



**Survey for the Assessment of the use of lecture modules and supplementary materials in ECO 361 ( Fall 2023)**

1. How frequently did you use the lecture modules (pdfs)?

(a) Frequently

(b) Occasionally

(c) Rarely/ or Not at all

2. How did you use the lecture modules ( if you used them)? Did you pre-read the modules? Did you use the modules to clarify the topics covered in the lectures? Did you do both? Did the modules help you to meet your goals for which you decided to use the modules? Explain.

3. Were the lectures and the modules well integrated? Explain.

4. If you read the modules, did you need to attend the lectures? Conversely, if you regularly attended the lectures, did you still need to read the modules and the supplementary materials?

5. Study of Economics , particularly at the intermediate level, requires graphical as well as quantitative analysis. The following questions address those issues.

6. Were the supplementary materials: slides, Excel models helpful?

7. Did you have access to practice problems? Were they helpful to clarify your understanding?

8. What were the strengths and weaknesses of the lecture modules ( and supplements)? How can they be improved?

9. Was it a positive learning experience? If so, why? If not, why not?

10. In light of this experience would you prefer to have more courses adopt this type of approach or would you prefer to have conventional textbooks? Explain.

## **Table 1**

|  |                          |   |  |  |
|--|--------------------------|---|--|--|
|  | difficult to understand. | sometimes explanations and some important steps were skipped. | and every important steps were explained so that the concepts could be readily understood. |  |
|  | (0)                      | (0)   | (7)**  |  |

5(b).Clarity of numerical examples and/or calculus- based analysis in the modules

There were very few numerical examples; they were not very clear. Calculus based analysis was also not clear.

Numerical examples were mostly clear but there could be more examples. Calculus based analysis could be expanded more in the modules. Often the lectures were used to review the calculus concepts and provide .89 235.9

(0)



|   |  |   |  |           |
|---|--|---|--|-----------|
|   |  | <p>very challenging. The modules provided a lot of materials which were useful to understand the concepts.</p> <p>(1)</p>         | <p>course, learned a lot In the course. The structure of the modules were very helpful. They always focused on the important concepts and methodologies that were essential for the course.</p> <p>(6)</p>   |           |
| <p>10.Preference for this type of approach in other courses</p> | <p>Prefers traditional textbooks since they provide more examples and more materials in general.</p> | <p>Prefers this approach. Conventional textbooks are very costly. In most classes only a small part of a textbook is covered.</p> | <p>Prefers this approach which is very cost effective. Commercial textbooks are very costly. In most classes only a small part of a textbook is covered. Since the modules were created for the lectures there is no redundancy of the materials But for this type of approach to work in other classes, the modules need to be clearly written and organized as these modules and they need to be comprehensive</p> | <p>23</p> |

|  |     |     |   |  |
|--|-----|-----|---|--|
|  | (0) | (1) | yet closely integrated with the lectures as they were in this class.<br>(7) |  |
|--|-----|-----|---|--|

\* Numbers in each cell denote the number of responses that are classified for the specific ratings.

\*\* There were 7 responses for this question.



**Table 2**  
**Assessment of ECO 361, Fall 2023**  
**Numerical Results of Student Survey**

| <b>Criteria</b> | <b>Average<br/>Rating</b> | <b>Percentage<br/>meeting or<br/>exceeding<br/>expectations</b> | <b>Percentage<br/>exceeding<br/>expectations</b> |
|-----------------|---------------------------|---|--|
|-----------------|---------------------------|---|--|

experience and finally, criterion 10 focuses on students' preference for this type of alternative learning approach.

The **benchmark** used for the assessment is that

Both responses were rated 3.

Some responses perceived some weaknesses. The following responses were all rated 2.

“They were very detailed but sometimes it was hard to find what I was looking for when I needed clarification because of the uniform formatting.”

“They had a lot of information, but it was sometimes hard to know what to focus on for the exam.”

“Strengths included how detailed they were in explaining some of the material such as definitions, and concepts however a weakness was application. I think having an example and walking through solving it would be beneficial.”

(Note: There were multiple problems that were solved in detail throughout the modules. But clearly the student perceived greater need for them.)

Learning Experience:

The responses to the question, “ Was it a positive learning experience? If so, why? If not, why not” were very positive albeit often brief. Most students focused on what they learned and how concise yet comprehensive the modules and the supplements were.

In response to the question, a student responded, ” Yes, because the teacher was more familiar with the material than most due to his hand-curation of what to learn.” Another student wrote, “Yes, despite not performing my best I have gotten a lot from this course.” One student noted that in spite of this being a difficult course, the modules helped them to learn: “ Yes, this was one of my more difficult classes this semester and I felt well-equipped throughout the semester, especially as someone who isn ’t in the business school.” Another student explained in detail how the lecture modules and the supplements helped them learn: “My learning experience was positive from the use of lecture modules and supplementary materials. For me, math is not necessarily a strong point, however, modules allowed me to gain a full understanding of how to complete calculations and graphs. I was able to follow the steps in the modules when it came to practice problems and was able to remember these steps when it came to the exams. I was also able to see mistakes I made on assignments and exams using the modules.” These responses were all rated 3.



by drawing from their experience in my Intermediate Macroeconomics class where I use my own lecture modules but also use a textbook. The student wrote, "I would say having a conventional textbooks would not be beneficial for students taking the intermediate level classes. I have taken both macro and micro at this level, macro offered a textbook and micro did not. In macro, I found myself rarely using the textbook since lecture modules explained course materials perfectly. Textbook material was only somewhat helpful when it came to certain aspects like definitions of terms, however, definitions were located in the modules, which made the textbook obsolete. Having just lecture modules is more than enough to succeed in these classes, and cost effective as well given textbooks can cost up to \$200."

A student emphasized that they preferred the approach used in this class instead of using a commercial textbook since often very little of a textbook is used in the course. The student wrote, "Yes, I'm a psych major and often have many textbook readings, and a lot of the time out of a 25-page reading only 5% is lectured in class and on the exam, but I don't know that until I complete the reading. ....It feels pointless spending so much money on a textbook and having it only apply to my class some of the time." The same sentiment was echoed in another student's response: "I prefer more courses to adopt this type of approach. I find that in many of my other courses I ratures I ratures I ratures I rtur n I rher courses . of 3m0 g0 ,ngs.000009B8004F00470003005"

course. However, in response to some comments in the survey, I plan to include more applications, examples and practice problems.