

Teaching Evaluations Summary

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Prof. Richard Walker, Winter 2024	1
"Giovanni always made sure everyone understood and checked in throughout the discussion or office hours to make sure that was still the case."	
Introduction to Macroeconomics	7
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"Giovanni was great in the discussion sections. He broke down key concepts into steps that were efficient and digestible. We could all tell that he wanted to make sure that we understood the material and what he was explaining."	
Prof. Richard Walker, Winter 2021	13
"Giovanni was very receptive in TA office hours, I liked how he explained things."	
Prof. Richard Walker, Fall 2020	24
"Giovanni was a great TA. He was very helpful and always punctual. Whenever I would go to his office hours on Tuesday morning, he was always there, ready to help. I think his strengths relied on how he explained concepts to me, especially clarifying ideas I didn't fully grasp or understand. He also was able to use outside examples to reiterate connections as well. There really weren't any weaknesses with Giovanni."	

Northwestern

Individual Report for ECON_281-0_20: Intro to Applied Econometrics (Giovanni Sciacovelli)

Project Title: **Course and Teacher Evaluations CTEC Winter 2024**

Courses Audience: **77**

Responses Received: **61**

Response Ratio: **79.2%**

Report Comments

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Creation Date: **Wednesday, March 20, 2024**

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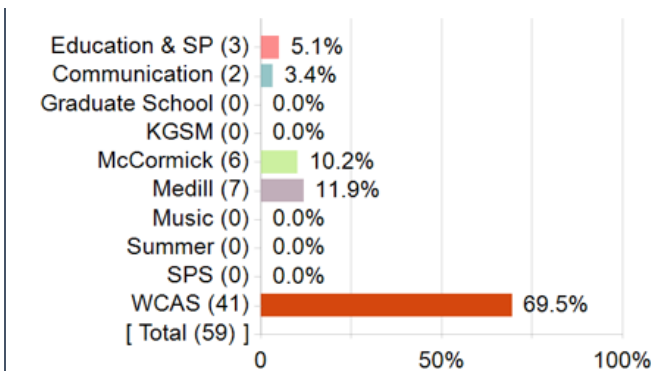
Course Evaluations

Teaching Assistant	Course
Giovanni Sciacovelli	ECON_281-0_20: Intro to Applied Econometrics

DEMOGRAPHICS

Your School

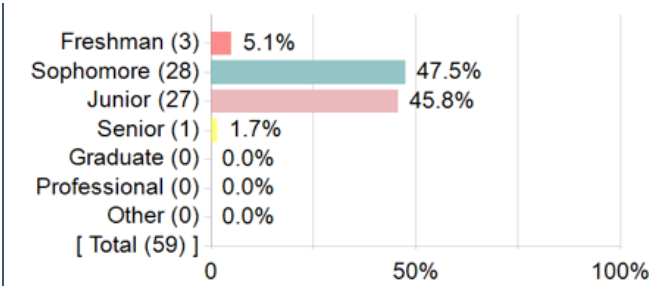
Your School



Options	Count	Percentage
Education & SP	3	5.1%
Communication	2	3.4%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	6	10.2%
Medill	7	11.9%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	41	69.5%

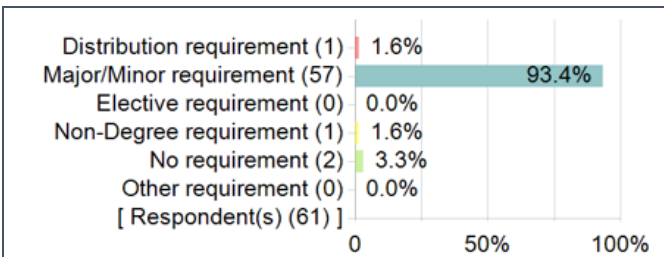
Your Class

Your Class



Options	Count	Percentage
Freshman	3	5.1%
Sophomore	28	47.5%
Junior	27	45.8%
Senior	1	1.7%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

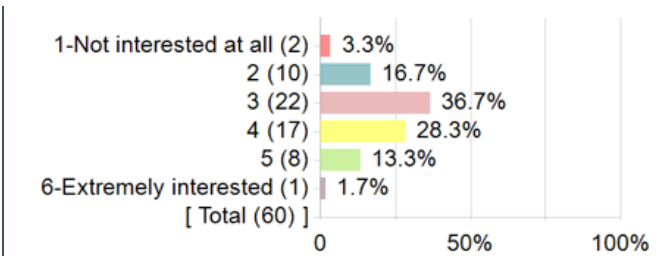
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	1	1.6%
Major/Minor requirement	57	93.4%
Elective requirement	0	0.0%
Non-Degree requirement	1	1.6%
No requirement	2	3.3%
Other requirement	0	0.0%
Respondent(s)	61	

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

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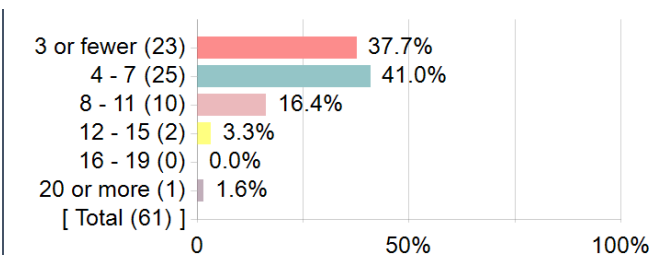


Options	Count	Percentage
1-Not interested at all	2	3.3%
2	10	16.7%
3	22	36.7%
4	17	28.3%
5	8	13.3%
6-Extremely interested	1	1.7%

TIME-SURVEY QUESTION

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

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

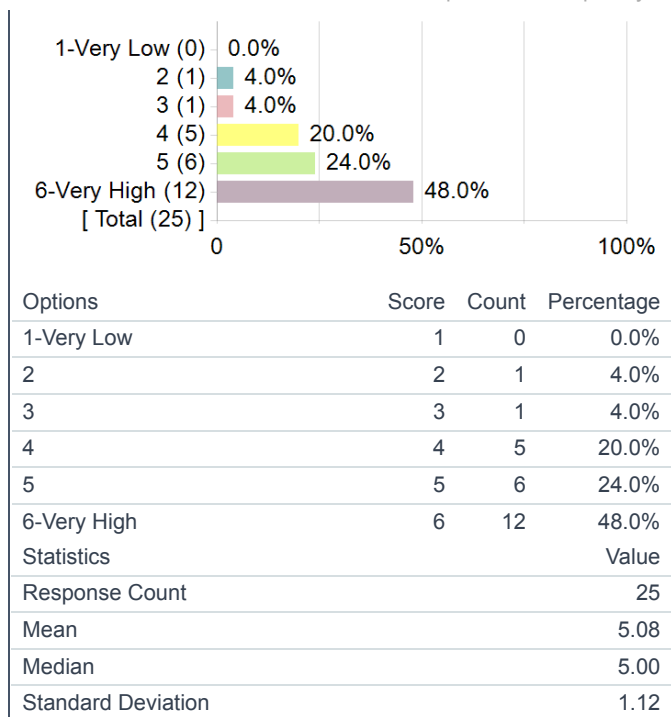


Options	Count	Percentage
3 or fewer	23	37.7%
4 - 7	25	41.0%
8 - 11	10	16.4%
12 - 15	2	3.3%
16 - 19	0	0.0%
20 or more	1	1.6%

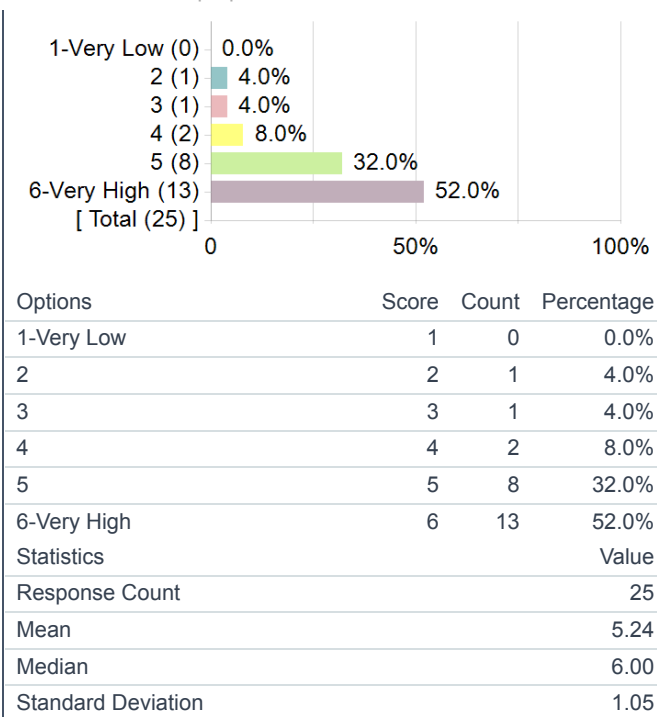
TA QUESTIONS

Please rate the TA on the following criteria:

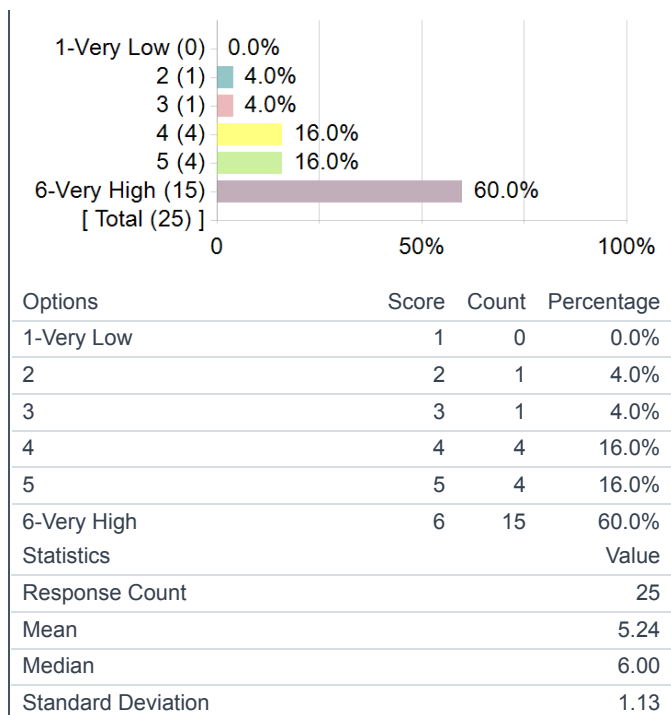
1. The TA was able to answer the students' questions adequately.



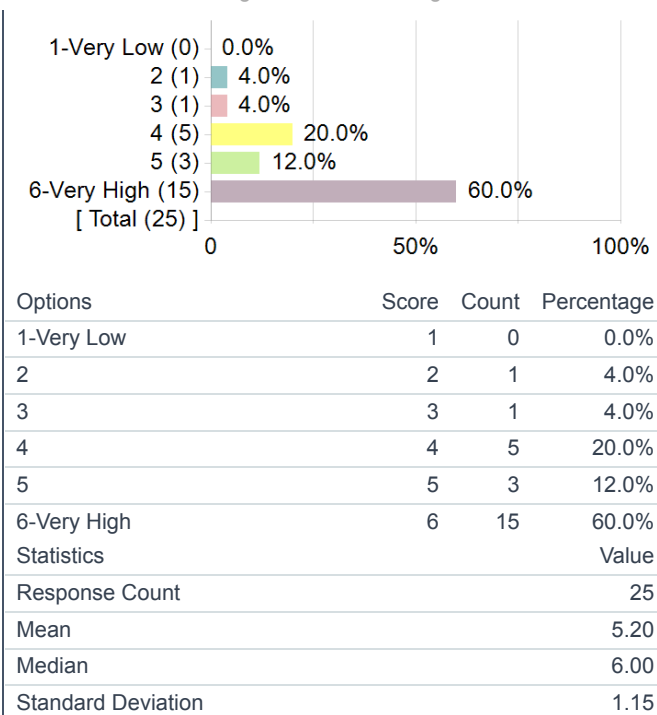
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



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



OPEN-ENDED QUESTIONS

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

Comments

He was good at answering more straight forward questions — absolutely no shade, but that was more his strong suit; saying which formula should be applied where and that was it. When it came to intuitive explanations, he wasn't as well-prepared; he often just stated the justification for a certain result was the formula. However, his OH were run well, and I learned a lot from him.

He's great.

Very helpful

Giovanni always made sure everyone understood and checked in throughout the discussion or office hours to make sure that was still the case.

Patient TA, helps you understand the details, helpful overall!

He answered all questions very thoroughly.

Giovanni was very attentive and engaged in office hours.

He was really good at explaining concepts

Giovanni is a good TA, and very helpful when you have questions. Sometimes it didn't always feel like he communicated topics effectively, but he was very aware of the students and often checked to make sure we were following along which I appreciated.

Honestly this is just a me thing, but maybe his accent made it hard for me to understand his explanations, but we always got to a mutual point of understanding on the content. His office hours were very helpful and he did a really good job overall.

I attended the first two discussion sections, and Sciacovelli just seemed utterly confused the entire time. He would hear a question, spend 3 minutes staring at the board, and then say he didn't know. Maybe he improved, but not great.

I didn't interact with him much but when I did, he was kind and helpful.

Very willing to help, and communicated ideas in a clear manner.

Very helpful and understanding, great TA. Learned a lot.

Also iconic

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Individual Report for ECON_201-0_40: Introduction to Macroeconomics (Giovanni Sciacovelli)

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

Courses Audience: **146**

Responses Received: **119**

Response Ratio: **81.5%**

Report Comments

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Creation Date: **Wednesday, December 13, 2023**

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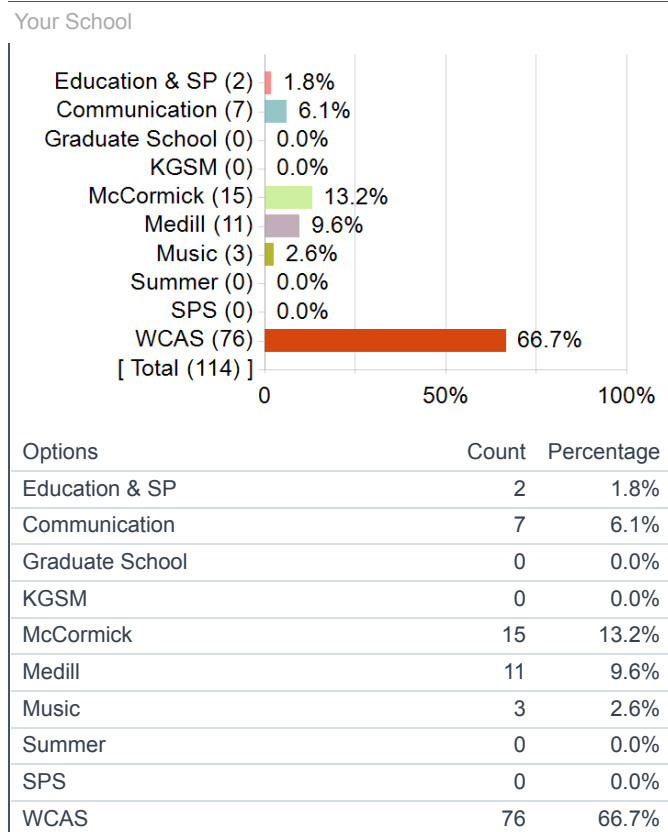
Northwestern University

Course Evaluations

Teaching Assistant	Course
Giovanni Sciacovelli	ECON_201-0_40: Introduction to Macroeconomics

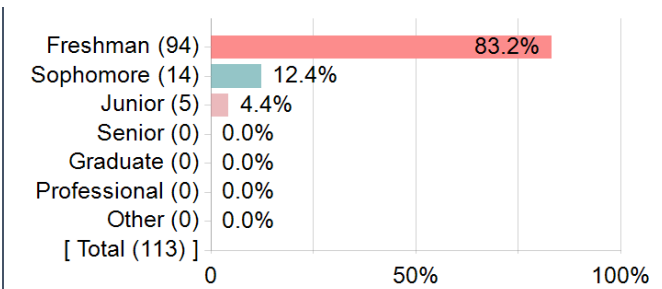
DEMOGRAPHICS

Your School



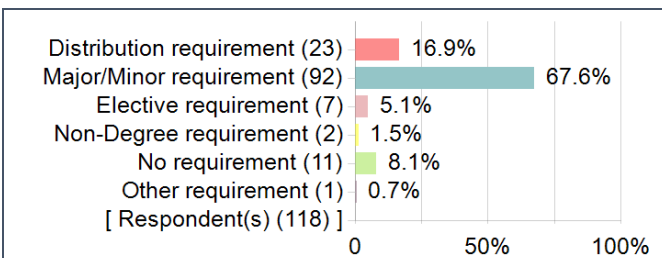
Your Class

Your Class



Options	Count	Percentage
Freshman	94	83.2%
Sophomore	14	12.4%
Junior	5	4.4%
Senior	0	0.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

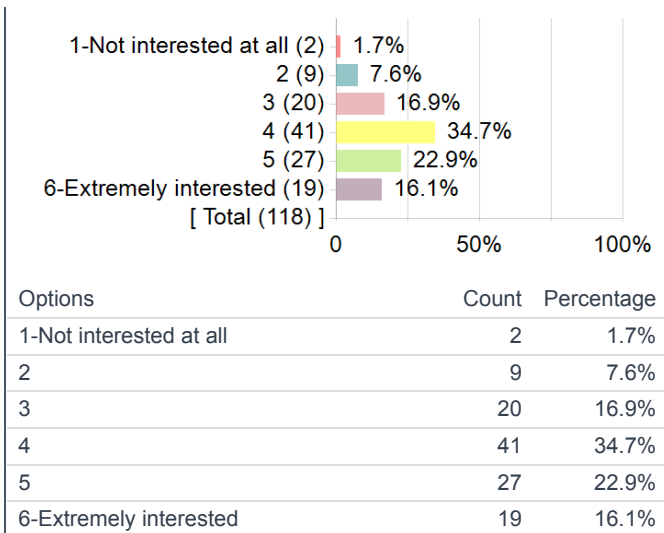
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	23	16.9%
Major/Minor requirement	92	67.6%
Elective requirement	7	5.1%
Non-Degree requirement	2	1.5%
No requirement	11	8.1%
Other requirement	1	0.7%
Respondent(s)	118	

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

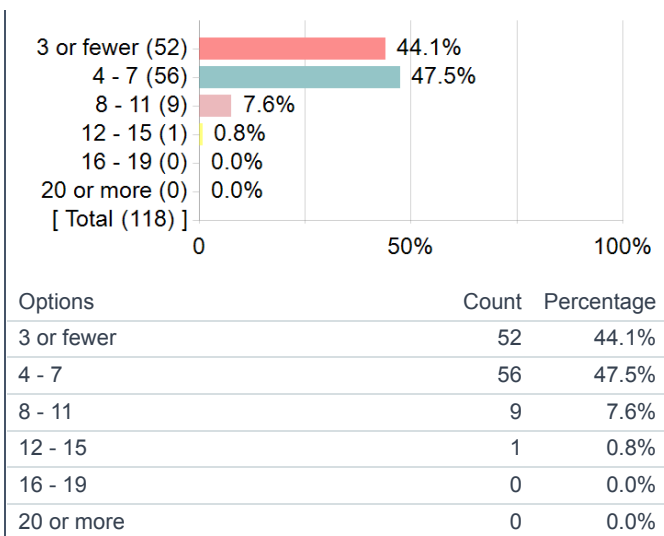
What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

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

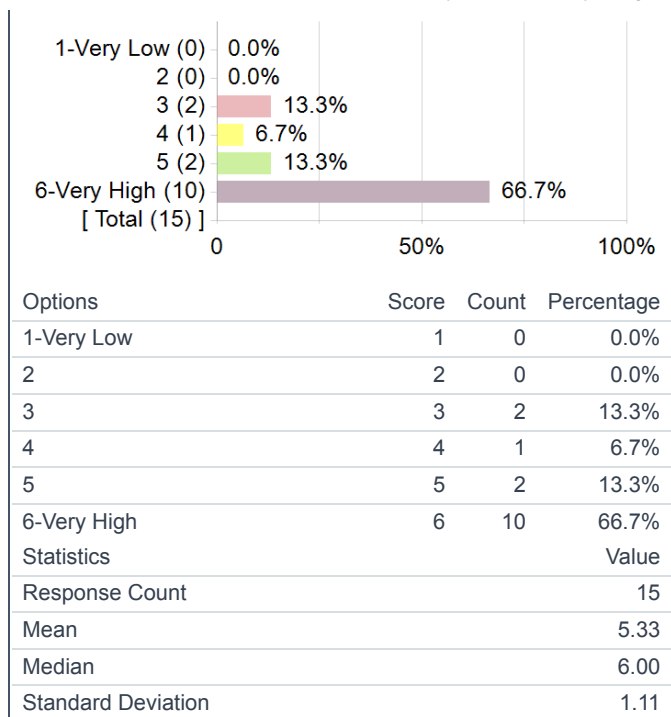
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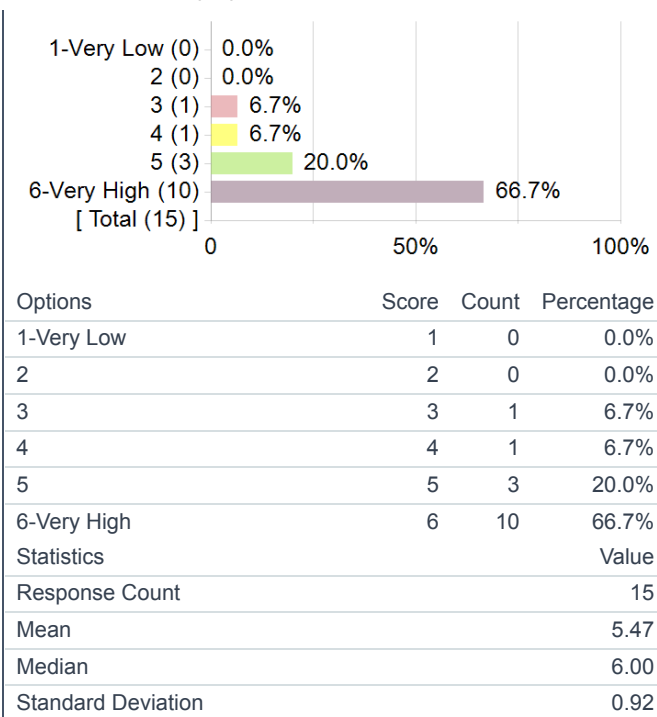
TA QUESTIONS

Please rate the TA on the following criteria:

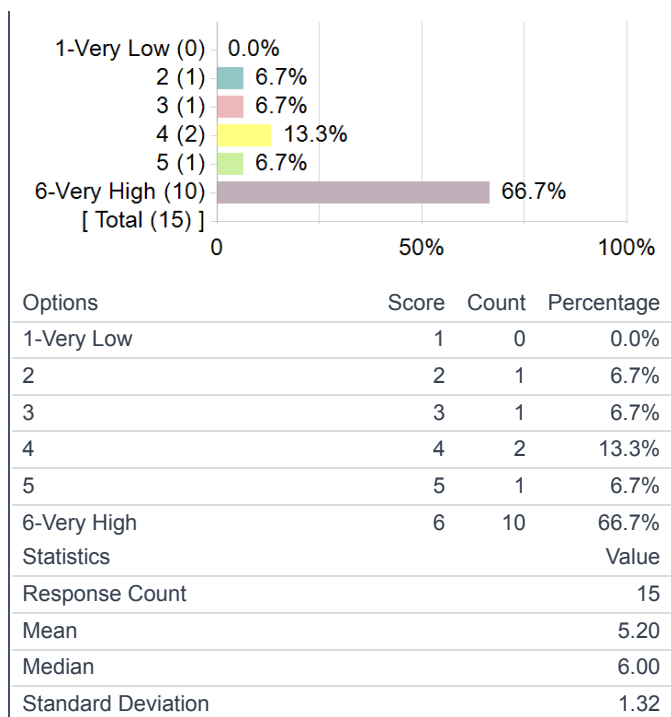
1. The TA was able to answer the students' questions adequately.



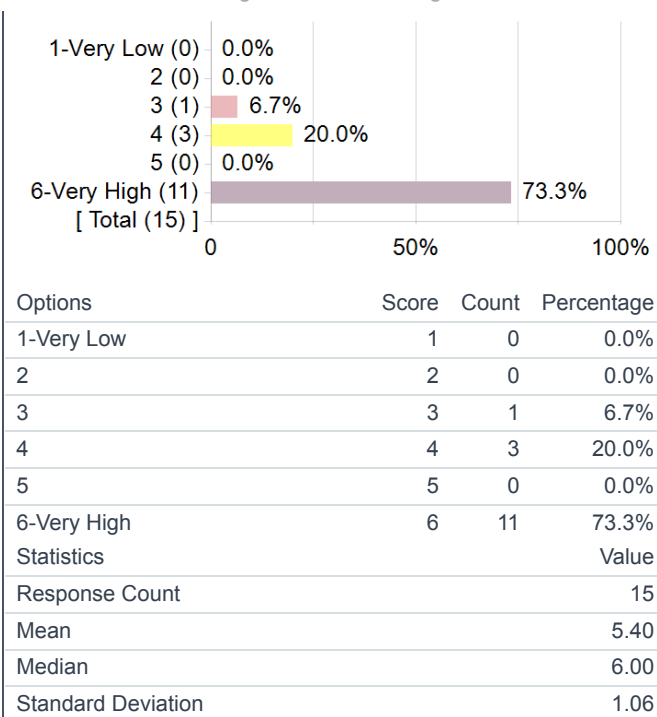
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



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



OPEN-ENDED QUESTIONS

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

Comments

Very friendly TA who seemed to care about our performance and understanding in the course.

N/A

Giovanni was great in the discussion sections. He broke down key concepts into steps that were efficient and digestible. We could all tell that he wanted to make sure that we understood the material and what he was explaining.

Good at answering questions.

He made things make sense

He was great! Giovanni is knowledgeable and confident and a helpful TA.

His strength was that he clearly wanted to help. Primary weakness is that I found it hard to follow his explanations.

I didn't have him as a TA, but I did attend his office hours. I enjoyed his teaching and explaining styles.

Sometimes discussions can get very confusing, but that is only because I went to him with the hardest material.

THE BEST ONE

This TA was incredible there were no weaknesses. He was great at explaining concepts and answering questions in a very concise way.

Northwestern

Individual Report for ECON_201-0_20: Introduction to Macroeconomics (Giovanni Sciacovelli)

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

Courses Audience: **223**

Responses Received: **174**

Response Ratio: **78.0%**

Report Comments

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



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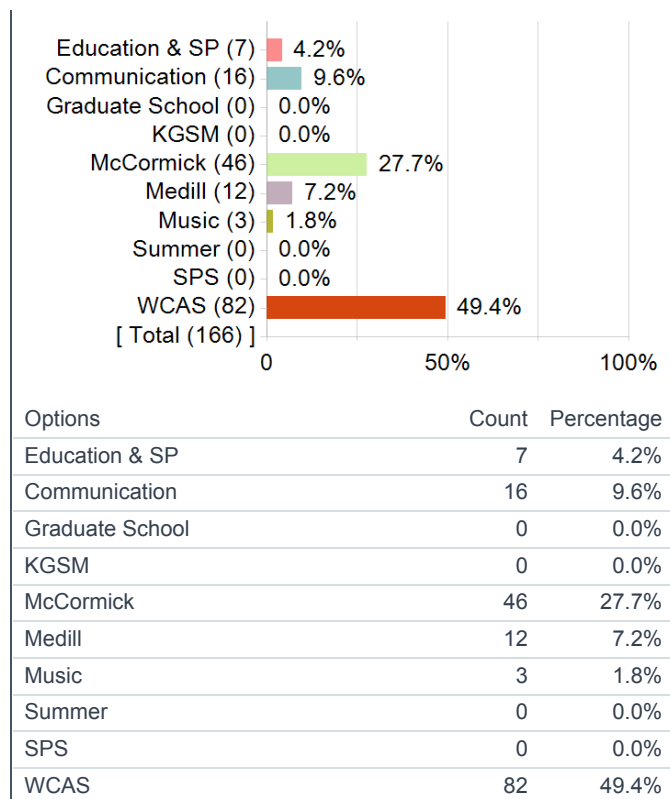
Course Evaluations

Teaching Assistant	Course
Giovanni Sciacovelli	ECON_201-0_20: Introduction to Macroeconomics

DEMOGRAPHICS

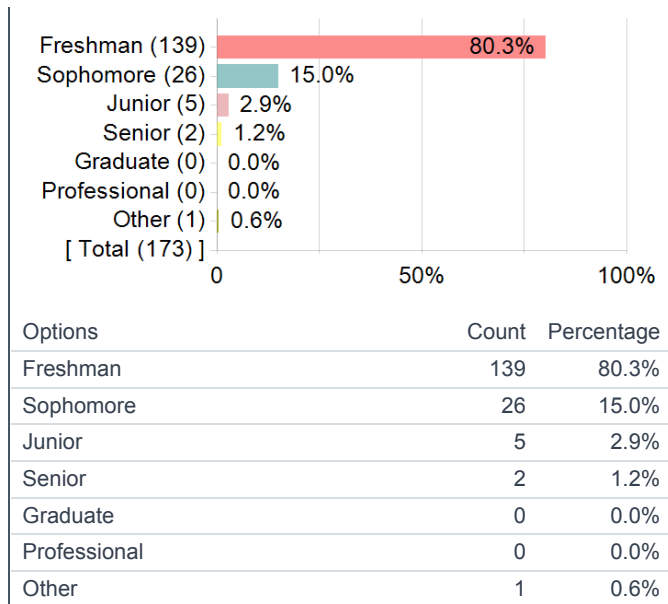
Your School

1. Your School

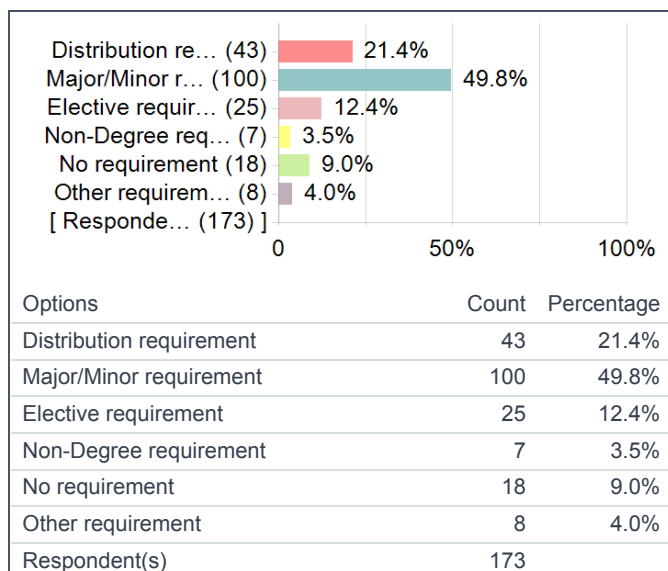


Your Class

1. Your Class

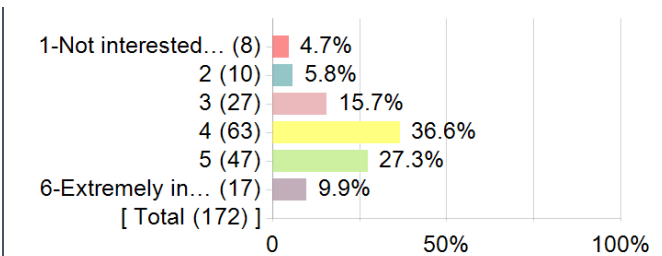


What is your reason for taking the course? (mark all that apply)



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

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

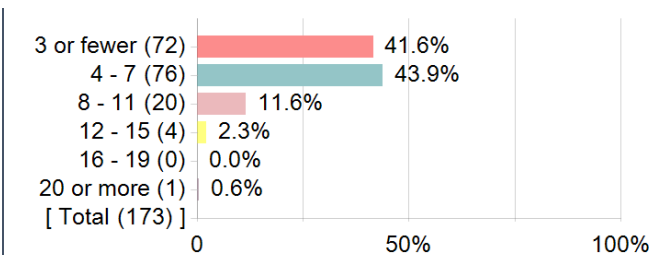


Options	Count	Percentage
1-Not interested at all	8	4.7%
2	10	5.8%
3	27	15.7%
4	63	36.6%
5	47	27.3%
6-Extremely interested	17	9.9%

TIME-SURVEY QUESTION

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

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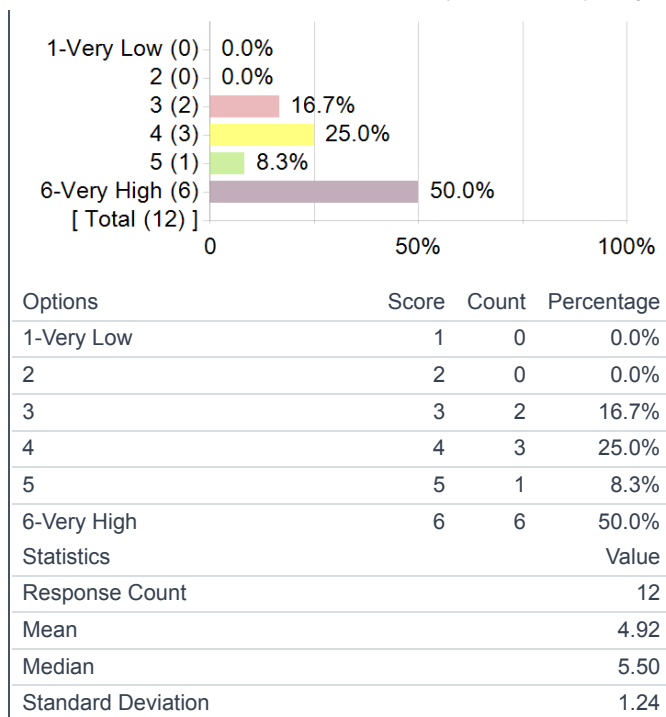


Options	Count	Percentage
3 or fewer	72	41.6%
4 - 7	76	43.9%
8 - 11	20	11.6%
12 - 15	4	2.3%
16 - 19	0	0.0%
20 or more	1	0.6%

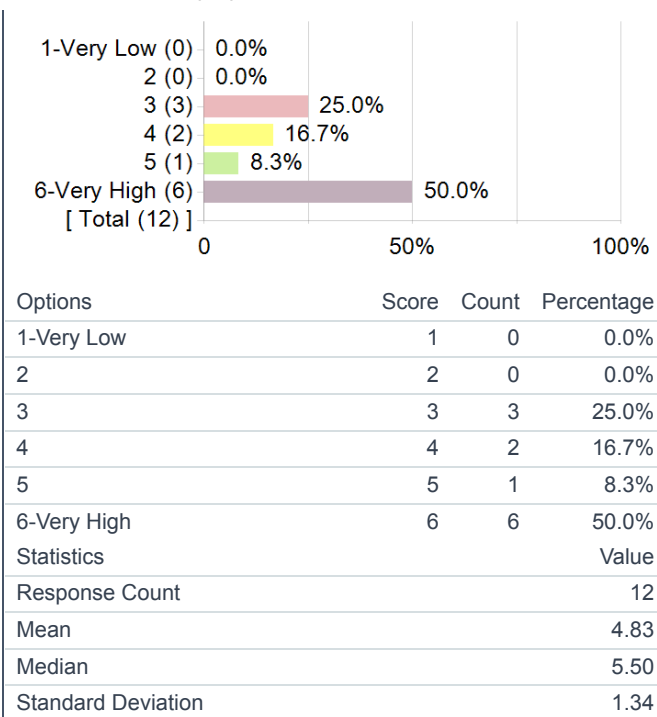
TA QUESTIONS

Please rate the TA on the following criteria:

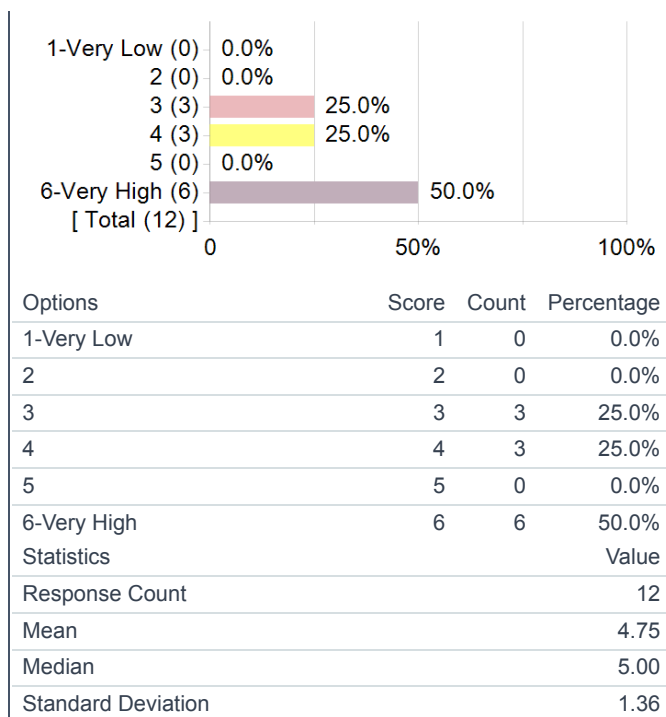
1. The TA was able to answer the students' questions adequately.



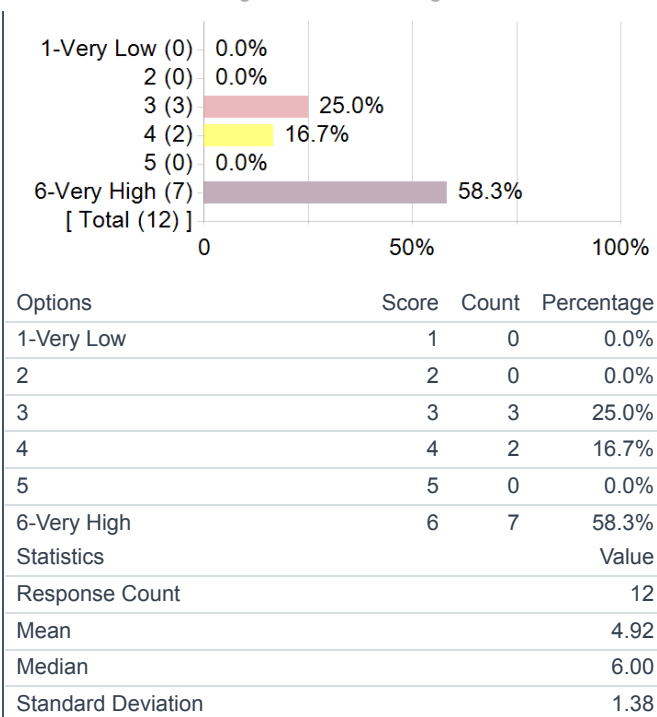
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



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



OPEN-ENDED QUESTIONS

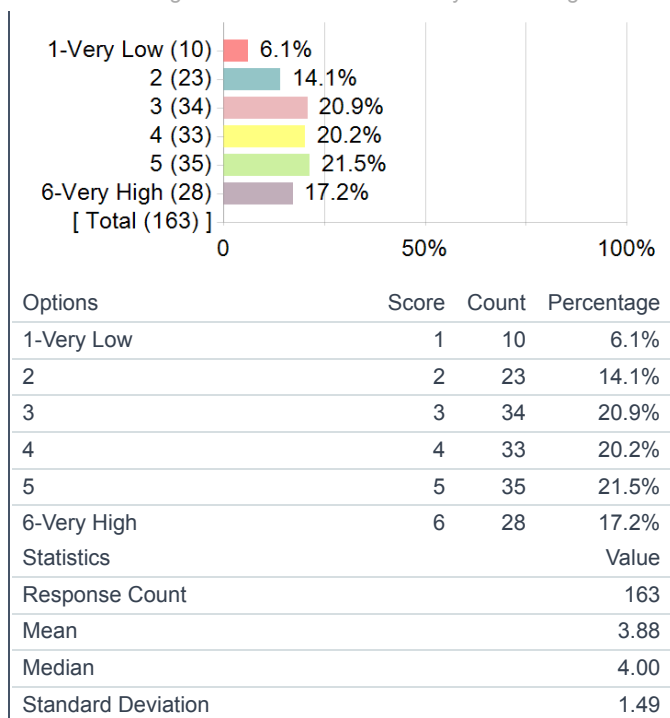
What are the primary strengths and weaknesses of the teaching assistant?

Comments
na
didn't interact
Giovanni was very receptive in TA office hours, I liked how he explained things
never went
I only met with him once, but he had a clear enthusiasm for macro and answered questions well.
Very kind guy. I only went to his OH once and we had to work through some problems together bc we were both confused, lol. He's good at emailing back quickly.

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
The professor did a good job tying course concepts to the real world and improving intuition.
I appreciated the practice exam pdfs on canvas
Really none of it.
Simple grading structure makes learning less stressful and more emphasis-clear.
None
Having the flexibility to watch lectures whenever.
There were lots of different opportunities for office hours, which is great.
The lectures were pre recorded.
I liked being able to look back at material and watch lectures multiple times if necessary.
The lectures and other materials being easily available on Canvas was very helpful, as were the practice exams.
Richard Walker's dry humor and wit was definitely a highlight, and office hours were quite generous.
Being able to stop the videos

practice exams
The asynchronous nature of the course made it easy to watch lectures at your own leisure
Online materials such as practice exams and problem sets were very helpful in terms of studying.
The availability of office hours and sample questions were the integral keys for success in this asynchronous economic class.
The class is asynchronously taught for easy convenience with other time-consuming classes.
Richard's lectures are very thorough and are split up into sections that make them easier to view and take notes on. He also posts supplementary materials and practice problem sets that are very helpful.
I appreciated that the lectures were asynchronous and that the homework problems were very helpful for preparing for the exams.
I liked that i could watch the videos on my own time
Asynchronous lectures were good so that I could have a flexible schedule although it meant self-discipline was important. Videos on S.q. were good too.
I liked that for each of the supplementary questions that we had to fill out at the end of the week there was a video to complement them. Sometimes just the written answers can be very confusing so having something to help me walk through it was nice.
Asynchronous lectures.
The supplementary questions were very helpful for learning processes, but many of the tests were not necessarily similar to what we had learned from the lectures sometimes, like the true or false examples.
The fact that it was asynchronous helped.
The lectures being asynchronous had their benefits in that we could watch lectures on our own time. Although, personally the asynchronous lecture style made it very easy to push back watching lectures for a few days and having to catch up (of course, thats more of a personal issue but nevertheless synchronous lectures avoid this).
na
The extra supplemental questions and videos helped contribute to my success in the course. These were very similar to types of exam questions, so I think they were good practice. Also, Professor Walker explained the answers well in his pre-recorded review videos.
The use of supplementary questions and assignments helped prepare for exams.
the discussion sessions with the TAs
Asynchronous classes allow you to take as much time as you prefer to complete lectures. You can pause whenever to take notes which you could never do in person or in a live zoom lecture.
none
Being able to rewatch vides and rewatch slides.
It wasn't so much the video lectures themselves, but rather communicating and working with peers proved to be the most helpful
I liked how I was able to really go through the videos at my own pace and do them when I wanted to do them.
the PowerPoint notes that we were provided.
Having access to the slides and the answer explanation videos was super helpful.
The nonsynchronous aspect is really nice since I was overloading with this class.
Having this class completely asynchronous made it so much harder to focus on a class that I already had little interest in to begin with.
Being able to rewatch lectures and the supplementary question videos on command was helpful.
Able to watch videos most times
Asynchronous lecture gave me more time freedom, didn't have to wake up early to watch.
Supplemental questions.
I love that it was asynchronous. I had to pause the recorded lectures constantly to take down notes and draw graphs, so I honestly can't imagine how I would've gotten through the class if it wasn't asynchronous.
It was helpful being able to watch the lectures on my own time while adhering to the suggested schedule.
I think that keeping the length of the lectures below 150 minutes a week was very beneficial to my learning experience; I felt that this length was very appropriate.
The videos explaining the section problems
Office hours and the asynchronous approach to the class both were really effective in my opinion. The Canvas assignments and quizzes also helped to increase my understanding.
Having full screen view of the powerpoints as well as being able to pause and look back was very helpful
The lecture videos actually helped because I could pause when I needed to write something down or to think about what was just said. Of course this would make lecture videos take a long time to get through, but I honestly think it was worth it because I always felt really comfortable with the material.
Because the lectures were made available through recordings, I could always look back when I was struggling with a concept.
Recorded lectures were very helpful.
The recorded lectures held all of the necessary information for the assignments and exams.
I think office hours held three times a week helped me.
This class did not help me be successful.

asynchronous videos
I dont think any aspect about this class being remote was good, the asynchronous aspect made it a lot harder and less enjoyable
Work at own pace.
The course was totally asynchronous, which gave me the power to choose when I would watch the lectures.
Video explained questions
Videos explaining answers to problems
Worked around my own time
I thought that the video lectures were nice to learn material or go back to and review material. In addition I also liked the use of supplementary questions which were useful to do after the lectures.
I personally preferred watching the videos of the class on my own time inside of meeting for class at a certain time.
prerecorded lectures were very helpful
The recorded lectures were informational and concise.
The pre-recorded videos were efficient.
The posting of supplementary questions worked well.
Being able to pause the lectures and watch them at my leisure was very helpful because I could go at my own pace without falling behind. Economics and all its terminology so fast may have been too much for a live class so being asynchronous was a cool feature.
The available resources that were posted online are very helpful.
On my own time
Could work at my own pace.
I really liked the asynchronous format; it really worked well with managing my schedule.
Videos that you can rewind are nice.
The supplementary material was really necessary for the exams, the lectures were all very theoretical and the supplementary material was more practical.
Since every class was office hours and students don't attend all of them, it was extremely helpful to have extended periods of time to speak to the professor and clear up any misconceptions about the content.
None
Walker's lectures were great!
The practice questions that Professor Walker provided helped greatly. Additionally, the videos that went over the answers to those questions helped greatly.
I enjoyed the flexibility of an asynchronous course and the ability to rewatch lectures.
Being able to pause and replay lectures was extremely helpful in allowing me to understand material before moving on rather than having to take it all in at once and go back to the parts I didn't understand after class.
The videos explaining the supplementary q's were by far the most helpful.
The professor's use of analogies and connections to real-life examples made the concepts more tangible.
The supplementary questions and video explanations helped to ground what I learnt in the lecture
It was asynchronous, so I usually did work the week before exams.
The ability to access the professor outside of lectures was extremely valuable. The lectures as well were very informative.
Extra homework problems.
Rewatching recorded lectures and doing the work on my own schedule
Being able to watch videos at own pace since covered a lot of material very fast.
The pre-recorded lectures were always posted in advance. This allowed me to get ahead and it allowed me to watch them at a later date if I had other work to do.
Supplemental questions.
Breaking up the asynchronous lectures into smaller sections really made it feel so much more manageable and allowed me to take it at my own pace, which was incredibly helpful! Thank you so much for doing it :)
The practice problems with the videos explaining it were very helpful.
The lectures were well-organized and explanatory, so there wasn't much difficulty. The discussion sections and office hours were also open for anyone struggling, but it was also optional, so it allowed students to make decisions depending on their schedules and understanding of the course.
I loved how everything was asynchronous except for the exams. The course materials posted on Canvas were very well organized. The weekly worksheets on each topic was very helpful too.
The asynchronous lectures helped me pause when needed instead of having synchronous class.
The amount of office hours available
You could catch up anytime you wanted to.
The lectures were very nice to watch. He did a good job with quality.

Videos

The course is extremely organized as all topics had typed up notes besides the slides. The exam page had very useful Q&A sections and enough practice exams from 2013, 2017, and 2020.

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

Comments

More supplementary questions that are similar to test questions would be nice for practice and for improving retention.

never got to meet anyone in the class since there was no group discussions or live lectures

Not taught asynchronously. More practice problems.

It was difficult to stay engaged just watching lectures and doing practice problems, rather than actually getting in person, more personalized lectures and having discussion groups

The Q&A page is hard to read.

Having it in person.

Given the virtual nature, it was as good as it could have been.

I felt unsupported in this completely asynchronous class, and I wish that we had had a synchronous discussion section with live instruction from a TA. I think this would be a helpful way for us to review material and realize if there were areas we were more confused on than just from watching lectures, and it would be a good way to start asking the TA questions.

Nothing.

Being all asynchronous made me feel disconnected from the course at times.

None

Asynchronous classes are not it for motivation tbh.

The pace. The videos made it so he could go as fast as he wanted so often longer than 50 minutes per class day was spent watching the videos.

more example problems in class

Office hours could be held at a better time. Also the supplementary content could be more comprehensive and assignments that reinforce the course content could be more frequent, as they are in ECON 202

It definitely took some getting used to the prerecorded lecture style of teaching as I am personally the kind of student that likes to ask a lot of clarifying questions

I believe that emails should be responded within a day and communication with TA through email could be sped up a little bit more.

Less time spent on intro topics and more of a focus on the more challenging topics towards the end of the course.

This class is asynchronous, but I had a hard time feeling motivated to do my work and often procrastinated watching the lectures as a result of this. The structure was convenient, but if it were synchronous, I think I would have been more invested in the class.

Make it synchronous

None! I think it was formatted great.

Can't really think of anything.

I was so bored in this class. With it being asynchronous it was really hard to not procrastinate and to pay attention through every lecture. I did not like not being able to ask questions and to just sit and try not to zone out. I also am not a fan of economics (took this class to see if I was, we found out) so that plays a part in it but the asynchronicity is difficult regardless.

There could be more professor to student interaction.

Synchronous lectures would improve the course, in my opinion.

na

I feel that this course could be a lot better if it were synchronous instead. This way students can actively engage with instructors. Additionally, as remote classes are already barely feel like school, an asynchronous aspect makes everything in the class feel like homework.

Instead of having two midterms and a final having weekly quizzes/assignments and a cumulative final would have been better as an online format.

i personally did not like the asynchronous part of the class for this class

The course is only composed of 3 short assignments and 3 exams. Having such a small number of questions to base a course grade on was very stressful. There was no room to make errors because it had such a large impact on the final grade. Perhaps there could be 6 assignments that the students actually get to turn in for credit so the grade is a more accurate representation of knowledge level.

lectures on zoom in order to allow students to ask questions/group discussions

I think the class should meet synchronously so students can be farther engaged.

I just felt everything was a bit rushed, and I felt like on some days we would have so much work and on others there would be not a ton.

none, I was a good class.

I didn't love that we didn't have any kind of discussion section to discuss homework or anything. I think some kind of discussion for the supplementary questions would be really helpful because it would encourage students to actually do it and talk about the answers.

None

This class should have meeting times. It being fully asynchronous was an awful choice.
I think live lectures would be much more effective and help students understand more, as I often think of questions while listening to lecture and forget them relatively quickly, so being able to ask them live and get them answered immediately would be super helpful.
It was difficult to not be able to ask questions in the real time during the lecture
I wish we had designated TA review sessions.
I wish that all of the videos were in zoom format, not playback, so that the speed of the lectures could be adjusted.
Interaction
nothing. it was all great !
I think that the lectures could be more engaging in order to make up for the lack of interaction that comes with asynchronous classes.
I believe that if more practice questions were offered, student's understanding of course concepts would be well-benefitted. I found that the supplementary questions were often incredibly short, and not well-representative of material that we would be tested on (excluding the supplementary questions leading up to midterm 1).
fair exams
More office hours, perhaps.
I wish we were given more supplementary questions. I would have liked to practice more. But this was only a small thing — the assignments and practice midterms were great prep for exams.
It would have been better if all the lectures and supplementary questions videos were made available to download instead of watching it on canvas. Sometimes the canvas videos would freeze or lag, preventing me from watching the videos.
N/A.
I wasn't a huge fan of asynchronous instruction. I thought that it made it really easy to skip lectures and get quickly behind.
I think the course attempts to cover a lot in a short amount of time. There could be more assignments so students can tell whether or not they are really understanding concepts.
I appreciate recorded lectures in some cases. This was not the case. Learning live and asking questions during class are more my learning style.
N/A
It would have been helpful if this class was not asynchronous.
Not all asynchronous would be much better, even in person discussion would improve it alot
Should be more engaging and able to interact with the professor more.
I think that the TA sessions should also have been recorded and published so that other students who didn't attend the hours could get more practice with the material.
Have live discussion
N/A
None
Sometimes the method for watching the videos was different. For instance sometimes we would have to download the video but other times clicking on the video would open a new window from which we could watch it. So it's a small issue but I just wished there was some consistency in that aspect.
Nothing.
I would have preferred if lectures were live.
The asynchronous aspect did not work especially well. Lectures were straightforward enough, but the normal benefit of other students asking questions was absent.
I just think the live add ons could be improved because the office hours would sometimes be too early in the morning or selected evening times. They were still very much accessible just oddly selected times.
I wish that there were more resources available and the textbook would be useful.
No questions asked during class
Difficult to keep motivated with async.
Honestly, this class is stellar in a remote format.
n/a
Make it so you dont have to download the lectures so it doesn't take up space on computers.
Nothing
I do not like asynchronous. No good opportunity to get clarification.
More practice problems possibly
I would have liked if Professor Walker made videos going over the practice exam questions as that could have helped when studying.
I wish there were more supplemental materials to help us study for exams.
post more practice
Entirely asynchronous is very challenging and it feels very isolating to be a part of this course.
There could be more office hours provided. Also, this might just be a personal preference but I would have liked to have synchronous

lectures because having asynchronous lectures tends to make me spend more time (perhaps a bit more than necessary) trying to break down the videos.
Maybe it should be synchronous instead of asynchronous.
N/A
Providing a little more practice with the material. Practice is how I learn most effectively and allows me to gauge how well I understand the material.
Not so long of lectures.
Explain SQs more during lecture so that they're not so daunting
This class being asynchronous and having no discussion section was not great. Had this class been synchronous and had a discussion section it would have been better.
Could have used some mandatory check in zoom meeting at some point.
N/A
Less classes per week. The number of videos were too much and the amount of content we were taught each week was overwhelming.
I did not have much trouble with the remote instruction. However, I had one very significant problem with exam schedules. The final exam was offered at a very inconvenient time for international students, but, unlike most other courses, there was no alternative time offered. I think it is only right that the university should be accommodating for international students. We are not staying home in a different time zone because we wanted or chose to, so I really think it's unfair that we have to stay up late for exams. I don't think offering alternative exam times is such a hard or complicated thing to do and I believe students deserve it.
n/a
Have at least one class where it is live to go over problems/content
It just seemed incredibly disconnected
I did not like that the class was asynchronous. It made it much more difficult to stay motivated and keep up.
Discussions being discussions rather than Q&A
The asynchronous classes were good, but they left no way to ask questions while watching them, so if I didnt understand a certain point in the lecture, there was no way to clear it up for me, and it might affect my understanding of other material

Northwestern

Individual Report for ECON_201-0_40: Introduction to Macroeconomics (Giovanni Sciacovelli)

Project Title: **Course and Teacher Evaluations CTEC Fall 2020**

Courses Audience: **356**
Responses Received: **277**
Response Ratio: **77.8%**

Report Comments

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Creation Date: **Thursday, January 14, 2021**



Northwestern University

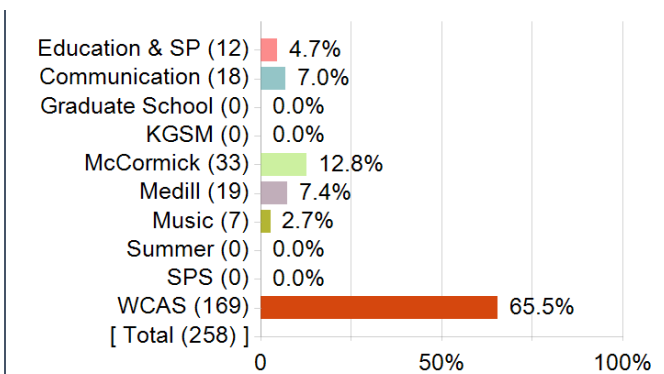
Course Evaluations

Teaching Assistant	Course
Giovanni Sciacovelli	ECON_201-0_40: Introduction to Macroeconomics

DEMOGRAPHICS

Your School

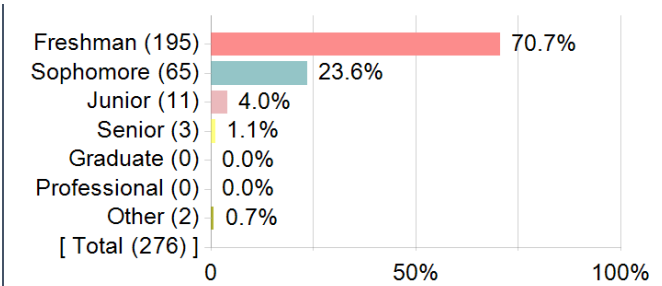
1. Your School



Options	Count	Percentage
Education & SP	12	4.7%
Communication	18	7.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	33	12.8%
Medill	19	7.4%
Music	7	2.7%
Summer	0	0.0%
SPS	0	0.0%
WCAS	169	65.5%

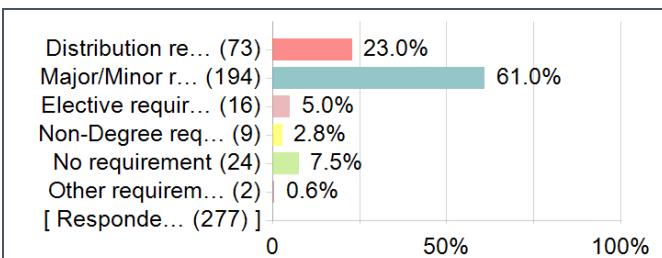
Your Class

1. Your Class



Options	Count	Percentage
Freshman	195	70.7%
Sophomore	65	23.6%
Junior	11	4.0%
Senior	3	1.1%
Graduate	0	0.0%
Professional	0	0.0%
Other	2	0.7%

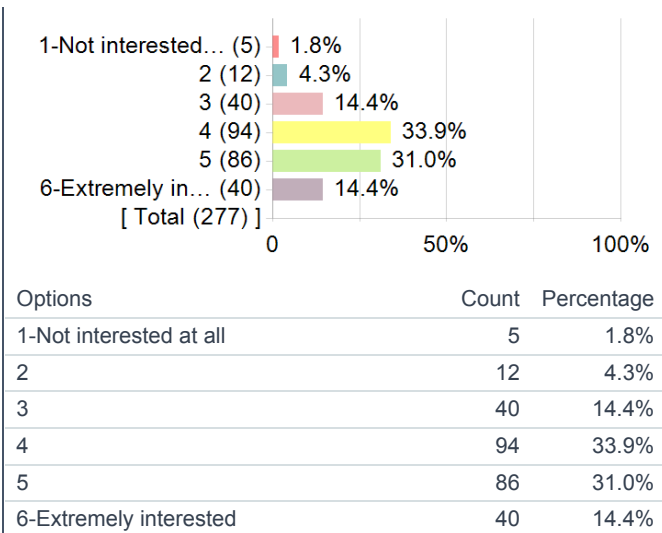
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	73	23.0%
Major/Minor requirement	194	61.0%
Elective requirement	16	5.0%
Non-Degree requirement	9	2.8%
No requirement	24	7.5%
Other requirement	2	0.6%
Respondent(s)	277	

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

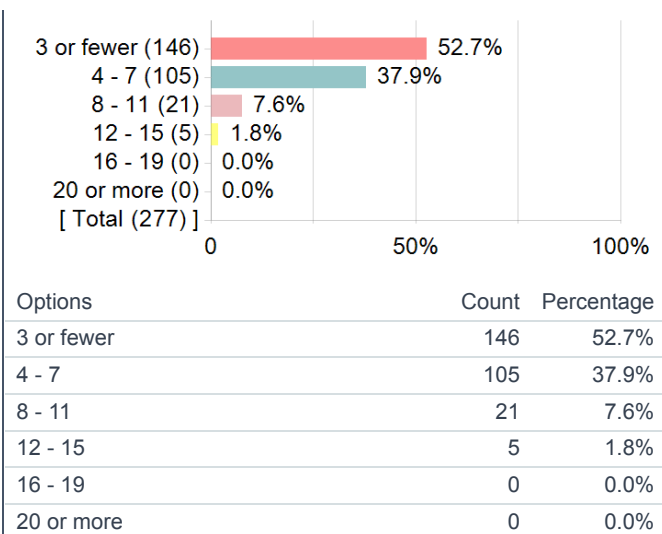
1. What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

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

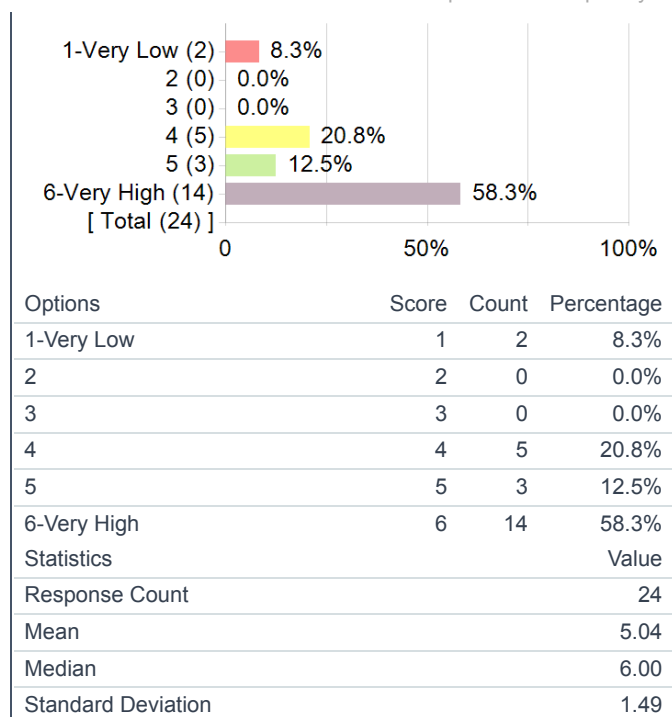
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



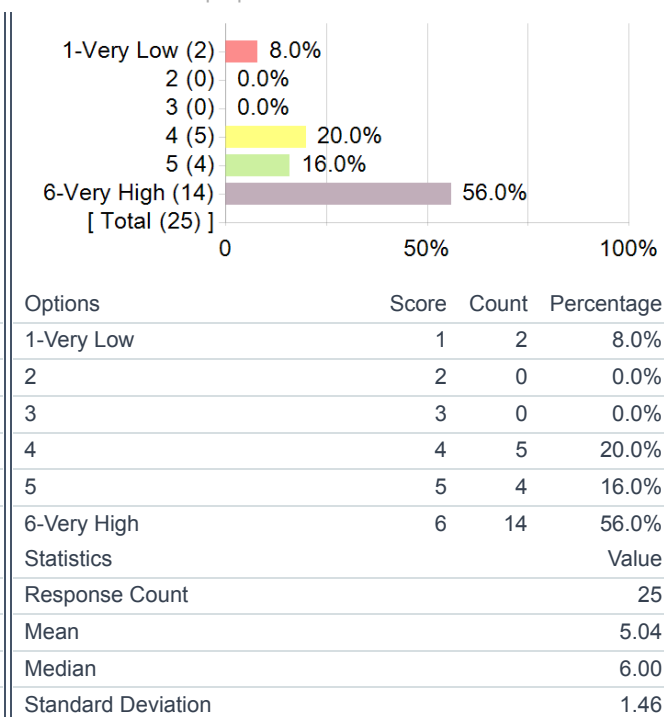
TA QUESTIONS

Please rate the TA on the following criteria:

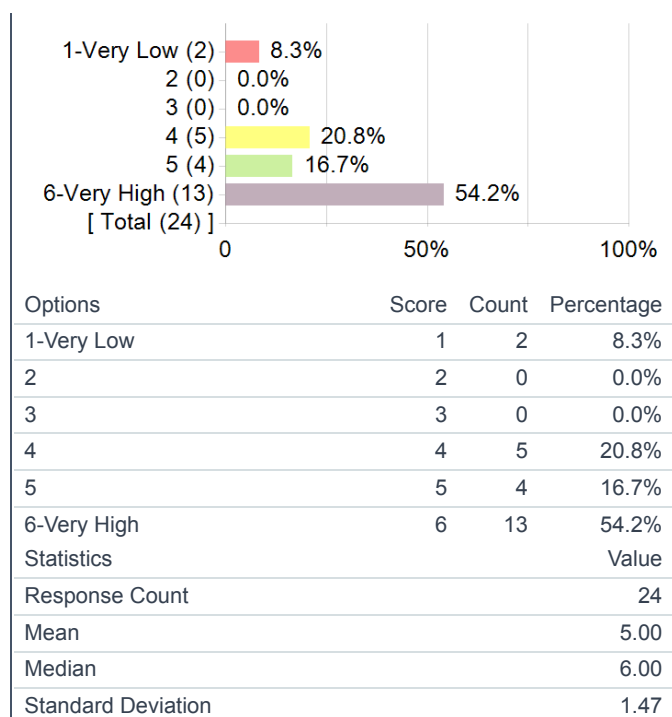
1. The TA was able to answer the students' questions adequately.



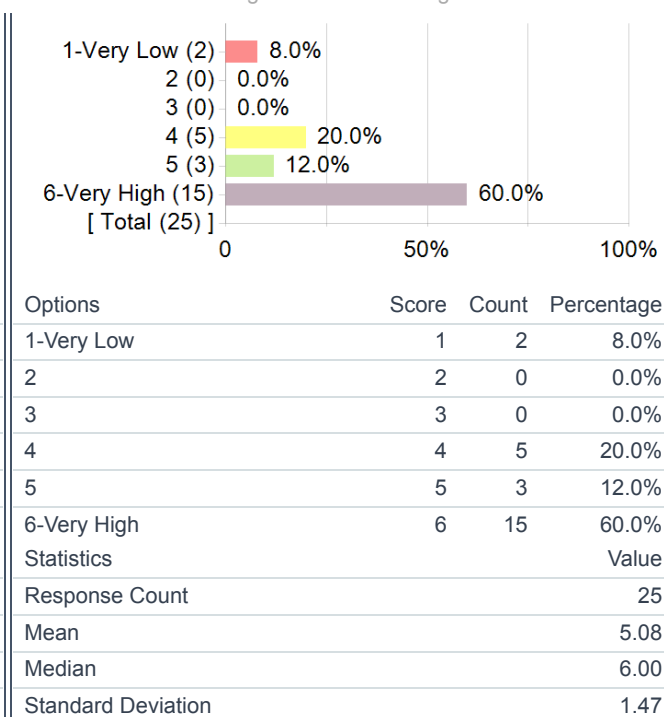
2. The TA was well prepared for each session.



3. The TA communicated ideas in a clear manner.



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



OPEN-ENDED QUESTIONS

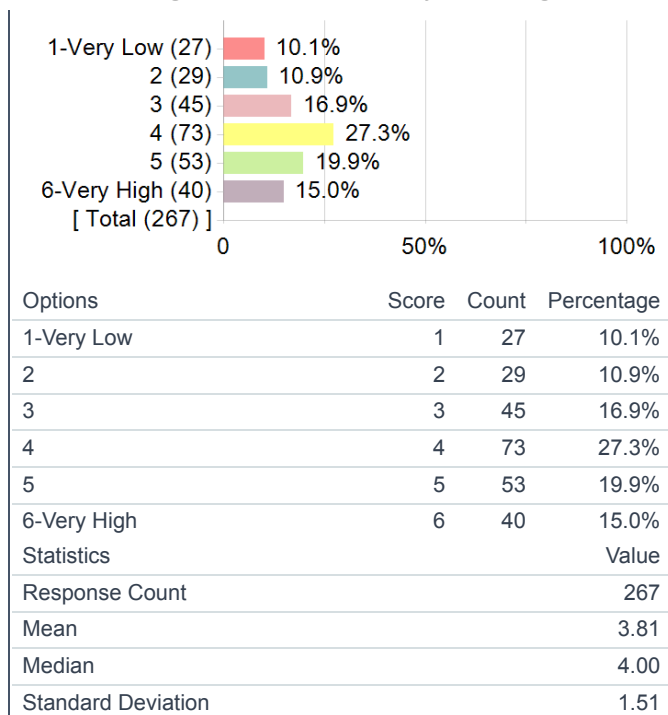
What are the primary strengths and weaknesses of the teaching assistant?

Comments
N/A
They did a good job considering the challenges of remote learning. The answer videos for the supplement questions were very useful.
He was very nice and helpful and answered all my questions in great detail.
the one time I went to him he literally couldn't think of a way to answer my question or help me without giving the answers to the assignment away. so essentially I received no clarity or help from him.
n/a
No weaknesses. Answered all questions well.
Giovanni was a great TA. He was very helpful and always punctual. Whenever I would go to his office hours on Tuesday morning, he was always there, ready to help. I think his strengths relied on how he explained concepts to me, especially clarifying ideas I didn't fully grasp or understand. He also was able to use outside examples to reiterate connections as well. There really weren't any weaknesses with Giovanni.
Amazing TA
He really tried to help me out if there is a problem.
This TA was able to answer questions well and provide additional support.

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
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.
Videos, supplementary Questions

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.
Being able to pause the lecture.
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.
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.

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 available 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.
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.
I thought the video format was very well organized and easy to understand.
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 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.
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.
Being able to watch the lectures over again was very helpful.
I can constantly go over the videos.
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 I've 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 needed. 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.
None
not the most efficient with asynchronous meetings
Asynchronous so it is easy to do it on your own time.
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.
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"> - Good organization - Practice tests, supplementary questions
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.
None, I hated how little interaction this class had and that it was asynchronous. I was very disappointed.
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.
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 ability to watch lectures multiple times and access the class slides was helpful.
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.
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.
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 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 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.
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.

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.
More communication between students and professor as it was difficult with an asynchronous class.
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.
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
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 don't know. I just prefer in person.
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.

I am just not a fan of asynchronous classes

more office hours, spread out the office hour time slots

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 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
None
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.
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.
The asynchronous style of class instruction was really not very helpful at absorbing information beyond just the ability to complete assignments and exams.

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.