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Evidence of Teaching Effectiveness

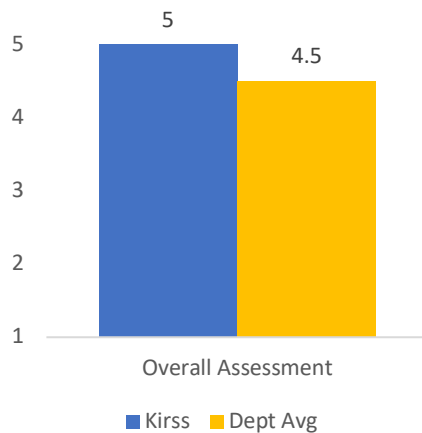
This section summarizes instructor evaluations I received as the Instructor of Record for an capstone, writing-intensive undergraduate seminar at George Washington University (GW) in Spring 2020, entitled “The Political Economy of War.” I present both quantitative and qualitative responses from this course. The official course evaluation output from GW’s online evaluation system is appended to the end of this document. I received a departmental award for “Best Independent Course by a Graduate Student” for the course.

Quantitative Responses

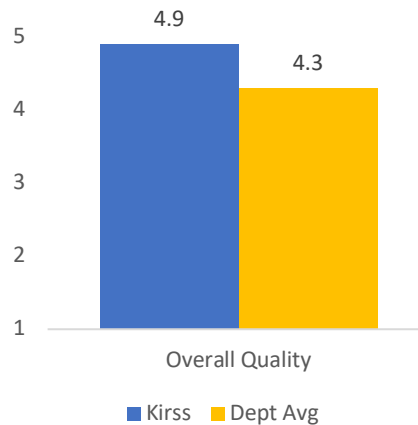
The figures below display the mean student response to five questions about the course. The first asks for students’ “overall assessment” of the instructor, on a scale from “very poor” (1) to “excellent” (5). The second asks students to assess the course’s “overall quality,” on a scale from “very poor” (1) to “excellent” (5). The third asks whether they agree that the course “improved their writing ability,” on a scale from “none” (1) to “a great deal” (5). The fourth asks whether they agree that the course “improved their critical thinking abilities,” on a scale from “none” (1) to “a great deal” (5). The fifth asks whether they agree that the course “improved their quantitative/analytical skills,” on a scale from “none” (1) to “a great deal” (5).

The figures also include the average scores for all political science courses during that semester. My quantitative evaluations exceeded the departmental average on all of these questions.

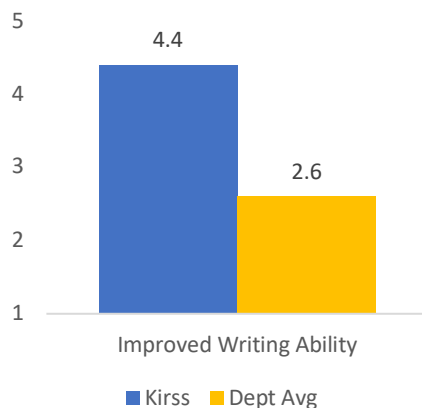
Question 1: Overall Assessment



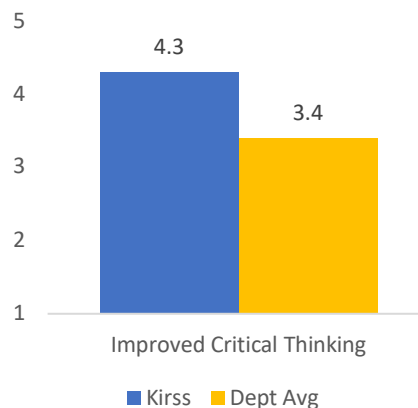
Question 2: Overall Quality



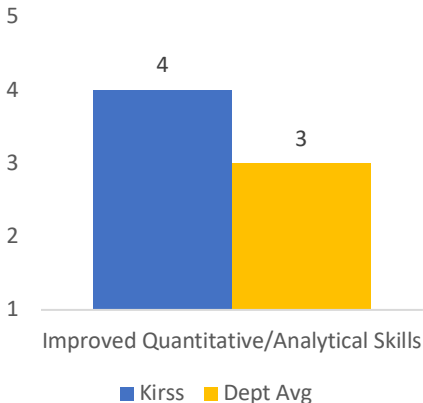
Question 3: Improved Writing



Question 4: Improved Critical Thinking



Question 5: Improved Quantitative Skills



Qualitative Responses

What are some things you have liked about the course?

“I really like how it was discussion-oriented. This course was very manageable even for students with no economics background. Alex expected a lot from us but was always there to help and guide us. I have recommended this course to A LOT of other students because it has been my favorite course at GW so far.”

“Interesting readings that tied in things I’ve learned in many different classes and subjects. The class also allowed for some really great discussions during class time.”

“I absolutely loved the topic of the course and the way it was presented. Alex took a unique, and at times somewhat dry, topic and made it easy to comprehend and exciting to debate with other students. I looked forward to learning and debating the economy every week in class.”

“I enjoyed the challenge of the reading and the emphasis on discussion. The course is very engaging, which is quite the accomplishment with material as challenging and dense as this. I think the two hour format, though cumbersome at times, is best for the way meetings were structured.”

What are some things that you would change about the course?

“Nothing”

“I struggled to answer the questions posed about each reading, but that may be more about how I comprehend and synthesize information. My classmates did alright with it, but I never quite got the hang of it.”

Official GW Course Assessment Material

- The official GW course assessment output is appended to this document, beginning on the following page.

There were: 13 possible respondents.

Question Text	N	Top Two	Avg	PSC Avg	PS C SD	Sch Avg	Sc h SD	PSC	Non-PSC	UD Leaning PSC	UD	Grad							
1 Major	7							100% (7)	0% (0)	0% (0)	0% (0)	0% (0)							
								&Lt 10%	50%	75%	90%	100%							
2 Attendance Percentage	7							0% (0)	0% (0)	14% (1)	0% (0)	86% (6)							
								1 Hr Or Less	1-2 Hrs	3-4 Hrs	5-6 Hrs	7-8 Hrs	9-10 Hrs	11-13 Hrs	13-15 Hrs	15+ Hrs			
3 Time on coursework outside of class	7							0% (0)	0% (0)	71% (5)	29% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
								A	B	C	D	F							
4 Current Grade	7							71% (5)	29% (2)	0% (0)	0% (0)	0% (0)							
								TM Lecture	LTM Lecture	Good Balance	LTM Discussion	TM Discussion							
5 Lecture-Discussion Balance	7							0% (0)	0% (0)	100% (7)	0% (0)	0% (0)							
								V Low	Low	About Right	High	V High							
6 Assignment Challenge	7							0% (0)	0% (0)	86% (6)	14% (1)	0% (0)							
7 Reading Challenge	7							0% (0)	0% (0)	71% (5)	14% (1)	14% (1)							
								V Poor	Poor	Fair	Good	Excellent							
8 Overall Quality	7	100% (7)	4.9	4.3	0.9	4.3	0.9	0% (0)	0% (0)	0% (0)	14% (1)	86% (6)							
								Not At All	2	3	4	Completely	N/A						

9	Covered objectives	7	100% (7)	5	4.6	0.7	4.6	0.8	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)	0% (0)								
									None	Little Bit	Fair Amount	Quite A Bit	Great Deal									
10	Improved Writing Ability	7	86% (6)	4.4	2.6	1.3	2.6	1.3	0% (0)	0% (0)	14% (1)	29% (2)	57% (4)									
11	Improved Quantitative/Analytical Skills	7	71% (5)	4	3.0	1.2	3.0	1.2	0% (0)	29% (2)	0% (0)	14% (1)	57% (4)									
12	Improved Critical Thinking Ability	7	86% (6)	4.3	3.4	1.1	3.4	1.1	0% (0)	14% (1)	0% (0)	29% (2)	57% (4)									
									Little	2	3	4	A Lot	N/A								
13	How much learned	7	86% (6)	4.7	4.3	0.9	4.2	1.0	0% (0)	0% (0)	14% (1)	0% (0)	86% (6)	0% (0)								
									Str Disagree	Disagree	Neither	Agree	Str Agree									
16	Lectures and Presentations	7	100% (7)	5	4.3	0.9	4.3	0.9	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)									
17	Use of E-mail or Website	7	100% (7)	5	4.3	0.9	4.3	0.9	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)									
18	Available during Office Hours	7	100% (7)	4.9	4.3	0.8	4.3	0.8	0% (0)	0% (0)	0% (0)	14% (1)	86% (6)									
									Str Disagree	2	3	4	Str Agree	N/A								
19	Instructor treats students with respect	7	100% (7)	5	4.7	0.7	4.7	0.8	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)	0% (0)								
									V Poor	Poor	Fair	Good	Excellent									
20	Overall Assessment	7	100% (7)	5	4.5	0.8	4.5	0.8	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)									
									Lectures	Discuss	Clickers	Activity	Homework	Labs	Project	Teamwork	Present	Guest Lect	Fieldwork	Writing	Other	

21	COVID19: Contributed to learning	7							86% (6)	71% (5)	0% (0)	0% (0)	71% (5)	0% (0)	14% (1)	0% (0)	0% (0)	0% (0)	0% (0)	43% (3)	0% (0)
									1 Hr Or Less	1-2 Hrs	3-4 Hrs	5-6 Hrs	7-8 Hrs	9-10 Hrs	11-13 Hrs	13-15 Hrs	15+ Hrs				
22	COVID19: Time on coursework outside of class	7							0% (0)	0% (0)	86% (6)	0% (0)	14% (1)	0% (0)	0% (0)	0% (0)	0% (0)				
									Memor y	Apply Basic	Organizi ng	Judge	Apply New	Solv e Probl	Thinkin g	Teamwor k	Readin g	Presen t	Lab	Writin g	Othe r
23	COVID19: Significant aspects	7							0% (0)	71% (5)	71% (5)	86% (6)	71% (5)	14% (1)	57% (4)	0% (0)	71% (5)	14% (1)	0% (0)	57% (4)	0% (0)
									Not At All	2	3	4	Very	N/A							
24	COVID19: Intellectual challenge	7	43% (3)	3.7	3.6	1.0	3.7	1.1	0% (0)	0% (0)	57% (4)	14% (1)	29% (2)	0% (0)							
									Little	2	3	4	A Lot	N/A							
25	COVID19: How much learned	7	86% (6)	4.6	3.9	1.1	3.8	1.2	0% (0)	0% (0)	14% (1)	14% (1)	71% (5)	0% (0)							
									Str Disagr	2	3	4	Str Agree								
26	COVID19: Did best work possible	7	86% (6)	4.6	4.0	1.1	4.0	1.1	0% (0)	0% (0)	14% (1)	14% (1)	71% (5)								
									More	Same	Less	Don't Know									
27	COVID19: Significant change in workload	7							14% (1)	86% (6)	0% (0)	0% (0)									
									Poor	2	3	4	Excellent	N/A							
28	COVID19: Quality of technical support	7	83% (5)	4.5	4.0	1.1	3.9	1.1	0% (0)	0% (0)	14% (1)	14% (1)	57% (4)	14% (1)							

Text Responses

What are some things you have liked about the course?

I really like how it was discussion-oriented. This course was very manageable even for students with no economics background. Alex expected a lot from us but was always there to help and guide us. I have recommended this course to A LOT of other students because it has been my favorite course at GW so far.

Interesting readings that tied in things I've learned in many different classes and subjects. The class also allowed for some really great discussions during class time

I absolutely loved the topic of the course and the way it was presented. Alex took a unique, and at times somewhat dry, topic and made it easy to comprehend and exciting to debate with other students. I looked forward to learning and debating the economy every week in class.

I enjoyed the challenge of the reading and the emphasis on discussion. The course is very engaging, which is quite the accomplishment with material as challenging and dense as this. I think the two hour format, though cumbersome at times, is best for the way meetings were structured.

I like how the professor teaches.

What are some things that you would change about the course?

Nothing

I struggled to answer the questions posed about each reading, but that may be more about how I comprehend and synthesize information. My classmates did alright with it, but I never quite got the hang of it.

Use this space for comments on strengths of the course after the change to remote learning.

The course maintained a high level of quality for discussions despite the change in environment

This course had the best transition into online learning out of all of my courses. The seamless transition made it easier to continue with the coursework after the switch was made.

The course almost didn't change. It wasn't the same without being in person and having a whiteboard for the purposes of visual learning, but I was alright with that. I think trying to have that still would have been an impediment to the flow of discussion.

Use this space to provide suggestions on how to improve the course after the change to remote learning?

N/a

I was happy with the course after the change.

What was the most challenging aspect for you after the change to remote learning?

Motivating to do the readings while at home is difficult for me

My challenges weren't the fault of the course, jus the change to learning remotely in general.