

About the Instructor's Report

This report is for the instructor of the course only. It uniquely displays results from the [university question set](#) that factors in remote learning as well as the questions that you selected or created for your course.

For the Intersession 2022 term, your Department Chair or Program Director will **not** receive a report from SETC program. This decision was made to support instructors amid the remote teaching and learning challenges they may currently be facing. You are welcome to share your report as you see fit.

The intention of this report is to provide an overall summary of student's experiences of teaching, learning, and course delivery to inform understanding and reflection on teaching practice. It is not a direct measure of teaching effectiveness for promotion or tenure. This report cannot be used to reasonably rank or highlight differences between individual instructors as it lacks contextual information (e.g. class size, student demographics, etc.).

For more information about SETC reports, please visit our [website](#).

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Notes:

Statistics: This report only shows descriptive statistics (mean, standard deviation, frequency of scale options, and response count for each question) aggregated at a course level to protect student confidentiality.

Scales: The following scale is used for all questions in this report unless otherwise indicated:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

NRP: A value of "NRP" indicates that there was no response provided for a question.

Low Response: if less than 5 students responded to the *overall* course survey, your report will show limited information. This is to protect student confidentiality. On a question-by-question basis, you can still see full information even when less than 5 student responded to a particular question.

The following course sections were combined into one survey and report: Combined Sections: D100,G100

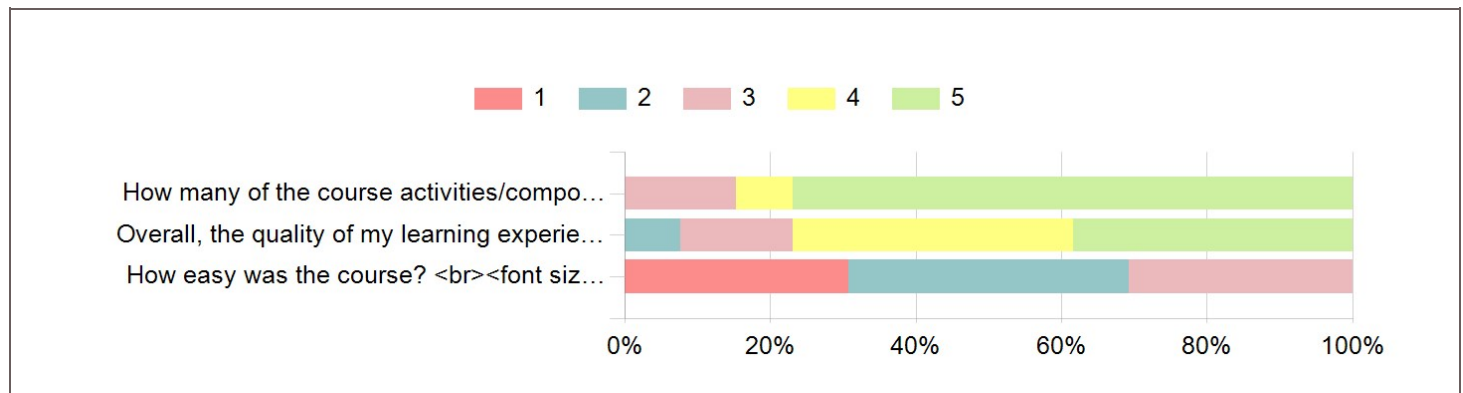
Section 1 – Who Responded?

This section gives some information about respondents. It is intended to help you understand the limits and generalizability of the statistics presented. Click [here](#) for more information about how response rate, perceived course difficulty, course engagement, and students' overall experience impact evaluation responses.

Raters	Students
Responded	13
Invited	18
Response Ratio	72.2%

Question	Response Count	Mean	Standard Deviation
How many of the course activities/components (i.e. watched lectures, contributed to discussions, assignments) did you complete? Scale used: 1=None, 2=Not very many of them, 3=About half of them, 4=Most of them, 5=All of them	13	4.62	0.77
Overall, the quality of my learning experience in this course was.... Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good	13	4.08	0.95
How easy was the course? Scale used: 1=Very Hard, 2=Hard, 3=Medium, 4=Easy, 5=Very Easy	13	2.00	0.82

Response Distribution



Section 2 – Instructor Questions

This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

Section 3 – University Questions for Remote Learning

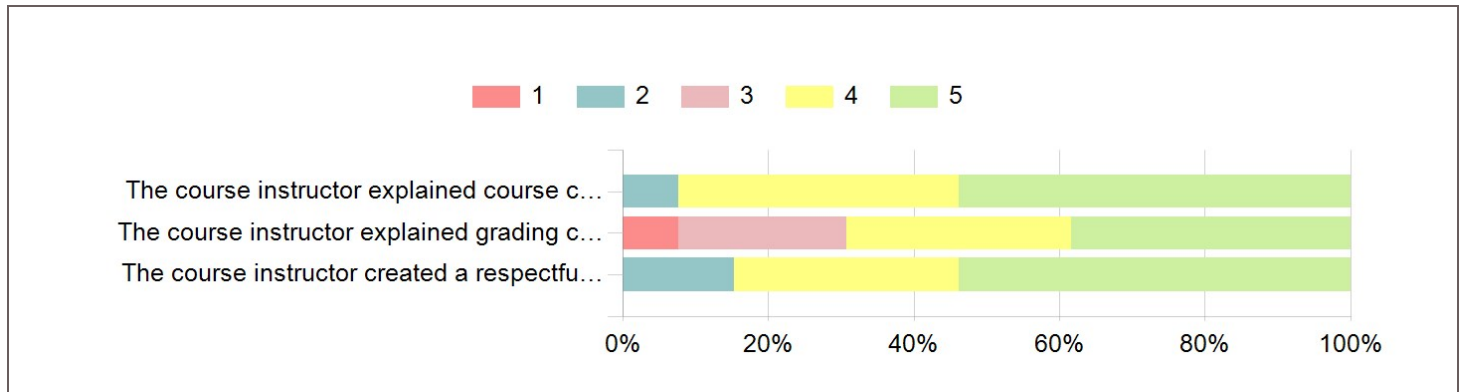
These questions appear on every SETC form and have been updated to refer to remote instruction and learning. Responses to the university comment question can be found in Section 4.

Part 1 – Students’ Experience with the Course Instructor

To what extent do you agree with the following statements about your experience with this course instructor:

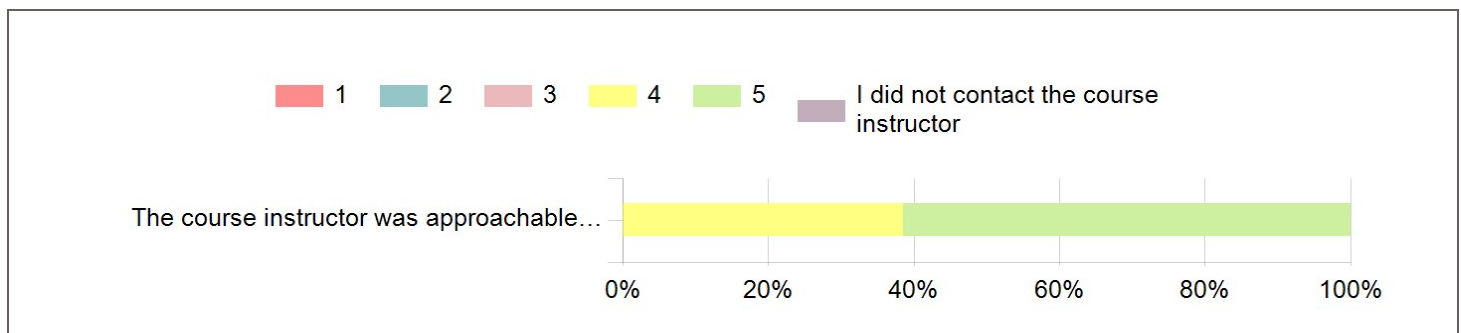
Question	Response Count	Mean	Standard Deviation
The course instructor explained course concepts clearly.	13	4.38	0.87
The course instructor explained grading criteria clearly.	13	3.92	1.19
The course instructor created a respectful learning environment.	13	4.23	1.09

Response Distribution



Question	Response Count	Mean	Standard Deviation
The course instructor was approachable when I needed help. Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; I did not contact the course instructor	13	4.62	0.51

Response Distribution

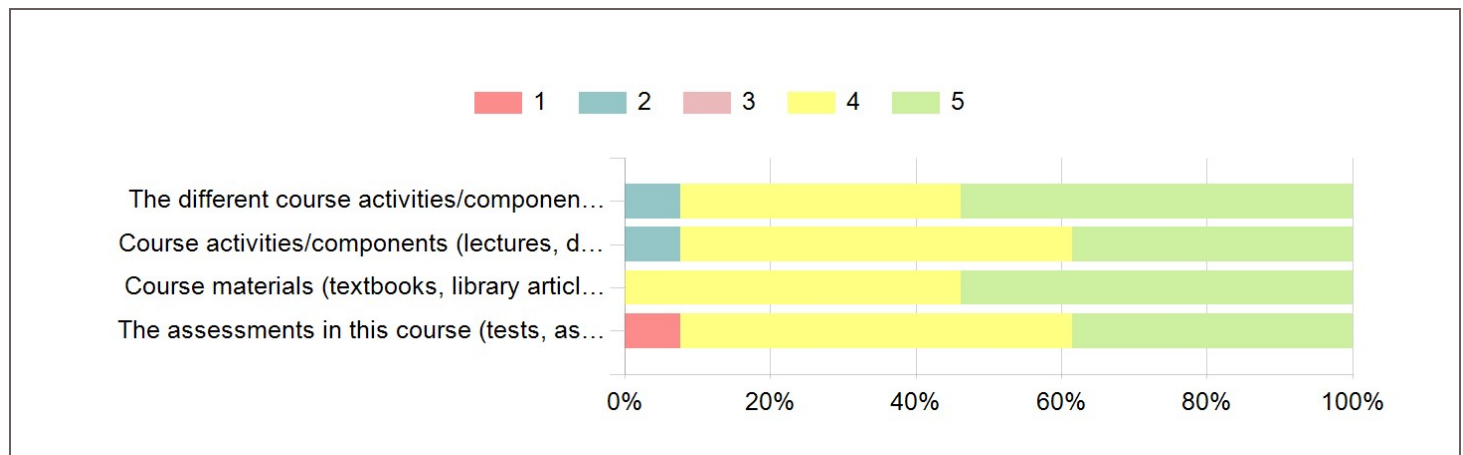


Part 2 – Students’ Experience with the Course

To what extent do you agree with the following statements about your experience in this course:

Question	Response Count	Mean	Standard Deviation
The different course activities/components (lectures, discussions, assignments, etc.) were connected.	13	4.38	0.87
Course activities/components (lectures, discussions, assignments, etc.) helped me learn.	13	4.23	0.83
Course materials (textbooks, library articles, and website links) improved my understanding of the course content.	13	4.54	0.52
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	13	4.15	1.07

Response Distribution



Section 4 – Comments

This section displays responses to all comment questions.

Instructor Selected Comment Questions

None selected.

Do you have any further comments?

Comments
<p>I was nervous going into this course, as I didn't have any experience with economics and was worried about understanding, but Dr. Hira did an incredible job at making the complex course content easy to understand. Instead of struggling to get through, I was able to learn a lot and want to learn more. He made the course interesting and engaging, and I appreciated having the recorded lectures online, as I could go back to them if I wanted to clear up any confusion. He also made expectations for the course and for assignments clear, allowing us to succeed. By giving us the marking rubric in advance, it helped to understand what we needed to do. Any time I had questions, he was always happy to answer them in class or over email.</p>
<p>Some problems with the course should be considered:</p> <ol style="list-style-type: none">1. It's not a good experience to have a course with both undergrad and grad students. The students have completely different goals and the class was just not fluid. I understand that undergrad students will have more questions, but sometimes it disrupts the learning environment and makes the other students lose interest in the lecture.2. The slides should have been updated to this term. Some slides were dated from 10 years ago and it made the students feel like the instructor did not give the required attention to the course. We know the instructor has thought this course many times before but updates are always necessary, especially with a course that deals with current issues.3. The syllabus and the structure of the course should have been better organized. The instructor decided to lecture about two topics in the same week so, most times, there was no time to cover all the content. Even though it is required for the students to study most part of the content at home, the class should be the primary point of learning. The instructor also pre-recorded lectures so sometimes the classes either sounded repetitive or he would say that he already talked about it in the recorded lecture, even though some concepts needed to be better explored.4. The instructor said many times that the goal of the course was for the students to understand the GPE concepts through memorization, but it looks like something extremely archaic to say. Teaching nowadays is not about making students memorize concepts and dates but about making them understand and think of them in a critical way. And if a student doesn't understand it the professor should use other strategies to help them instead of saying that the student did not study enough. With all the resources we have today, it is the instructor's job to make sure that the learning environment is welcoming.5. The in-class discussions needed some improvement. It is not a discussion if the instructor is just picking students to answer random questions. Working in small groups or promoting debates could be another option to make everybody participate. But again, there was almost no time for that considering the way the course was organized.
<p>While exams may be more suitable for undergrads, at the grad level (and senior undergrad level, in fact), I believe a research paper is the better option that actually helps students to develop analytical and critical thinking skills in the discipline, especially given the course's focus on various theories.</p>
<p>More importantly, there is a strong tendency that students would forget the materials they remembered for the exams; however, it's hard to forget what they actually wrote</p>
<p>Overall, I think it's a good class but the components should be twisted a bit in the future. As well, I think it would be beneficial if the professor could give more transparent percentage grades, as opposed to letter grades, though I understand that he wants to keep some flexibility on his hand</p>
<p>I really enjoyed having Dr. Hira as a professor. I think that he is a very valuable member of the department with an impressive knowledge base. I learned a lot for him and I am grateful for his helpful feedback. I really appreciate the clear instructions and rubrics he gives. I also really appreciate how open he is to questions. He is very respectful to students who are struggling and I think that his people skills are rare. For example, he is very patient when students ask many questions and he doesn't make you feel judged or lesser for not understanding. I also had a classmate tell me that Dr. Hira reached out to them because of their low mark so far in the course in order to provide them encouragement and to ask how he could help them be successful on the final. This is absolutely commendable and indicative of a fantastic professor with a true passion for the subject matter and for learning.</p>
<p>The one-week offset between the reading quizzes and the readings themselves made the first half of the course's material particularly overwhelming. I think focussing specifically on the study guide material in the second half of the course was a very good move as it made the offset schedule feel more cohesive as it was more comfortable to go back and do the study guide opposed to</p>

Comments
feeling like we had to almost re-do the readings to prepare for the quiz.
Andy is a great professor, he really wants me to succeed in this course. Though a very heavy and theoretical course, he tries his best to make the course his own. He takes pride in teaching and knows exactly what he wants to say. As this course also had a background relating to economics, from a student who has no ECON experience, he started from the ground up and that was very helpful. What he tells me is that he gets a bad rap from students saying that "he's a tough marker" or "he's just harsh" I think he is a fair marker and those who spend time (and put in the work) to learn the material, he's a great professor. Andy was one of the first teachers who gave me a really great learning experience and still wants me to succeed (though I was struggling). Andy is definitely a professor who deserves to be Chair of the Department. I'm not saying this to please anyone. This is the truth.
GPE is a beneficial course and Prof Hira has demonstrated how knowledgeable he is in this realm. I do not think that it is necessary to explain PE through the lens of Marxism and its linkages
Reading materials should be reduced.
Dr. Hira was a knowledgeable and helpful instructor. I enjoyed Dr. Hira's instruction and lectures. This course could have been improved in the following ways: Revisions to the syllabus for clarity, especially regarding which readings should be completed prior to attendance. Discussing the next week's readings during class time took more time than would be preferred. The guidelines for reflection papers is verbose to the point that it impacts clarity. This should be reformatted to provide clearer guidelines to students. More class time and readings dedicated to contemporary critical theory, especially regarding labor and feminist perspectives. There was a distinct lack of material pertaining to this content in the course, and more room could be made from accelerating some of the material from the first half of the course. While the first half of the course was clearly intended to provide students with a foundation in IPE, this is a 400/800 level course, and students should be more than capable of familiarizing themselves with the basics of IPE in one or two fewer weeks. More intervention from the instructor during in class discussions, specifically in regards to disruptive students. There was a student this semester who abused class discussion time to disparage schools of academic thought that the student did not understand, and this student also made insensitive and inappropriate remarks regarding discussions of feminist theory and a student who studied feminist theory. It was disappointing that there was no meaningful action taken to address this student's behavior, and created an uncomfortable environment in the classroom. This sentiment was shared by multiple students.
Dr. Hira makes the course content engaging and is a very experienced and knowledgeable professor. He did a great job this semester and I would take another one of his classes if I could!