ECON 2160 01):



Overall the course was:



Questions About This Course (**ECON 2160 01**):



What elements of the course (ECON 2160 01) most contributed to your learning?

Comments
Interactive games
In class lectures and exercises
The in class lectures contributed most to my learning
Anne was great. Very helpful and accessible, flexible to student feedback, and overall just really showed that she cares about the quality of her teaching and whether or not the students are learning to their full capacity.
Problem sets
The homework assignments were the most helpful, also Office Hours to be able to take questions about the homeworks on subjects I had trouble with.
Regular problem sets and in-class exercises.
Professor Anne's feedback is really helpful, and he reply email quickly. She provides examples after definitions
The problem sets, in-class exercises, and the practice problems are all helpful.
In class exercise
The problem sets were interesting and pushed me to think outside of the box. The problem sets were often more of an extension of what we learned in class.
Applying the concepts of game theory to real world games was very helpful in understanding the true significance of what we were learning.
in class quiz and homework
In-class examples were very helpful, along with the professor providing definitions for key terms in class. Additionally, Prof Schaller was very responsive to emails and willing to work with you one-on-one if you had any questions, which I appreciated.
The class activities were helpful in understanding stuff we learned
The instruction was excellent. Clearly very knowledgeable about the topic and wants the students to enjoy game theory and be able to apply it to real-world scenarios. I enjoyed how the professor would frequently pose questions to keep me engaged during an 8:00 lecture. The problem sets were very enjoyable, and I frequently said "cool problem" while I was attempting them. The difficulty of the problem sets was very fair; not impossible but also not a regurgitation of problems from class. The application paper was a fun assignment in applying the concepts from class to broader problems. Clear communication of common mistakes in problem sets and exams. Very open to constructive criticism and feedback.
Exercise questions and answers in class will be posted in brightspace
Office hours
Group work during the class

What improvements to the course (ECON 2160 01) would you recommend?

Comments
Make some concepts/terms easier to understand with more examples
I would say have a problem set due every two weeks rather than every week since these problem sets took a very long time and it was never the only homework assignment we had that week
Don't spend class time on in-class exercises
I would recommend to have definitions, formulas, and general facts on slides that are being presented (this was done in the second half of the semester). Doing so, and not having to spend time writing lengthy definitions, allows for more time to be spent working examples on the board. I would like to see more examples worked, not necessarily as in class assignments, but as a class on the board. I felt there was a climb in difficulty of question between in class examples, homework questions, and test questions. which is to be expected of course. But I would like to see some more examples that share a greater similarity to homework questions.
Perhaps some more practice problems for each unit. For example, maybe previous semesters' problem sets could be made available on Brightspace for students to use as supplemental review.
The tests are really really difficult and not related to what we learn in the class. Most of people got 75 in midterm, which means the GPA would be really bad.
Maybe students could play more little games in-class.
Upload course slides
If the class was offered at a later time, for example, 10AM I believe I would have been more engaged in class and more intune with what was taught. The 8AM class time made it extremely difficult for me to fully commit my attention to lecture.
Uploading more material to brightspace such as notes or study guides or even collections of information about the topics we cover in class would be helpful. If a student had to miss class, it would be pretty much impossible to know what was covered unless they know someone well enough in the class to have them send notes, but that was rarely the case.
I am thinking about what part of it can be improved, but I think because of the nature of learning game theory, it is hard not to populate the class with problem sets, similar to learning calculus.
I think it will be better if the in class time can be used more efficiently
1. The weekly problem sets became extremely time-consuming after a while. The workload was eventually far too hard and far too time-consuming. 2. The difficulty of the problems in class did not match the difficulty on the problem sets and exams.
Somehow the actual midterm was much harder than the given midterm practice. I think it could have been better if you make either the midterm easier or the practice harder
Spend less class time for in-class exercises. Sometimes, they took the whole class (or 45+ mins), so I thought that additional examples in lecture could be more useful.
Some assignments are too difficult
During Gourp work, we always line up to ask the same question. I hope that professors can answer the questions that most people have on the platform, instead of waiting in line.

Do you have any other comments?

Comments
The course is great but I do think the exam was beyond the scope of what we learned from class.
I wish the tests were more consistent in difficulty to the problems we had in class. Overall, this Econ elective at the 2000 level is much more difficult than other 2000 Econ classes. Seniors have said this should be a 4000 level class and I agree.
Overall the course and instructor were good. the instructor was very helpful in working through aspects that I might have had difficulty with in Office Hours.
Thank you so much!
N/A
n/a
Anne is the best :)
No
can also post your class notes on brightspace
no
The difficulty of the homework can be simplified, and it can be more relevant to the examples done in class