

**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions

## Section 1 – Response Rate

Raters	Students
Responded	27
Invited	32
Response Ratio	84%

## Section 2 – Common Core Questions

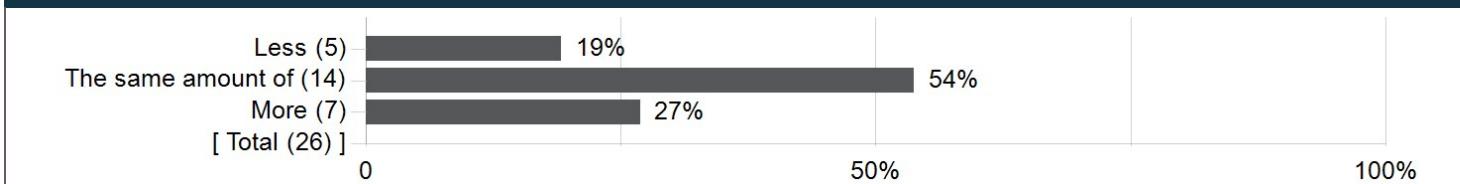
These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 484 than expected based on its number of credits.



Response Ratio	81%
Mean	0.1
Standard Deviation	0.7

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 484 than expected. Please explain.

Comments
I spent less time than needed that's why I'm below average in this course
The course was designed well to help understand concepts
Didn't pay attention, was just given code without learning
I thought it's going to be really bad because I am really bad at coding. But I actually understood the concepts being taught and did fine.
Personally I had another course that took the lions share of my time so I spent less time than I would have liked on this course. This is not due to the course design itself.

**2.1b** You responded as having spent the same amount of time on ECON 484 as expected. Please explain.

Comments
The workload of the course was reasonable for a 400 level elective course
Given that it is a coding course i expected it to take up more time than average compared to other courses
I spent the amount of time I expected for this course
This course is so fun, teaching me learn lots of codes in the class.
At econ484, we do the fair stuff that learn enough more things. It's good. If there are less, I feel like I learn couldn't enough. If there are more, I feel too much. Now is just about to good. By the way, Kevin is being so friendly and helpful.
Although it was the same amount as other courses usually, I believe it may be due to my previous experience with R. For someone that has had no experience with courses like stat 260/452 and econ 334, it may be difficult to follow along with everything that is happening.
What? My answer is self-explanatory. Do better survey maker
No prior r coding experience meant I had to sink some extra time bringing my code skills up to speed as the exercise rigour rose but overall expected work load.
The course is going smoothly under my expectation
Just enough work for the course, well balanced in assignments and exercises.
Including the assignments and term paper it averages at about 6hr per week
5 hour per week to study this course

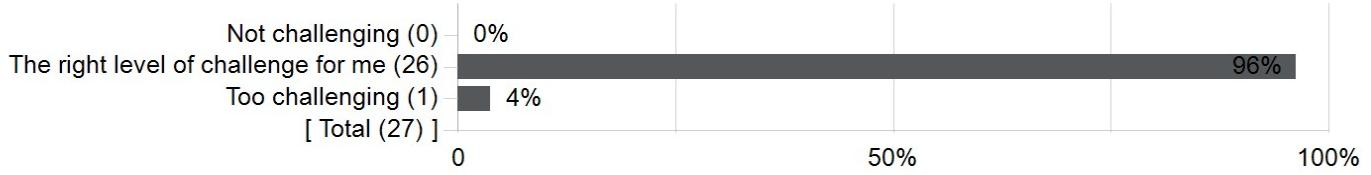
**2.1c** You responded as having spent more time on ECON 484 than expected. Please explain.

Comments
It takes a long time to learn the coding aspect especially when you are stuck because not many sources out there especially in R
4hrs per week was what I expected but it took me more when completing weekly quizzes
I thought I was fairly competent in R but, this course has challenged that introducing some new topics that I spent more time trying to understand than what I had initially expected.
I enjoy learning and researching on the course materials, which motivated me to spend huge amount of time for this class willingly.
There was a lot of material to get through and understand theory and coding
It was mainly due to the time taken for the models to run and I tried a couple different models

**2.2 Course Challenge**

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found ECON 484 to be...



Response Ratio

84%

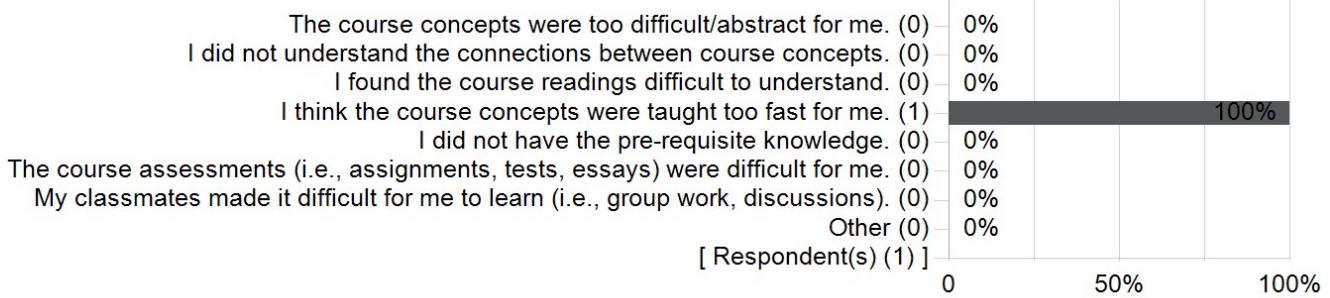
Mean

0.0

Standard Deviation

0.2

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

**2.2b Why did you rate ECON 484 as too challenging?**

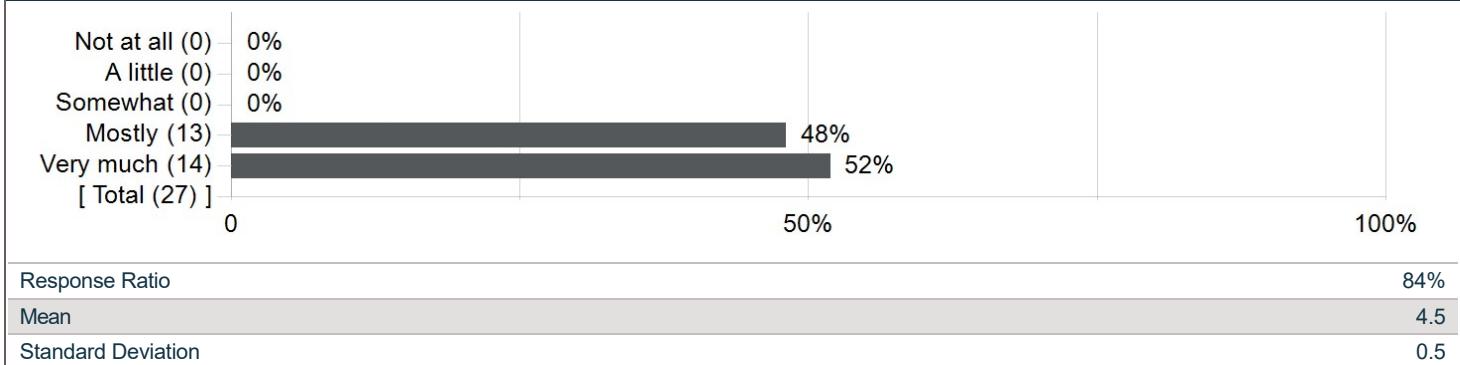
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

**2.3 Assessments**

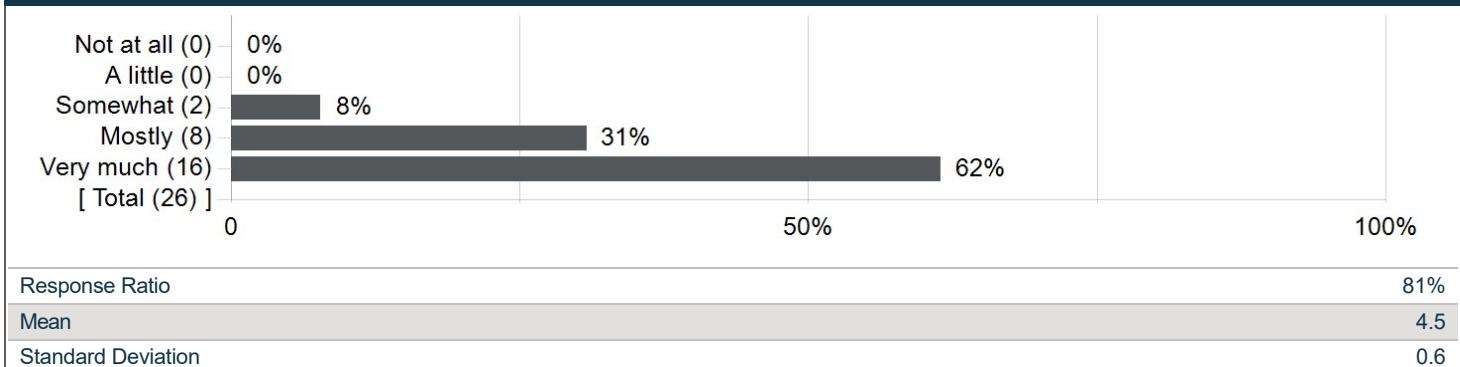
For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

**2.3a**

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?

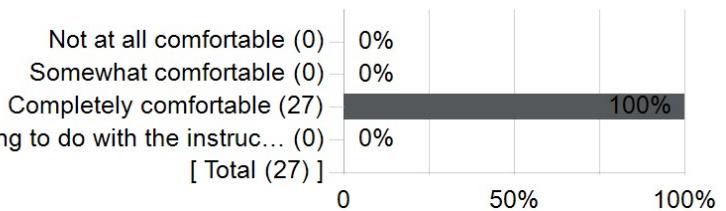
**2.3b**

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



Response Ratio	84%
Mean	3.0
Standard Deviation	0.0

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

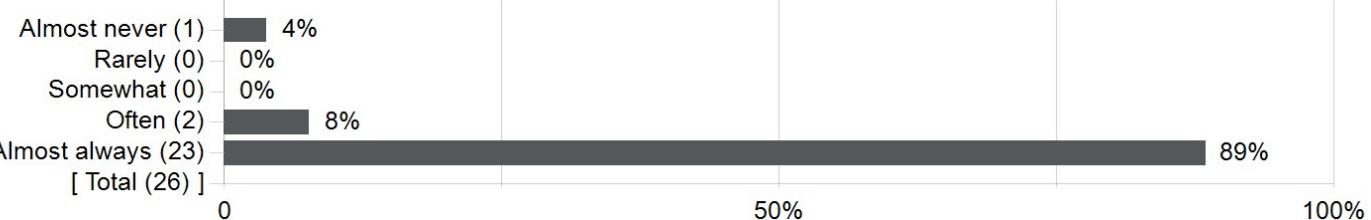
Comments
Kevin was friendly and approachable, always welcomed questions
Very down to earth prof, no problem with answering questions
He's a very kind and caring professor who is passionate about what he teaches. He makes it clear during lectures through his words and body language that any student can approach him comfortably even if the student is socially anxious. I really enjoyed his class.
lots of officehour, friendly atmosphere
Kevin made him self very accessible for help, and was kind and approachable.
Not judgemental
He always encouraged asking questions and was always willing to help you out with your code, even if he had to stay beyond the lecture time
I had to reschedule my 1 on 1 meeting for the term paper and I reached out to him and he accommodated me immediately.
Kevin was also available for extra help
He has clear office hour that I can walk in to get assistance
Amazing professor who encouraged approaching him
He has a great sense of humor in his classes, makes the content easy to understand, and really enjoys his teaching style.
Professor Laughren is always being kind. He had many office hour to help students as he dont have to, all he do is to help students to understand the course better. I'm so appreciated.
He is a very approachable professor who is always open to chat about topics in and outside of class to help students succeed.
The best teacher in SFU ever, he was so caring <3
Very welcoming and encourages questions. The environment doesn't feel tense and is more casual.
Very kind and helpful , Kevin is a chill dude
Kevin is a very outgoing and approachable professor. Generally, students tend to approach professors when they need assistance, but Kevin is different, he takes the initiative to walk around the classroom and check in with students to see if they need any help. I find this gesture extremely kind and thoughtful, as it shows he genuinely cares about our learning and wants to ensure no one is left behind.
What stands out even more is his willingness to help outside of scheduled office hours. On several occasions, he has taken the time to explain coding concepts and difficult material to me when he had no obligation to do so. Sometimes, I've spent up to an hour with him during his personal time, and he never made me feel like I was a burden. His dedication and support have made a big difference in my learning experience.
Kevin was a great prof. Way better than most tenured profs in the econ department.
Kevin may be the most responsive and dedicated professor I have ever had in my degree with respect to approachability both outside and inside class.
This professor is always welcome to take questions anytime no matter in lecture or office hours.
Wonderful professor, very kind, very knowledgeable. Easily approachable
Kevin is very approachable and helpful, I attended multiple office hours and he was always willing to help and provide feedback.

**2.5 Instructor**

For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

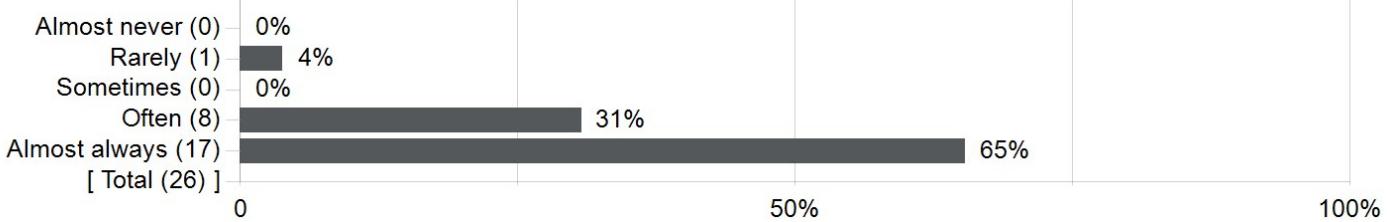
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).



Response Ratio	81%
Mean	4.8
Standard Deviation	0.8

**2.5b**

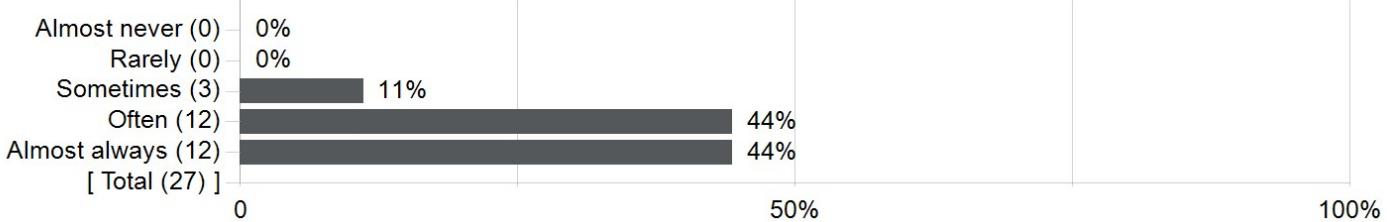
I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).



Response Ratio	81%
Mean	4.6
Standard Deviation	0.7

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



Response Ratio	84%
Mean	4.3
Standard Deviation	0.7

**2.6 Which aspects of ECON 484 helped you learn and why?**

## Comments

The coding exercises and assignments helped me implement what I learned and understand it at a deeper level than if I had simply read the content.
The in class exercises
Understand different models
Our instructor, Kevin, really cared that we learned the topics.
Rstudio! I can run some codes! That's awesome
Rlanguage
Codes and analysis of everyday economic phenomena.
Actually I was a shy girl that rarely talk to professor. But this time, because I was really a beginner of R code and because of Kevin is so nice. I ask him a lot during office hour and he help me a lot. I learned that it is nothing afraid about asking professor my problem.
I think the assignments were very valuable in this course. It forced everyone to try each model to make the best prediction model they were capable of. The second assignment in particular allowed me to try many different approaches that I had not considered before taking this course.
Learning all the prediction models and the live coding
Kevin helped me learned the most, the lecture and his non-official scheduled office hour helped me understand the codes.
Continue the course as is
Having conceptual questions included with the coding exercises, it pressed my understanding a little more. Having hold out data we could compete on for MSE was super motivating to do well!
Code section, practicing and solving real problems make me understand how methods and algorithms works.
Coding and Data analysis
Kevins high office hour ability let me reflect on assignments and get clarification about concepts
In-class exercises, posted lecture notes. More information available to students the better.
The project based style helped to learn as the projects/reports that we generated has great application for real world work
The exercises helped ground concepts taught in class
Lectures, exercises, and assignments.
Code. I learned how to apply different models to analyze various types of data.

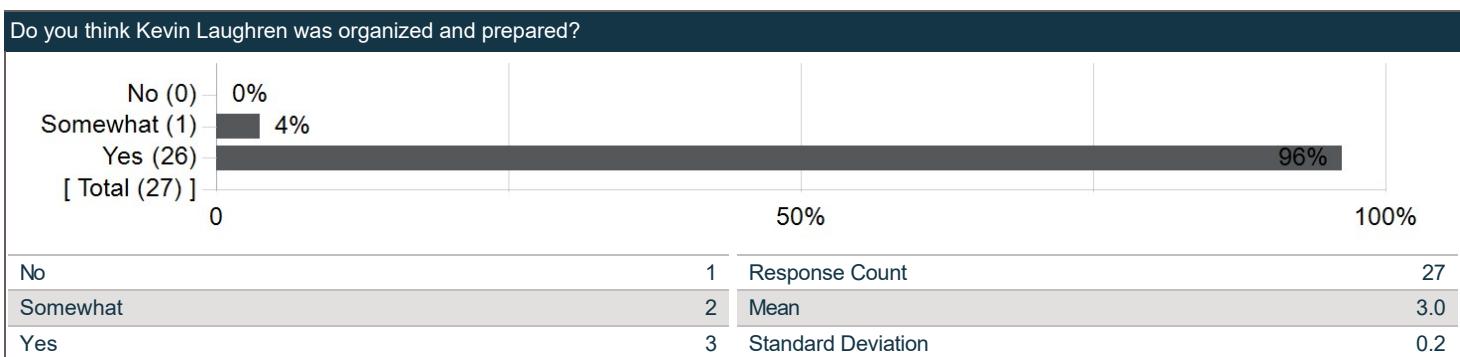
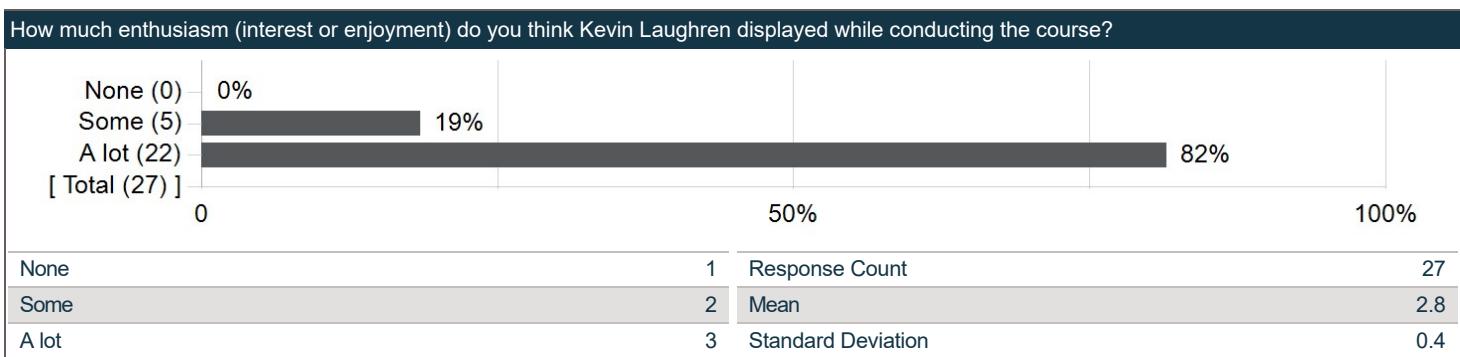
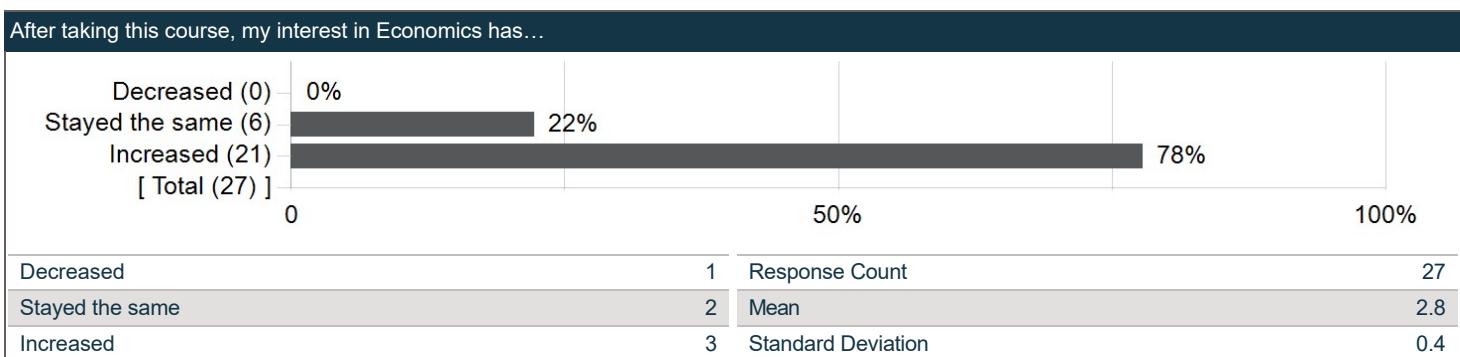
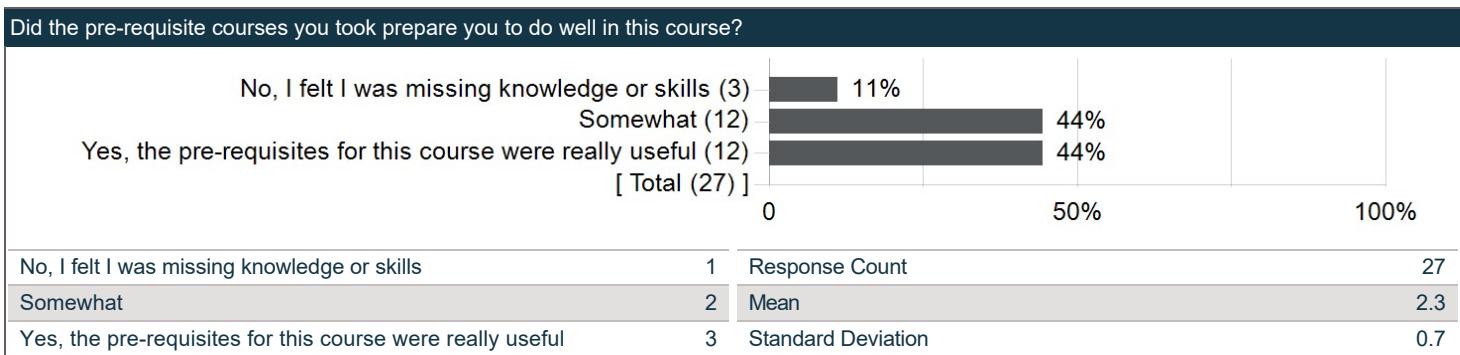
**2.7 How would you improve ECON 484 for future students?**

## Comments

maybe spread out the % of the assignments out more
No comment
No idea
More exercises like term paper. Self selection
More interaction
Good luck!
As this is the first time the class is offered some areas of improvement are expected. One would be the turn around time for the after class assignments. Considering this however, I do think this should be a course offered to students often. It challenged students to start actually doing data science work which my other courses in the concentration oversimplify. It also set expectations of what you should prepare in a workplace scenario.
maybe for the exercises instead of hard practical exercises, do a combination of practical and conceptual exercises, as someone without machine learning knowledge may struggle (which Kevin started adapting to latter half of the course)
More clarity on lecture notes
Maybe have a little bit of quiz? Because I feel like students can learn more and be more focused under a bit of pressures.
continue the course as is
Maybe throw some more conceptual questions in the exercises
Future students should realize understanding the basic properties of R language in their first couples of lectures.
Incorporate independent coding exercises, and some group projects
More explanation about what the lines of code are doing and why they were included. I found little value in coding along with Kevin and would like if he focused more on explaining the code given to us.
Add an Intro to R course such at STAT260 as a prerequisite.
Earlier posting of lecture slides
I don't see anything to improve.
Prepare a template for model and data cleaning. What is the prediction target? Which model can be applied corresponding to it?

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

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

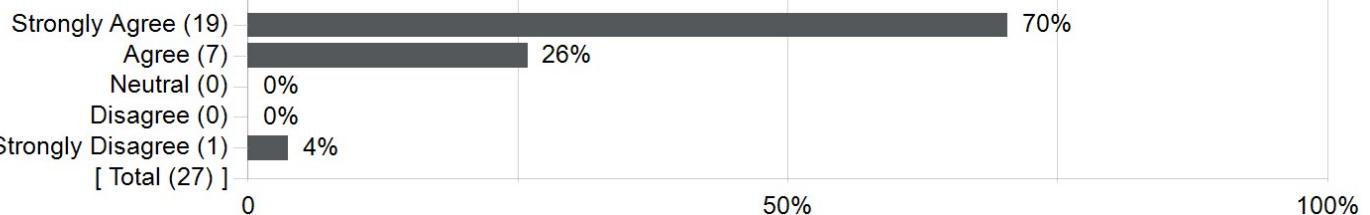
The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

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

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

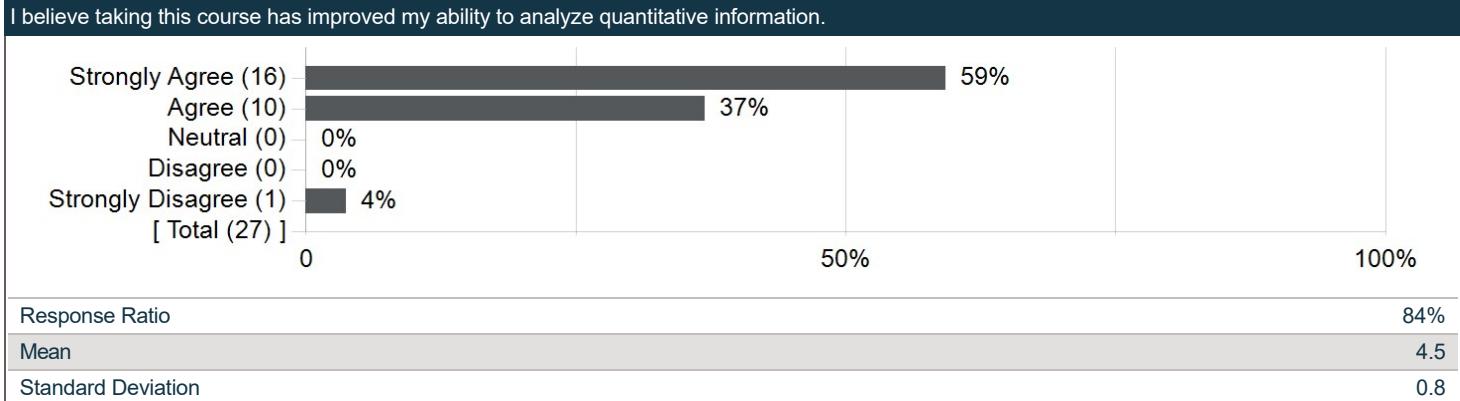
Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

The instructor's, Kevin Laughren's, teaching style helped me learn.



Response Ratio	84%
Mean	4.6
Standard Deviation	0.8

I believe taking this course has improved my ability to analyze quantitative information.



**What was the best part of this learning experience?****Comments**

I liked the in-class demos/coding exercises. I think it was really helpful to follow along. The assignments are relevant to the course and are interesting real-life examples.

The class is very applicable to real world work and has thought me great R coding in a projects scenario which is easily translated to my job and I was able to apply the final project to my current work. This prompted me to learn and I was more than happy to put additional work so that I could use the thesis/project on my resume

Being able to apply the concepts learned in class through assignments and the term paper. Also the fact that student feedback was implemented throughout the duration of the course.

The best part was Kevin himself. I really appreciate how he is both as a professor and a person. I cannot say the same about the other professors in SFU after years of doing classes here.

I understand and know how to apply machine learning.

The hands-on assignments where we got to work with building our own models.

learning how to make predictions

He's a very nice and kind professor who is willing to help us, he's passionate and enthusiastic.

The term paper I am doing is related to what I wanna pursue in life that is Trading.

I see it as two assignments. It is geared towards the CEO and completing the assignment will help me in the future.

I was not very good at using R code, but now I can do it by myself and even use the code to do our task of the term paper. I'm proud of myself.

Working with big datasets and getting to clean data would have to be the highlight of the course. Despite the amount of R courses I have taken we often only get experience on small cleaned datasets. I think this experience has been valuable for me as I would like to pursue a career in data analytics or science.

The topic machine learning itself was the best part

Practical and engaging, most of the content is able to be applied in real life scenarios.

Exercises after every lecture helped me learn

Kevin is such a chill and kind person. It's truly an honor to have had him as my instructor. The way he delivers his lectures with so much passion and energy makes learning feel engaging and inspiring. This is actually the second time I've chosen to take one of his courses, even though I don't particularly enjoy coding. In fact, I had a terrible experience with CMPT 120(Python coding) during my first year of university, which left me with a lasting hate to programming.

Despite that, I still chose to take Kevin's class again because of how incredible he is as a teacher. His ability to make difficult material approachable and his supportive teaching style really set him apart. I even enrolled in his Econ 455W course next semester, despite already completing an upper-level writing requirement this term. That's how much I value learning from him. He is the first professor I've encountered who makes me feel that the struggle is worth it. So like I am intentionally willing to challenge myself because of his encouragement. His teaching doesn't just educate, it motivates. And for that, I'm grateful.

Overall, what I want to say is that this learning experience wasn't just about gaining academic knowledge, it was about overcoming personal barriers and realizing that the right instructor can completely reshape how I view an activity that I once hated the most. I will forever remember what he said when comes to programming : "You gotta be resilient!"

Machine learning is a challenging course which Kevin broke down and made very easy to understand leading into difficult material

The freedom and creativity to explore different approaches in our assignments and term paper. The applied hands on nature of the workshop style of lecturing. I'm impressed with how much ground we covered, I feel like I may actually put this knowledge to use in my future.

Each week we learn a new machine learning method from a well structured lecture. First we go with concepts, comes with coding section and exercise. This course structure works as a cycle for learning and practicing, which works well for internalizing new knowledge.

Working on the code, and learning what each functions do and how its applicable to the real world.

Kevin really made this course good. His enthusiasm for the material and approachability outside of class made this a positive learning experience.

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- Section 5: Course Context Questions

## Section 1 – Response Rate

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Responded	52
Invited	64
Response Ratio	81%

## Section 2 – Common Core Questions

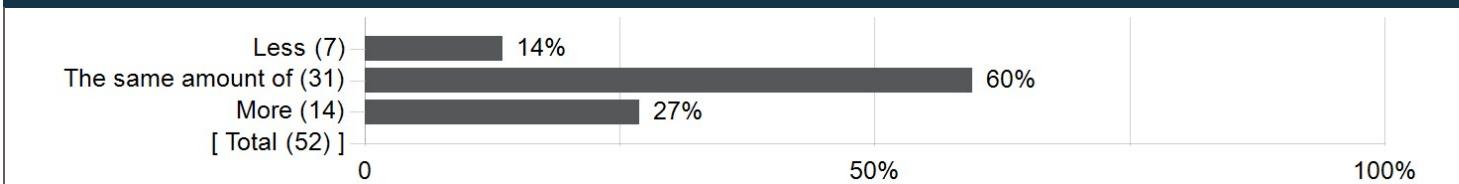
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I spent \_\_\_\_\_ time on ECON 201 than expected based on its number of credits.



Response Ratio

81%

Mean

0.1

Standard Deviation

0.6

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 201 than expected. Please explain.

##### Comments

There was no incentive to go for tutorials.

Kevin and Yuqi (the TA) were both really good at explaining concepts, so I didn't need to spend time trying to learn concepts that I missed in class as it didn't happen to me.

I had part time job which made me lose a lot of classes. I would like to have more office hours

There wasn't a lot to do....

I found that the professor was very good at explaining concepts within the lecture making it easier to understand and finish homework meaning I was able to spend less time figuring things out on my own.

I spent less time outside of lectures doing studying although it is definitely reflected in my grades.

Its a pretty easy class so I tend to just study before exams and because I absorb the lectures easily I am not really worried about exams since most of the theory gets a bored after hearing it once.

**2.1b You responded as having spent the same amount of time on ECON 201 as expected. Please explain.**

Comments
study 2 weeks before exam
I probably spent a little less time at parts of the semester, and more at others but I think it balanced out
I was told it was a challenging course and so I was expecting to put in a fair amount of effort
I spent the average amount of time studying and reviewing
I expected to have 2 lectures each week and to spend at least one day of practice/assignment time which happened.
The amount of hours like double that of the time our classes are in a week.
I spent about 3–4 hours per week doing work for this class outside of lecture. This was usually a combination of reading, tutorial questions, and the two assignments.
after class review and assignment take time
I expected this course would require a moderate amount of time for reading, completing assignments, and preparing for exams. The workload was reasonable, and the pace of the course was manageable, so the time I spent matched my expectations.
Join in class weekly, finish every tutorial, spend time on review. This is what I expect.
It was a reasonable workload based on the credits and the difficulty of this particular course.
I just did the tutorial questions and went over slides/notes
It was a difficult class, but 4 credits, so expected.
Time spent on Econ 201 was expected
Friends who've taken the course have said that I would need to put in some effort and time to do well, as expected that was the case.
Reading textbook before the class and reviewing contents after the class
Kevin have good real examples and tools to make it easier
The content is fair and slides are well organized to study efficiently
The class was hard and needed time spent to learn it but Kevin made it as intuitive as possible so I found myself not having to teach myself concepts which is what usually happens
It's a fairly hard course and knowing that I put in a good amount of effort into the course and studied a lot for exams
Class material was really organized and I could manage my time good
Concepts in econ are relatively easy to understand are closely related to microeconomics, though I wish I spent more time on this class. Now I know how much practice is important to this course
Kinda hard contents
The textbook chapters were an easy read (roughly 10–15 pages) and were helpful as an additional resource. Additionally the lecture slides and lecture recordings were never longer than 1H to 2H. Often times you didn't need to watch the entire lecture.
The lectures explained the material well. The only main thing left was to practice and get rid of any confusions. I spent the same amount of time that would ideally be required.

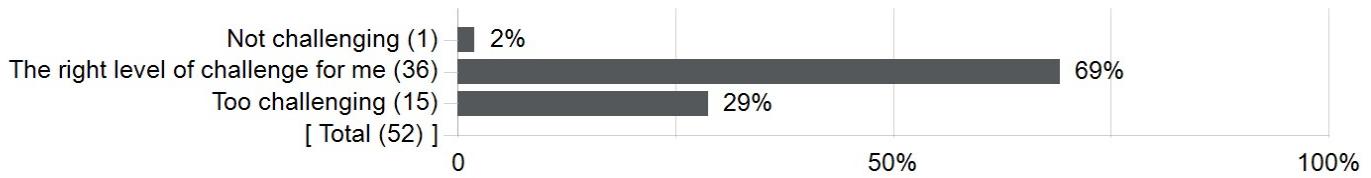
**2.1c You responded as having spent more time on ECON 201 than expected. Please explain.**

Comments
I spent more time understanding graphs than I had hoped.
I spent around 10 hours as an average in every weeks.
Need more assignments and practices
Compared to other 200 level courses this course took a lot more work.
It is a 4 units course so I have spent more time on it
I spent more time on ECON 201 than expected because the course material was quite rigorous and required a deeper understanding of mathematical derivations, especially with utility functions, demand analysis, and production theory. Weekly lectures introduced dense concepts that needed additional hours of independent study and problem-solving to fully grasp. Additionally, some assignments and tutorials involved calculus-based applications, which added to the time commitment. That said, the course was valuable and helped strengthen my analytical thinking.
The course covered essential microeconomic theory in detail, with a good balance between theory and mathematical application. The emphasis on calculus-based models made the content more rigorous, which I appreciated. However, a clearer connection between the lecture material and the assignments/tutorials would improve the learning experience. Including more step-by-step breakdowns in class or in supplementary videos would make the content more accessible.
Despite the heavy workload, I found ECON 201 to be a rewarding course. It challenged me to think more critically and improved my problem-solving skills. With a few tweaks to pacing and support materials, this course could become even more effective. I would recommend it to students who are ready to engage deeply with microeconomic theory.
There were much more materials that I expected and more math.
Because I found the curse material hard
Spend extra time for the large amount of knowledge
Revision at home
Bc i wanna get higher grades than average
I think ECON201 is the most important compulsory course for ECON students in their firse and second years, so I will review it every week to get a good grade. In addition, I think the content of this course is very interesting and will keep me engaged in learning.
It's too hard

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

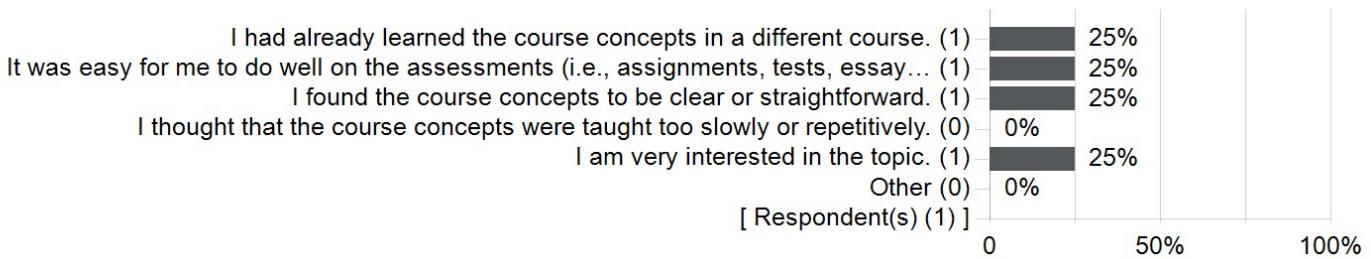
I found ECON 201 to be...



Response Ratio	81%
Mean	0.3
Standard Deviation	0.5

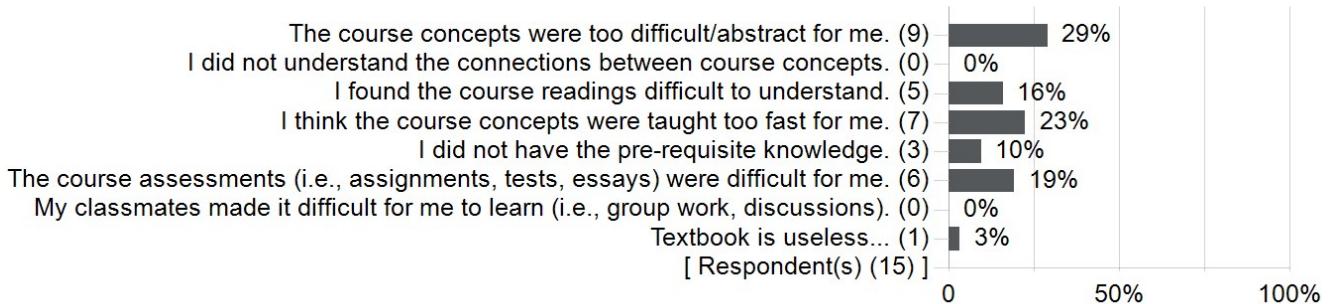
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2a Why did you rate ECON 201 as not challenging?



Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.2b Why did you rate ECON 201 as too challenging?



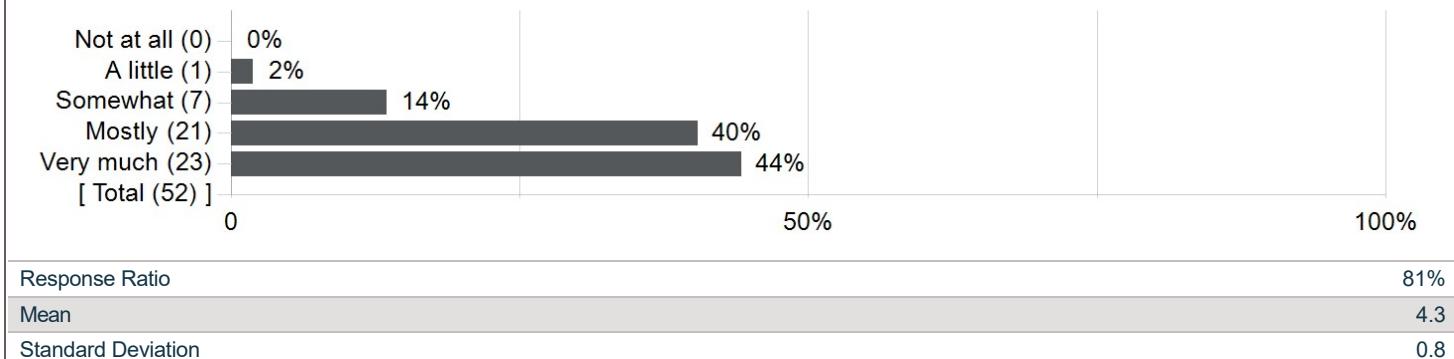
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

## 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

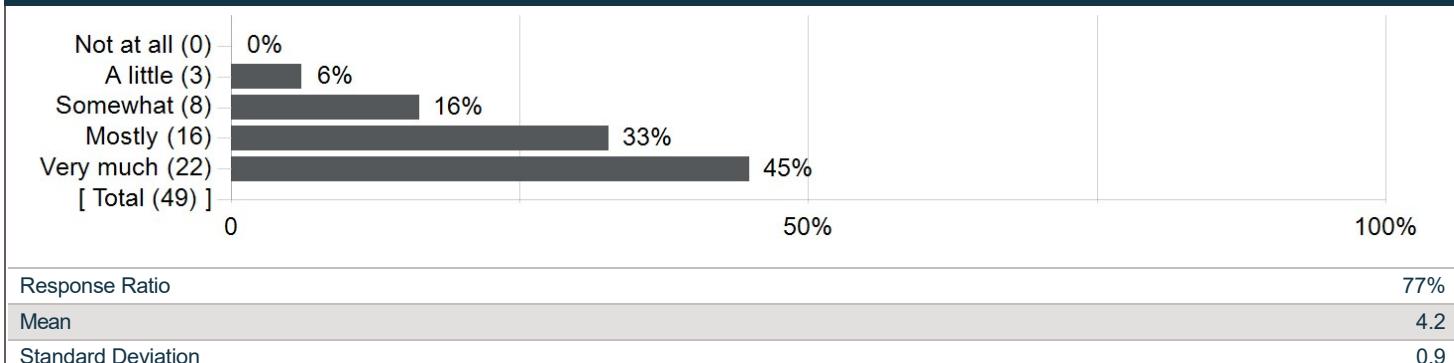
### 2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



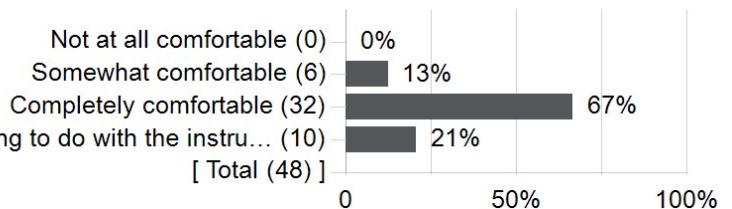
### 2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



Response Ratio	75%
Mean	2.8
Standard Deviation	0.4

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

Just a normal guy, nothing that special

If we are having questions he would try his best to answer our questions

The professor was approachable

Good personality

He's a pretty laid back guy

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

He has a very welcoming attitude in class and is always open to questions
Very good prof, BAD TA
I required a deferral and had issues with group work and he was always super helpful and accommodating.
He made it easy to reach out to him whether that be in class or via email.
Kevin is kind and patient, he always provides the guidance when I have questions
Although I have not joined in office hours, every class I join in could give me this feeling, which Kevin is always patient to our problems.
Extremely passionate professor who truly cares about the student's wellbeing and teaches every topic with utmost clarity and is always open to questions. Very responsive too with emails and takes time to explain concepts very clearly, even if you're struggling with a certain topic/concept.
He is good at explaining concepts in details and overall, very helpful.
He is such a great prof. Genuinely appreciate his interest in the subject, while also taking into account we are students
Kevin is a kind professor, his lectures are not boring like just reading PowerPoint. We always do some practice questions during the class which is helpful to memorize.
He encourages us to ask any questions we have
The instructor is really clear when answering questions so I can trust that when I do have a doubt I won't be more confused after he answers the question. He also encourages us to participate in lecture which is really fun to do because I love economics.
He is really open to feedback and questions both in class and outside
Kevin is the best lecturer ever; he's funny and approachable while still being professional and he's a great teacher.
He seems like a good professor. Didn't really answer questions after lectures for a long time, mostly 5–10 minutes tops.
He is so nice and friendly
He's friendly and always answers questions
Whenever I have questions, Professor Kevin will answer them patiently. He also remembers the names of each of us students. If you have any questions during class, you can raise your hand and ask.
.
He is very approachable and friendly. He is very fair and takes additional time to explain topics as well. You can tell that he cares about his students and wants them to do well. It's genuine too, which is huge.
He didn't seem unfriendly
I've asked multiple questions, and I always get good explanations. Even right after the lecture, questions are open to be asked.
He made a really welcoming space to ask questions about the course and never spoke down even if the question was about a simpler concept. He also was extremely accessible on canvas and had extra hours available before exams.
He is super nice and kind. Helps with any question that you ask.
Had an injury occur to myself. Kevin was wishful of my recovery and helped me find alternatives for my assignments
The lecture was easy to understand.
He is really kind and helpful

**2.4d You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.**

## Comments

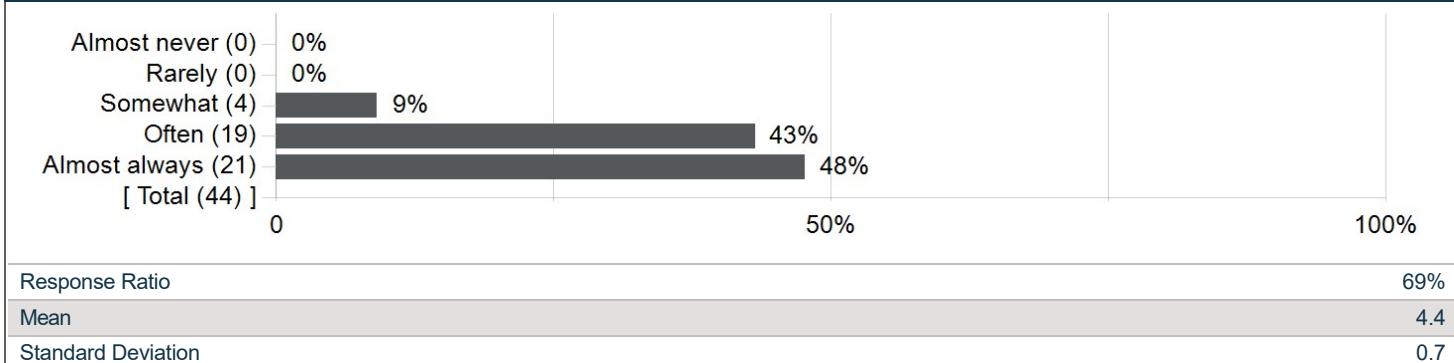
I didn't feel any reason to approach the instructor but if I did have some sort of question or concern, there's no reason why I wouldn't have.
I don't often go to professors for help, but Kevin seems very approachable and during finals, I may end up seeking for his help.
General anxiety and I felt as though I could grasp the material through enough self-study effort.
Need to work on self.
I can understand his reasonings from lectures.
If I need help, Kevin was approachable and willing.
Didn't find the need to ask him questions.
I didn't have that much questions.
I always had the TA or my classmates help me out when I had issues.
Informative and explained things in a way that was easy to understand.

**2.5 Instructor**

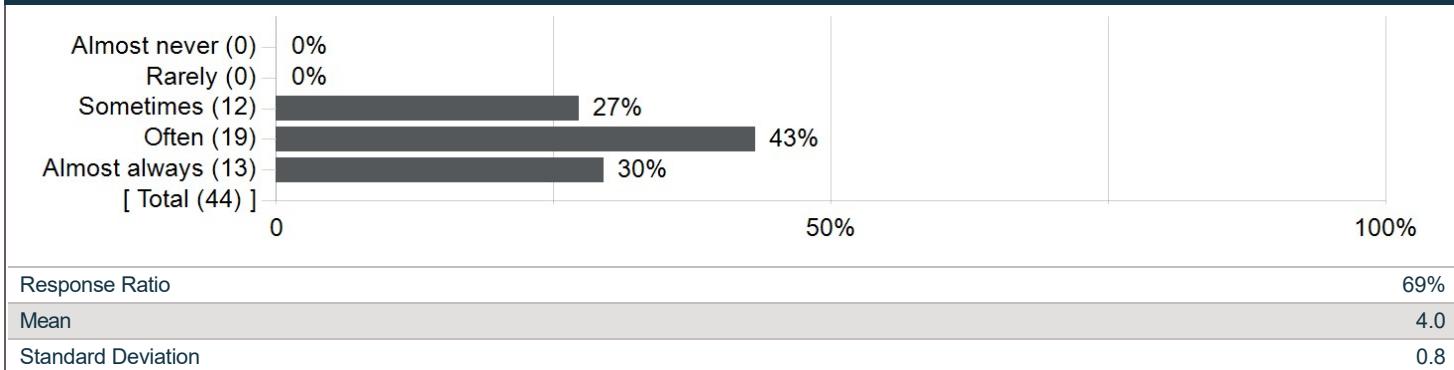
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

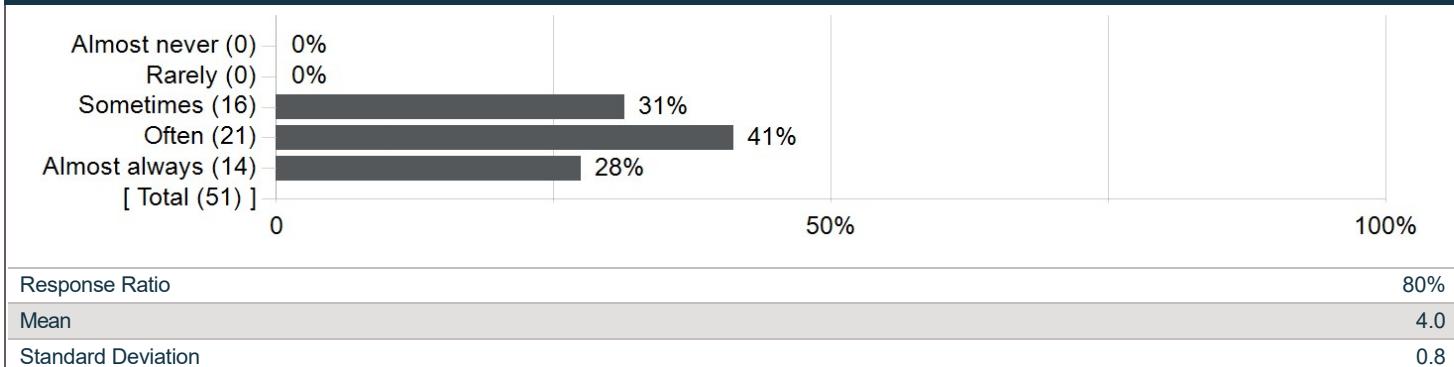
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 201 helped you learn and why?**

Comments
Lots of practice problems would help reinforce my understanding
better understanding of economics
More about the statistics that drive things like consumer behavior and firms decisions
Kevin Laughren is by far the best professor I've had not only in SFU but throughout my whole university and much of high school academic journey. He was very down to earth and made everyone feel welcome in his lectures. He also was extremely fair and allocated us extra help or time on concepts/assignments if needed.
multiple ways of learning, via lectures, recordings, and tutorial
The lecture videos, tutorials and the book
Lecture recordings and discussion board.
The assignments
Kevin's lectures are very clear and informative. They also aren't too boring and it was easy to pay attention.
Professor Kevin Laughren explained abstract economic theories using real-life examples, which made the concepts easier to understand. The lecture slides were well-organized, and the tutorials and assignments helped reinforce my understanding, especially in areas like utility functions and competitive market models.
It shows me different models to the knowledge I learned in basic economic classes, which helps me think some theories more directly.
Additional review sessions, in-class lectures and quizzes as well as personal anecdotes from Kevin's own experience.
The slides are very concise and the lectures are helpful in understanding the material, as well as the homework having some real world example as well as being a good way to prepare for exams
Practice problems
Most of the aspects
The tutorials and weekly assignments helped me learn the most because they pushed me to apply the concepts in a more hands-on way. Solving problems using different utility functions and analyzing market behaviors through mathematical models helped solidify my understanding. The instructor's use of real-world examples also made abstract ideas easier to grasp.
Textbook
The lectures were engaging, and I felt I learned a lot, and he answered questions very well
Lagrange
Recording the lectures to rewatch after class was a huge help, as the lecture material often included such a wide spread of examples that I felt I needed to spend more time on each individually.
Control my budget
Enthusiastic teaching and learning from prof and friends
N/A
-my prior IB economics knowledge (since I did not take Econ 105 or 103)
-the calc I learn from math 157
-the lectures-they were clear and easy to understand
-tutorial questions-they were similar to the exams
Intro to microeconomics
The lectures
Time management and prioritization
All the in-class examples are super useful and his PowerPoints are really good
The practice questions and recorded lectures were a big help
Calculus
Powerpoints are neat
Understanding utility and demand
In the group assignment of Econ 201, I learned how to communicate with my teammates and learn from each other.
Kevin delves into the real world application of textbook concepts which is helpful in lecture
I feel like I will be well prepared for my upper division courses. Doing well in this course has given me a lot of confidence as well.
It was hard
The assignments were extremely helpful. These truly helped me understand the material.
Doing the tutorial questions and watching lectures recordings helped me learn because it reinforced what we went over in lectures

**2.7 How would you improve ECON 201 for future students?**

## Comments

More practice questions

none

Divide mark into many small sections. This creates a consistent pattern to help students stay on track.

Slower coverage

Students need to focus on more mathematics skill.

Try to make tutorials more engaging if you do have them, it felt a little rigid in the way they were done.

I would increase the office hours

Including more practice problems in lecture. Maybe basing lecture time off of practice problems to help with connecting calculus and terms.

More practice

To give the answers for Quiz right afterwards and the tutorials and midterm review.

More assignments

I would suggest posting the answer keys to the tutorial questions for students who miss the tutorial.

I would suggest adding more interactive elements during lectures, such as short quizzes or discussion questions, to help students assess their understanding in real time. It would also be helpful to include more step-by-step demonstrations on how to solve typical problems.

For me, it is fair enough.

Make Kevin take all ECON 201 classes in the future.

I would change the structure of the group work. Right now it seems more like you get an individual assignment and you submit it with some other people who happened to have different questions from you.

Allow for students to do more practice

I think is good enough

I would recommend slightly slowing down the lecture pace during more technical topics like cost curves, production functions, or utility maximization. Including more step-by-step examples during class or as extra video resources would really help. Also, aligning tutorial questions more closely with the lectures could reduce confusion and make the course feel more connected.

giving more sample versions of exams.

A better TA that would make tutorials worth going to

Even more practice questions

Going through more examinable questions and problems during lecture periods would help a lot. Often I felt as though I couldn't get the full picture of what we were trying to learn and apply because the lecture problems were much simpler than the exam and homework problems.

Clear grading criteria, what you can do to succeed and do well in the course and exams.

N/A

I wish the lectures were more calculation based rather than theory since all of the exam questions were calculations based. I wished the textbook had more econ problems. I thought this will be like a math course that had tonnes of math problems to practice from.

Reinforce calculus

Walk through the math content multiple times and physically show students how to answer complex test questions

More quizzes

Honestly the class is hard but I think I got really lucky with Kevin as a teacher I can't think of anything to improve he's awesome

Better TA

Notes posted

Um study hard

More homework practice questions, more website resource that provide various questions to practice for test with.

I think future notes can be clearer.

maybe more in class assignments? walkthroughs of problem sets, mainly because i found tutorial not as helpful as it could have been in this area

One recommendation I would have is to explain the why behind concepts a lot more. For example when optimizing utility and working with budget constraints it would be helpful to show why, plugging it back in to check how it is maximized, comparing with different values on either side, etc. Sometimes I felt that we focused on the math strictly too much and not as much on why we do the math. This is where the textbook was extremely useful as it explained everything step by step. Wicked class nonetheless though. Kevin is a great professor!

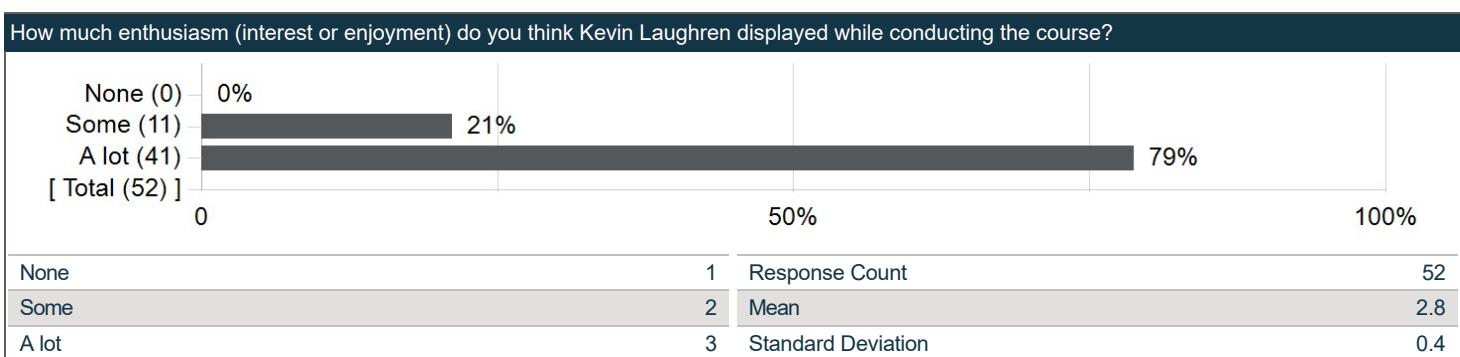
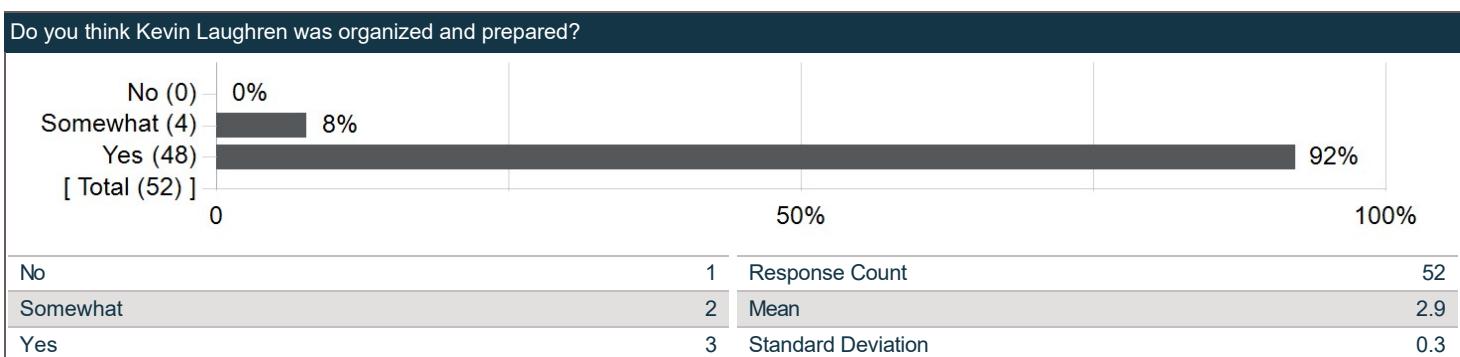
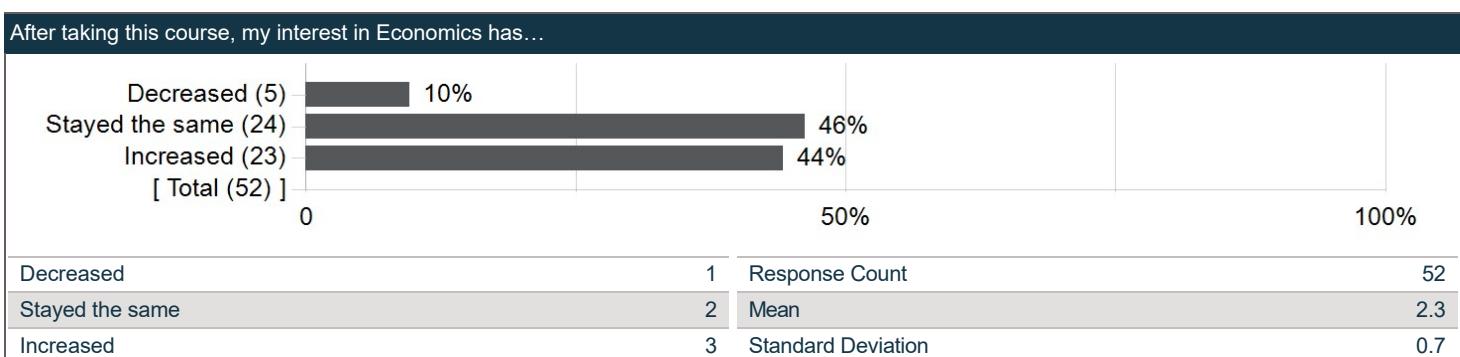
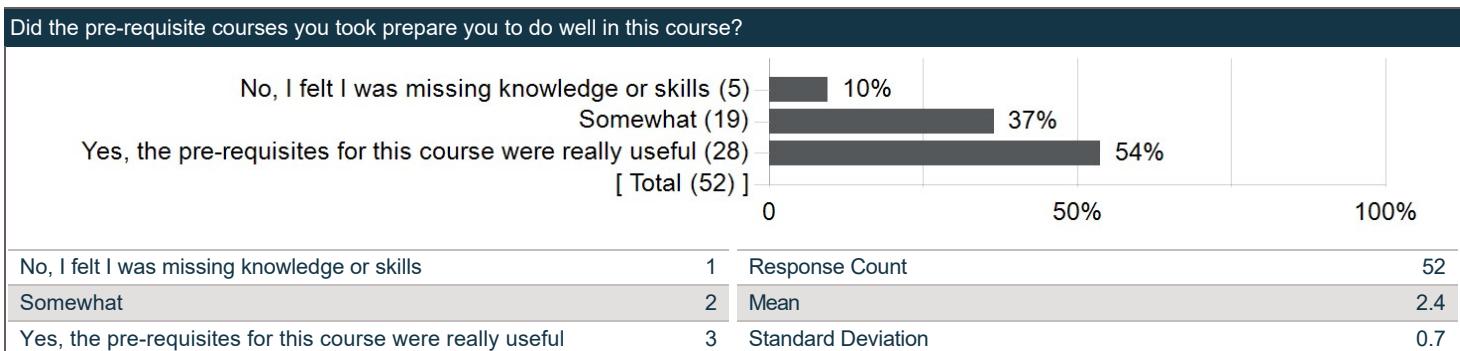
Make it easier

I would add another assignment because they're extremely helpful.

Do more problem question like the tutorial questions in lectures. The problems we did at the end of lecture on the slides were to short and I would have preferred doing question that were more like a text question you would see so you know what to look for in a question to understand what to wants you to do

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

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

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

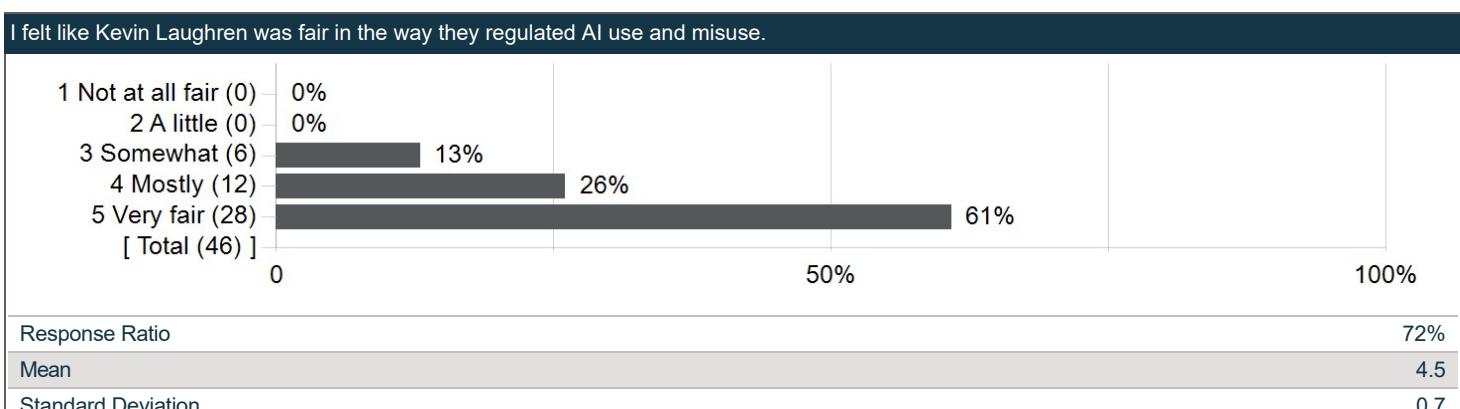
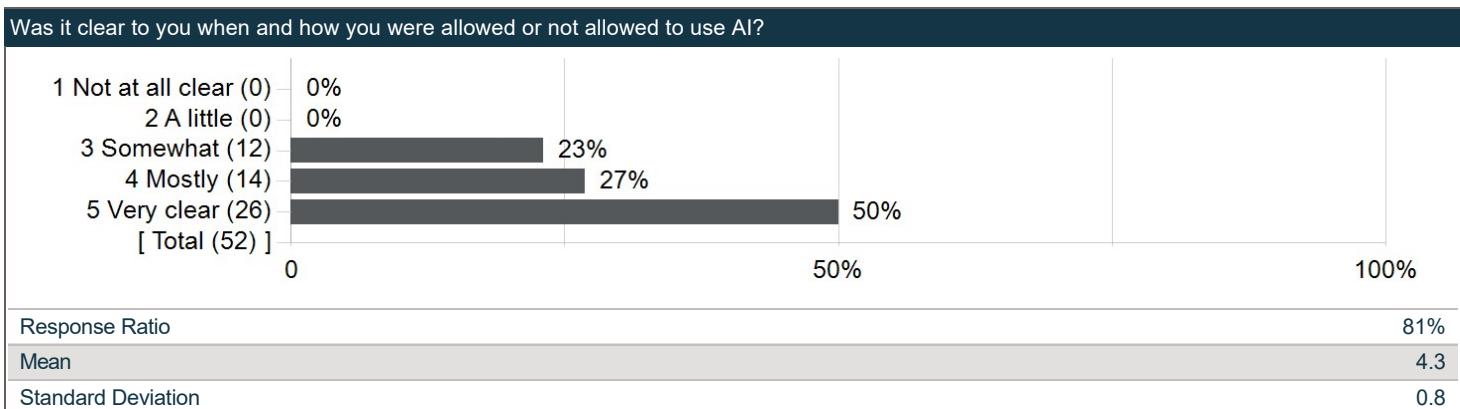
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models.



**Do you have any further comments about how AI impacted your experience?**

Comments
In Kevin Laughren's class, I found his approach to managing AI usage to be very fair and clear. He encouraged us to use AI tools responsibly to enhance our learning, while also setting clear boundaries on what counts as misuse. This guidance made me feel more comfortable using AI in an ethical way. Overall, AI had a positive impact on my learning experience by helping me understand complex concepts and improve my writing.
It will be normal to use by everyone, so just set proper regulation but not banned at all will be fine.
AI was mainly used as a supplemental tool for personal revision. Not used for any assignments or other coursework.
No
N/A
It was unclear whether AI was allowed during quizzes. I chose not to use it, but others did
AI assisted heavily during my independent studying to at the minimum let me know if I was going in the right direction. I remained cognisant that AI is fallible, and would cross reference its information with either the textbook or lecture material, so I feel as though I used it effectively.
N/A
From my personal experience one of the best professor if not the best from SFU.
No
N/A
N/A
It's a great tool to supplement my learning. If I was confused about a concept I would prompt chatgpt and have it explain why something is what it is or why we do it.
No
He told us that using AI as a resource to learn was not discouraged and he made it so we had to know the concepts so that we couldn't just rely on AI to do assignments. He knew how to relate to us as students and how we would work.
don't ask me about this.
Nope

**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Course Context Questions

## Section 1 – Response Rate

Raters	Students
Responded	62
Invited	89
Response Ratio	70%

## Section 2 – Common Core Questions

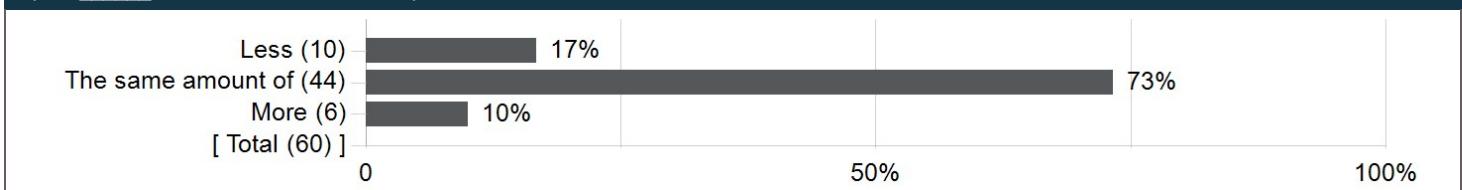
These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 342 than expected based on its number of credits.



Response Ratio	67%
Mean	-0.1
Standard Deviation	0.5

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 342 than expected. Please explain.

Comments
Studied mainly during the midterms and finals
I didn't take 6–9 hours per week for this course as long as I review the lecture and understand the materials
Kevin explained the content very clearly and only a brief review was needed after class.
No homework apart from two writing assingments, so the only time I spent on this course was for attending classes, and a few hours for writing.
Nothing to note
I think econ342 is not that hard as long as I pay attention in class. So I dont have to put a lot of time on it
I also had work and other classes. Therefore, it was becoming quite difficult to allocate that much time for every class.
Spent around 4hrs

**2.1b** You responded as having spent the same amount of time on ECON 342 as expected. Please explain.

## Comments

I spent ~6–7 hours a week on ECON342
It is 300 economic class. it is a definitely hard class to get through, so I spend decent time with studying to get a better GPA.
Materials are not too difficult
It's involved too many models which I am a bit tired of learning those
4hours/week
right amount of challenge
I feel like the course workload was fair and the difficulty was fair too
Because econ333 was too hard for me and I couldn't spare more time to study econ342.
Had to put in somewhat 4 hours of study time
It was a fair amount of time needed on this class
I studied around 3–4 hours a week
The international trade course was relatively easy for me and matched the difficulty of a three-credit course.
Spent time reviewing with a group of classmates after each lecture and tutorial. Beyond these meetings I reviewed on my own time as fit
The material was very straightforward and Kevin taught it in a way that was easy to digest. Some components that were heavy in math may have required more time but they were also offset by theory heavy components that did not need as much time.
as i did fair amount of econ courses in uni, i was expecting about more than couple hours to spend for weekly work and studying in general
I found it as demanding as expected
About the right amount of coursework needed for this credit course
I work so I spend around the same time I have for other classes
I spent the amount of time needed for the credits
Reasonable workload
It was fair workload
It was about the same
Kevin made the class easy to follow and he answered questions really well. This meant I didn't have to put in a whole lot of effort to understand.
I took more courses this semester (4) than I usually take so I wish I could spend more time on this
I used the same amount of time as expected for this courses.
I attend all the class
I attended all the classes and tutorials and I also spent time going through the readings from the chapters
Course material 3 credit course. But exam structure is way harder than it should be
It was a good amount of work.
I gave enough time as compared to other courses
some cal and notes need review
Expected amount of work to be done for the amount of credits the class is
Moderate and balanced amount of work and studying
Reasonable workload considering the course material and difficulty.
I attend the lecture either in-person or online, went to the tutorial, and spent another 2–3 hours every week to review the in-class materials

**2.1c** You responded as having spent more time on ECON 342 than expected. Please explain.

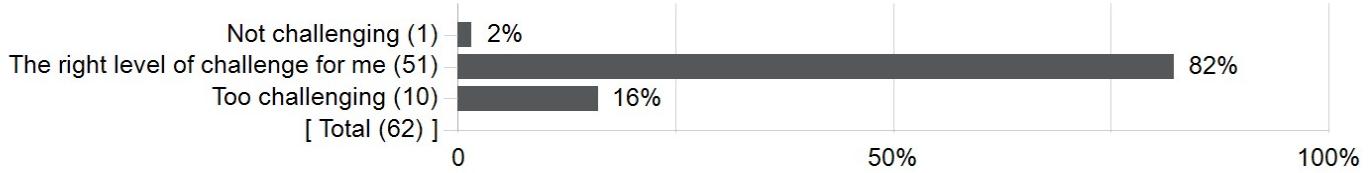
## Comments

I spend lots of time on tutorial questions and lecture notes. Every tutorial questions I do more than two times.
Because this subject has a lot of calculations and the questions are long and time consuming.
Quantitative and Qualitative course content. I was really only expecting Qualitative, Quantitative content is really hard because I did not take Calculus.

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

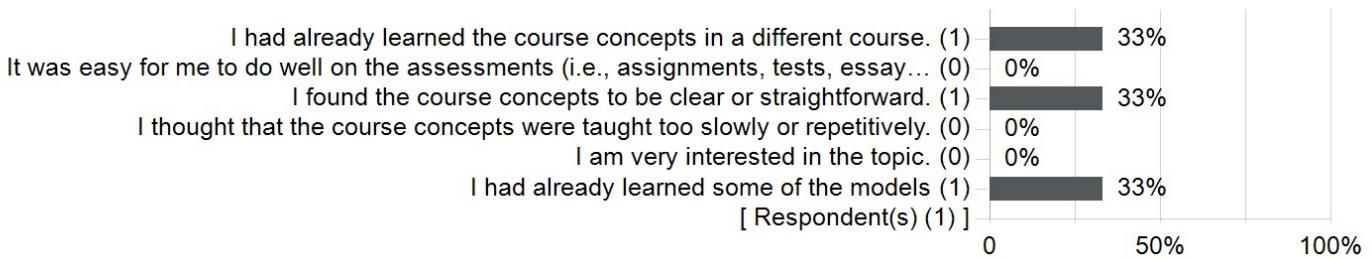
I found ECON 342 to be...



Response Ratio	70%
Mean	0.1
Standard Deviation	0.4

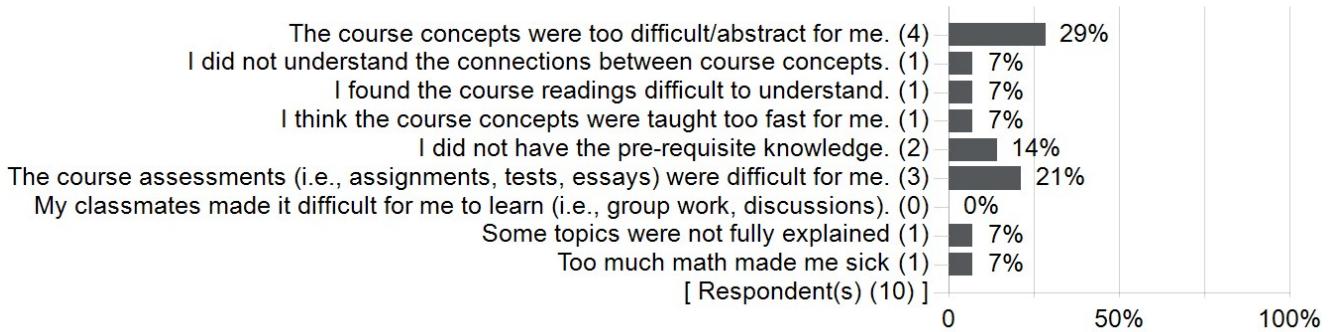
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2a Why did you rate ECON 342 as not challenging?



Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.2b Why did you rate ECON 342 as too challenging?



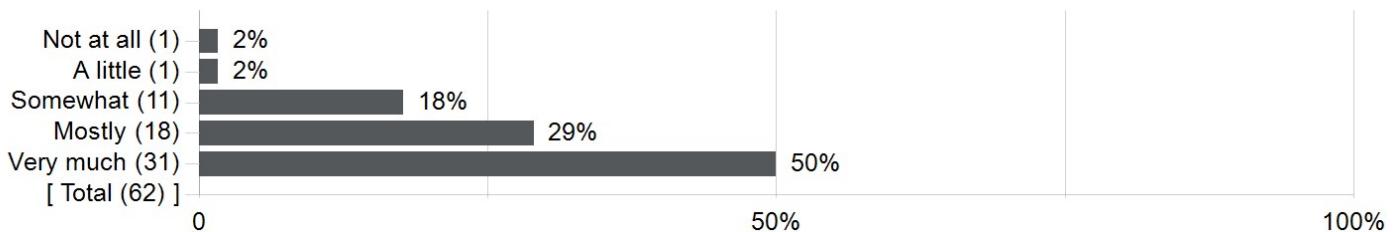
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

## 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

### 2.3a

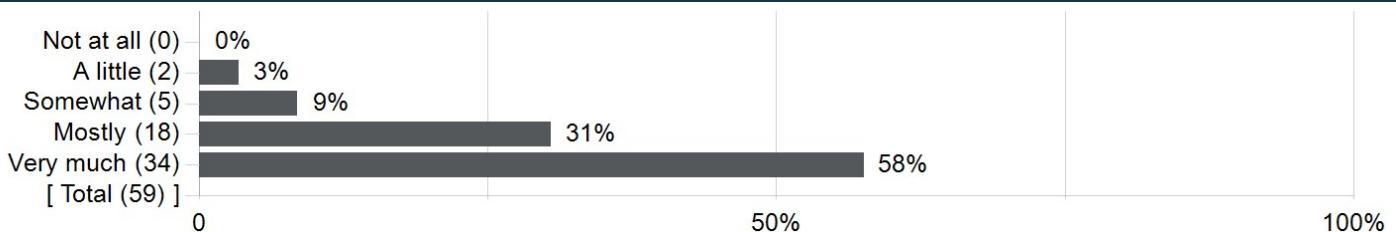
Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



Response Ratio	70%
Mean	4.2
Standard Deviation	0.9

### 2.3b

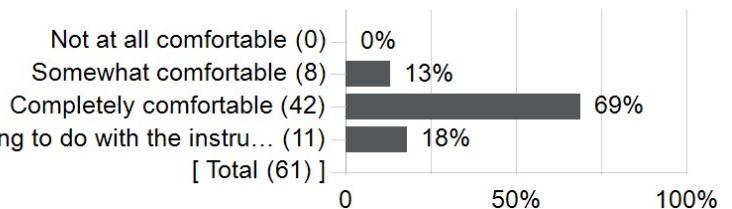
Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



Response Ratio	66%
Mean	4.4
Standard Deviation	0.8

**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



Response Ratio	69%
Mean	2.8
Standard Deviation	0.4

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

I want more details to answering the exam instead of just theoretically understanding

Was friendly and approachable but not really sure what to ask

He is very nice

Doesn't welcome emails much

Seems like a nice guy and approachable, but again his exams are too difficult and the structure limits students potential success in the class

.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.****Comments**

He was generous and friendly. It was easy to communicate with him. Classes were well organized and his explanation was very clear, but, sometimes hard to read his hand writing.

Many opportunities to approach Kevin and is encouraged

When I go to the office hour, I asked some questions, he used very simple way to help me understand the difficult points.

He is very friendly and would always be willing to help

Response was fast

Always open to inquiry, class usually ended with a few mins left and so we always had enough time to approach him

The professor is friendly and he answer to questions if we ask him, I believe he is one of the best professors here at SFU.

he is a very good professor. great lecture slides and always encouraged asking questions

He's as approachable as they come and he responds to the canvas discussion forums promptly. Kevin also takes every opportunity to welcome questions

The professor was very good and gave very good lectures. He would play games to make us understand the class.

He was very nice, approachable and helpful.

Very kind and understanding

Kevin is very friendly and has a great sense of humor and is always very helpful when I ask him questions!

Kevin walked me through example questions in office hours. It really helped.

Kevin fosters a welcoming and engaging classroom experience. We were encouraged to ask questions in class whenever needed and there was ample opportunity to meet Kevin outside of class hours also

He is very approachable and you can tell that he genuinely cares about his students. He always takes the time to answer questions and give feedback to students.

the way he communicates lets student casually and respectfully ask any questions and ask for more details.

He's a knowledgeable and kind man. I find a kind professor to be the easiest to learn from as a student can always feel comfortable approaching him. Kevin also created a fun but informative environment within the classroom.

Will always answer and friendly. :)

Helpful and approachable

I went to many of his office hours and he was always very friendly and easy to talk to, when I needed help

prof Laughren is approachable, friendly, and helpful, and remembered me by name within weeks of the start of the course.

He a chill guy.

He encourages students to approach him with questions or concerns making it less intimidating to do so.

He's nice

Nothing to note

He is very nice and friendly professional. He answered my question accurately when I got some issues in class

He was very friendly and informative.

good technical skills

He is very understanding that we as students might struggle with new topics and welcomes questions but also encourages us to find the answer on our own and ask for clarification after

Easily approachable, accessible, easy to talk to

Very proactive educator and well–articulate lecturer

Kevin creates a really safe and encouraging atmosphere, and even though the class size was relatively big, it felt like we were all working together as a big group. Even when I got a question wrong, Kevin would literally go down to super basics and explain it and still encourage follow-up questions. Amazing professor!!

Very approachable and friendly. Truly willing to help and takes the initiative.

I took Kevin's class in the last semester, and this semester i took econ342 because of Kevin as well, I'm totally satisfied with the way he taught, and supported his students.

**2.4d** You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.

Comments

Because he has encouraged students to ask questions on discussion board so i didn't have to ask something personally to him

I had no reason to approach him

Never needed to ask a question related to course

I did not approach the professor because I did not feel the need to at the moment

Most questions could be answered thru discussion or TA or just raising hand in class

I was able to find the answer on my own or ask the TA for the information I needed.

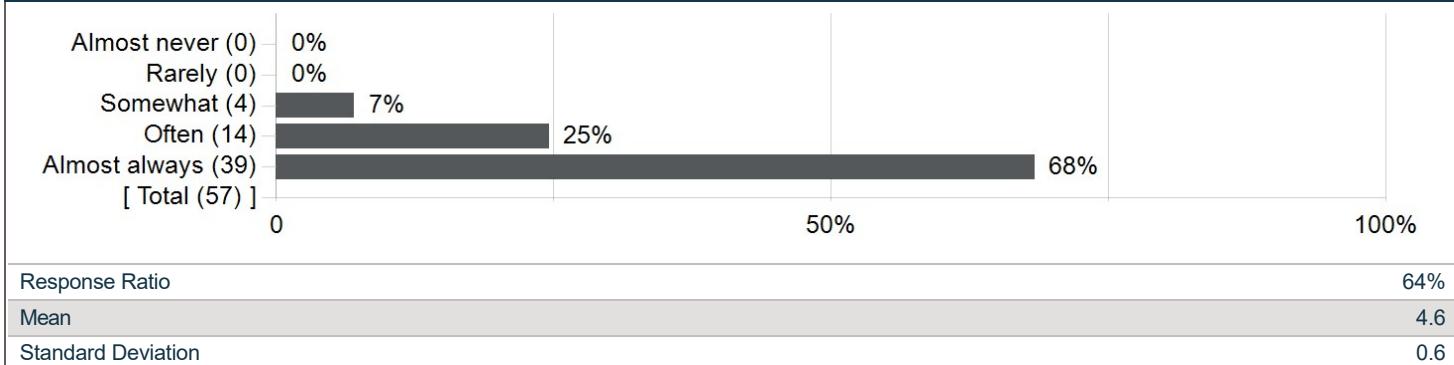
He is a very open prof

**2.5 Instructor**

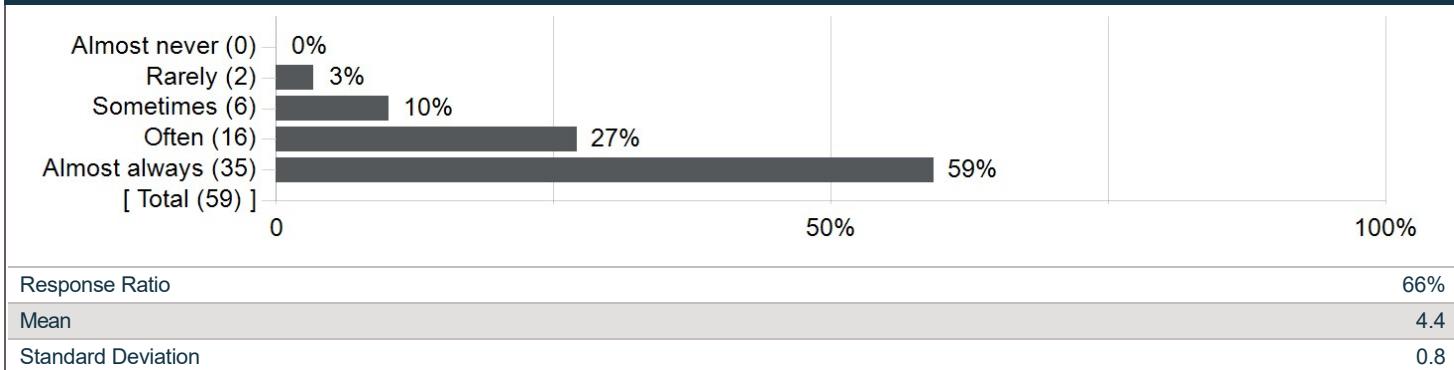
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

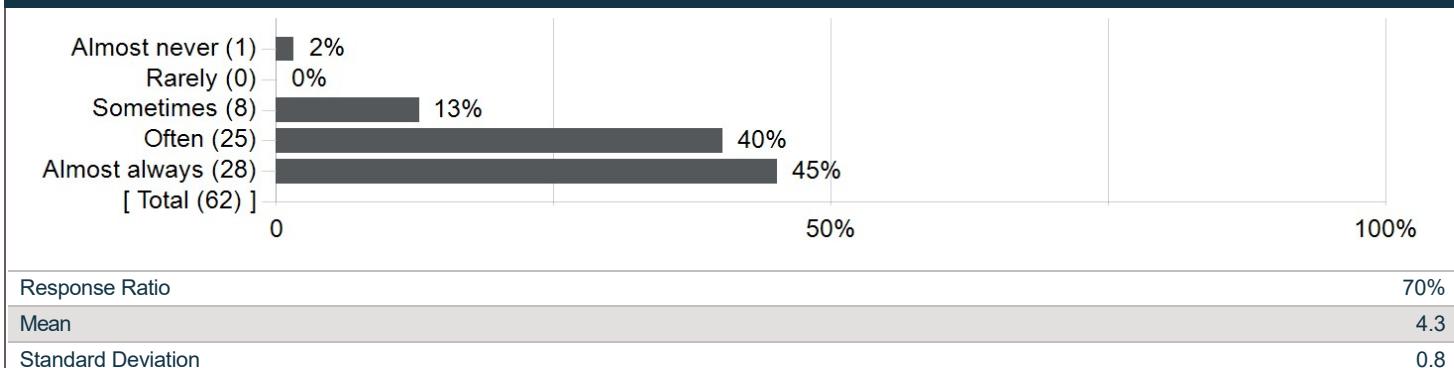
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 342 helped you learn and why?**

## Comments

The fact that the concepts were very difficult for me forced me to work harder
The theories and real life examples
It helps me understand how tariff works and after tariff, the changing of price
Learning the different models of trade
Models, a lot of models
Comparative advantage was key in deciding who makes what.
When he gives us a chance to re write essays and re do midterm, it helped me review the materials.
Lots of in class time spent on quizzes and activities that helped learn concepts cohesively
Kevin and Uzair the TA were amazing. Course is also interesting.
Kevin being the passionate prof made all the difference. Being taught by someone passionate makes me passionate
Extensive charts and diagrams to accompany the lecture notes
The tutorials were really helpful for applying knowledge and lecs were helpful for learning
Tariffs and who wins and loses
The knowledge on exchange rates and PPP I can use in many other classes, they are very helpful!
Tutorials and office hours, I really needed someone to work through questions with me.
Course material and canvas page was well organized. Both the professor and my TA were some of the best I've had in the Econ department! They made this class a pleasure
The models and the math needed to derive them helped further my understanding of the theory. The theory part was easy even though the textbook is a bit of a rough read.
the way we worked on example problems and we get more of those for tutorials
The tutorial questions were very helpful. In combination with the lectures I could learn most everything.
Tutorial questions
Tutorials
Writing assignments and games
In class example
The writing assignment because it allowed us to pick topics within certain bounds that are of interest to us
the quizzes and especially the games were great. also the midterm correction was highly helpful
Kevin was always engaging.
The tutorial material. Some of games.
Tutorial stuff is tested so learning that was useful.
Games helped with general ideas but not a lot at stake for learning reasons
The hands on approach Kevin took to teaching the course helped a lot. I think Kevin really enjoys teaching and economics, which was shown when he would go through example and questions on the board.
The problem sets were very useful.
Nothing to note
Trade
The in class activities.
cal, interest
He has a very engaging teaching style, which I appreciated
ECON 342 helped me to learn about the timely concepts of trades, tariffs, and the trade war going on in the US
The Moblab games helped me to see trade as a subject that can be applied to day-to-day understanding of international economics news.
The whole course made it easy to relate economic theories to the real world. Some of our economics courses focus heavily on theory, but this course helped build my interest and set a foundation for understanding how these theories are reflected in the real world. Also, we played quizzes and games in class, which was a fun way to review what we had learned.
Lecture slides, tutorial problems and review material alongside Kevin's lectures and explanations along with his anecdotes as well

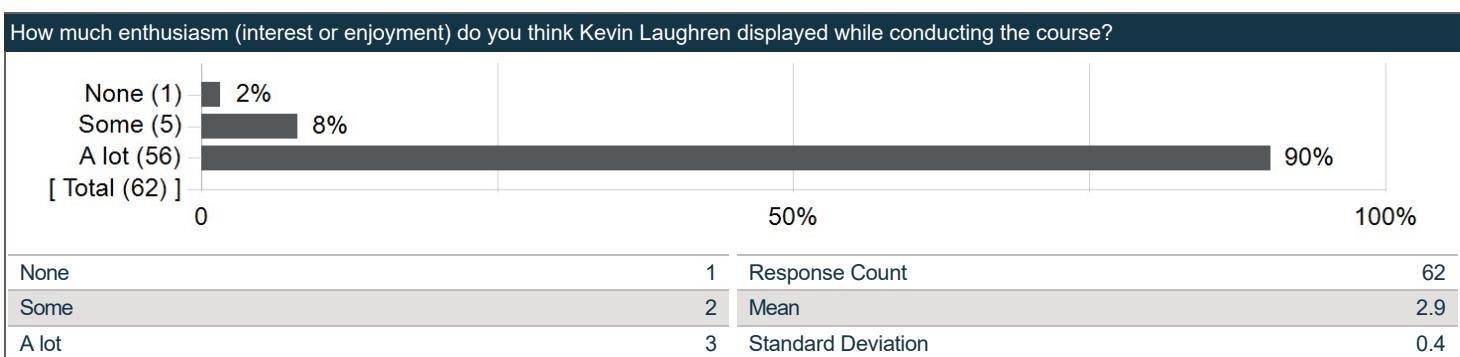
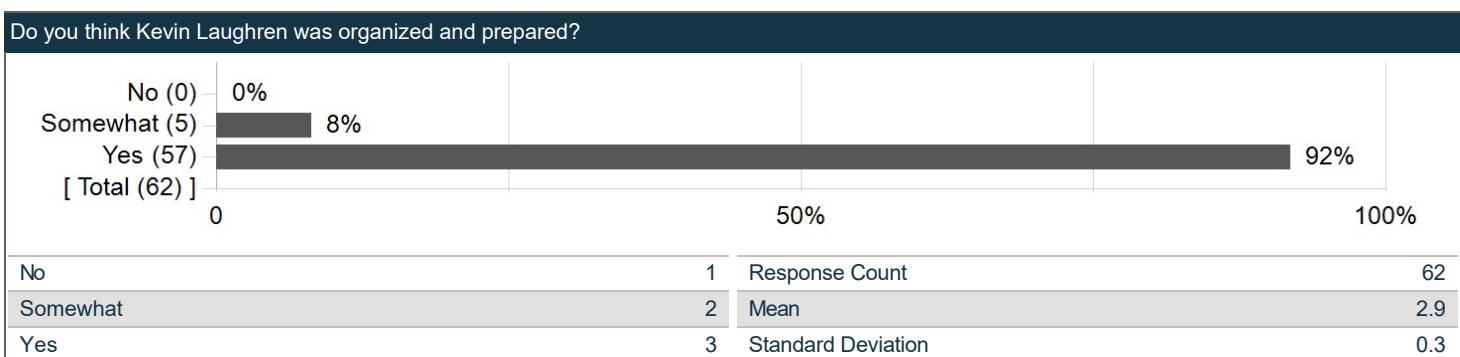
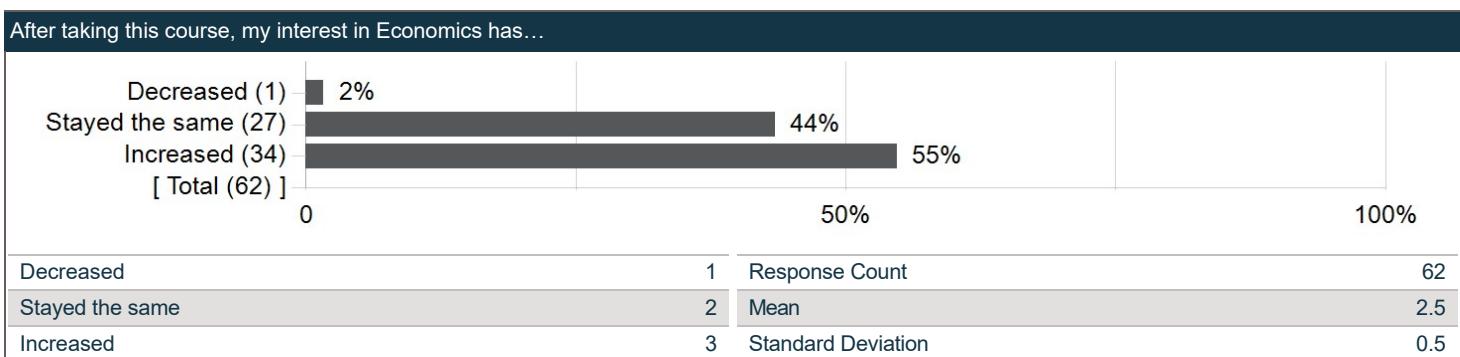
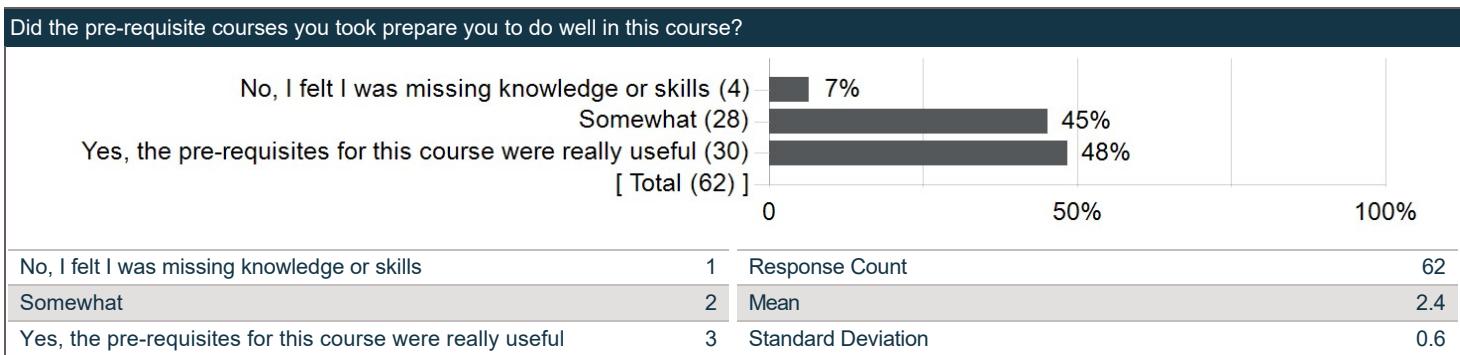
**2.7 How would you improve ECON 342 for future students?**

## Comments

Cover more trade theories and look at more current trade example
Just following the step of Kevin, his teaching way is funny and simple, you will get more point if you follow him carefully.
Only if we were able to talk more about Trumps Tariffs
Break it to many small parts and sum up more often
To attend tutorials as they are helpful.
Keep Kevin as the prof
I loved it just the way it was taught.
Always have Kevin teach it
Just listen carefully and finish your homework.
I would suggest to reduce some games, or play some games for no marks, as it's kind of a gamble of grades. You learn while playing it and after so you aren't really tested on what you learned in class.
Follow real life news
There's no need to change. It's already very good.
Require Calculus as a pre-requisite, I honestly shouldn't have been allowed to take this course without that knowledge. Please offer more courses for Econ minor students.
Find a study group early and meet often
Great class overall. I would love it if we could compete with our fellow classmates for the games.
the course it self and content was very fair and organized. wouldnt need a change in my opinion
I found the opinion piece marking to be poor. As in I would pick an out there topic and I felt I was docked marks for that.
More games less quizzes
Giving different types of assignments and maybe some practice exams
Read the textbook
Don't speed run through the math and derivatives
If you want tutorial attendance to be high then do the quizzes in tutorial
less writing and more problem solving homework, as writing is not very relevant to the testable material, although it contributes to learning enrichment
Maybe a bit more time for the midterm, but it was still pretty chill.
Longer exams? But the exams are short, very little room for error. Perhaps that's by design idk
I think Kevin is doing a great job!
Post answers of tutorials questions
Instructor spent a lot of time almost 2 lectures on one concept before the midterm 1 in classes indicating that it is a very important concept for midterm and then the weightage of that topic in the midterm 1 exam was low instead the topic where less time was spent had more weightage in the midterm 1 exam. It would help to know how much weight each chapter or topics are going to hold for the midterm and the midterm was very lengthy.
No online games
Nothing to note
Just come to class and understand the concepts.
more challenge
Maybe a group project?
More project-based assignments perhaps
I think this course was structured perfectly and Kevin genuinely increased my interest in econ overall!
Perhaps group review sessions with professor based on questions

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

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

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

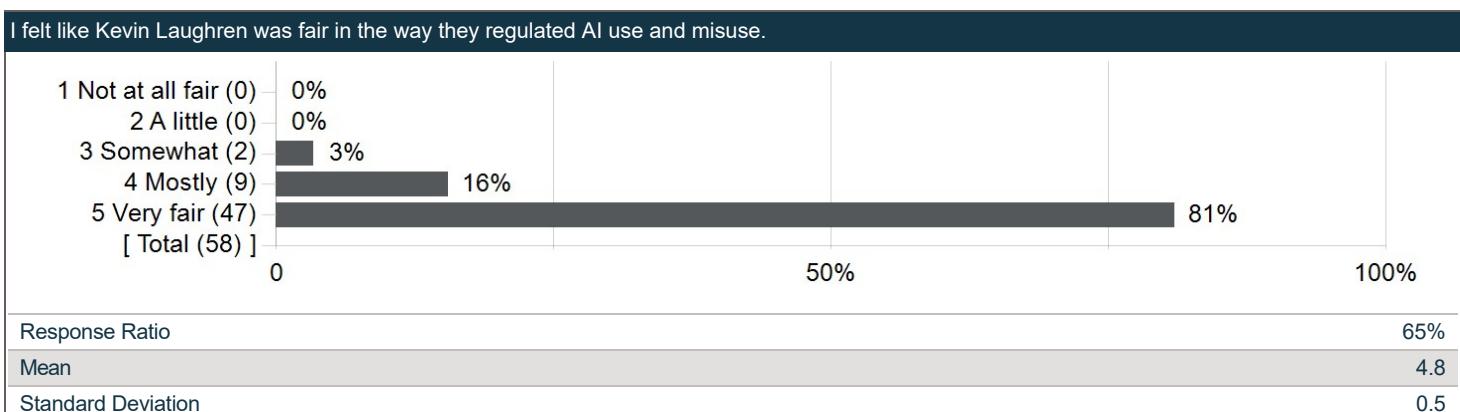
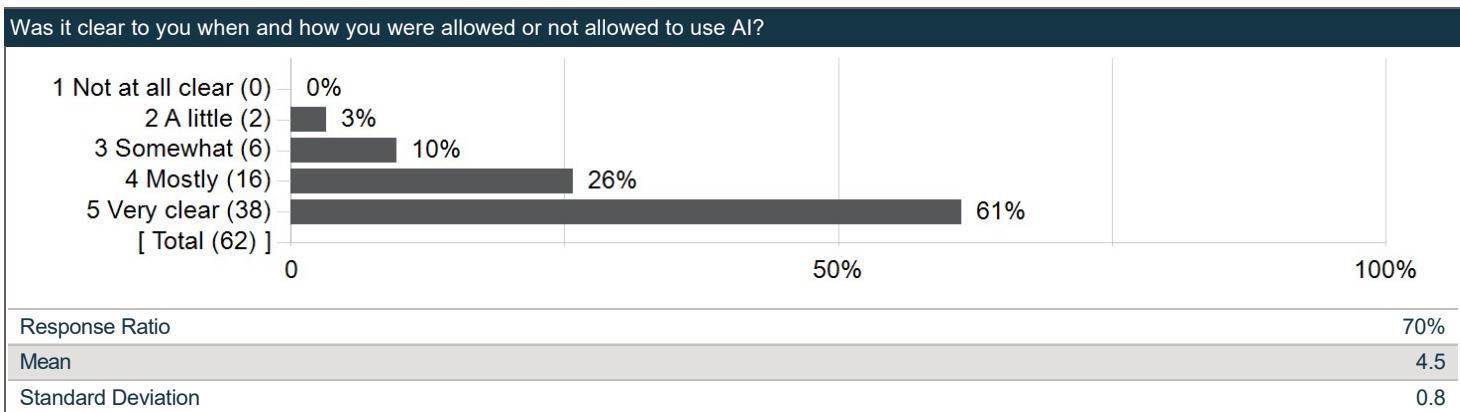
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models.



**Do you have any further comments about how AI impacted your experience?**

Comments
Not really
No
No
nope
There's no impact, I don't need to use the AI to do my homework, Kevin has covered everything clearly
N/A
It was a great resource to use to supplement my learning
I didn't use it at all but also never heard of any problems with AI within our class
the class had writing assignments, my assumption is that AI use is not allowed so I did not use it, as with every class
Not really. Bro was chill, and that's good.
I think world is changing. AI should be allowed to help in the correct way
.
Nothing to note
N/A
good
It was fine
Nil
Not really. Not much scope to use AI in the context of this course apart from self study using lecture slides and for note taking / clearing personal doubts.
No

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The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Course Context Questions

## Section 1 – Response Rate

Raters	Students
Responded	15
Invited	17
Response Ratio	88%

## Section 2 – Common Core Questions

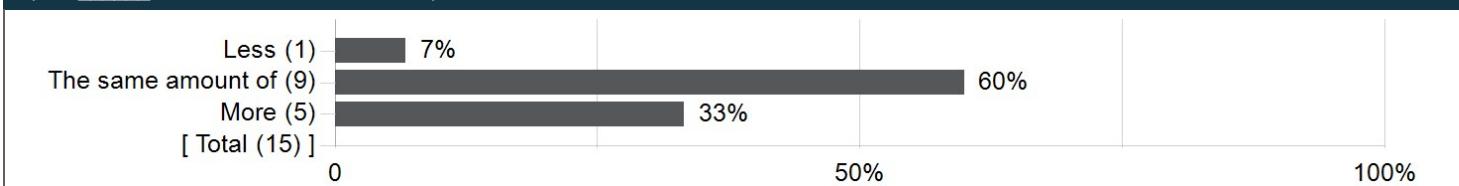
These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 455W than expected based on its number of credits.



Response Ratio	88%
Mean	0.3
Standard Deviation	0.6

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 455W than expected. Please explain.

##### Comments

I'm burnout from work, if not I would've spend more time on this course. I really like how the discussions were hold in the seminar.

#### 2.1b You responded as having spent the same amount of time on ECON 455W as expected. Please explain.

##### Comments

Even though the workload was not a lot. The weekly memo posts were a bit time consuming normally taking at the minimum 3 hours.

I mean I never felt like I was behind and need to study a lot or that I can slack off

I dedicated the same amount of time on this course as expected.

I attended all the classes required and completed all the assignments

This course is 3 credits which is equivalent to 3hr x 3 credit = 9 hrs per week, and I have spent more or less 9 hours every week on this course.

The readings and memos took 2-3 hours to complete

**2.1c You responded as having spent more time on ECON 455W than expected. Please explain.**

Comments

I had to spend a lot of time on term paper draft. I wasn't expecting but it took loads of time

lots of different kinds of readings

A lot of writing forced me to spend more time

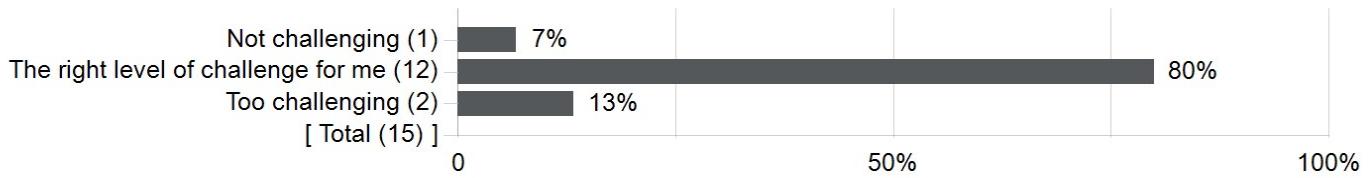
Writing takes a loooooong time and according to the rubric to get an A we basically have to be doing 3 assignments at the same time which is really hard and takes a really long time

I believe these upper level 400 seminars should be 4 credits, I understand that the credits are determined by contact hours, but these classes are more rigorous and require more work but the credit amount does not reflect that as I have experienced in other faculties.

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

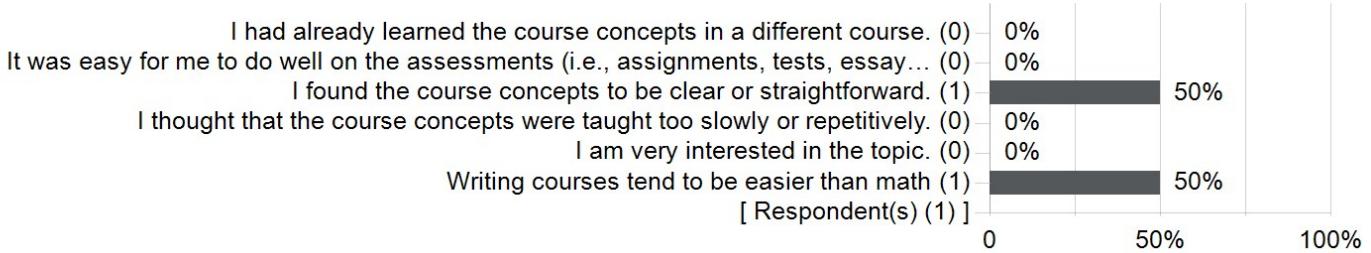
I found ECON 455W to be...



Response Ratio	88%
Mean	0.1
Standard Deviation	0.5

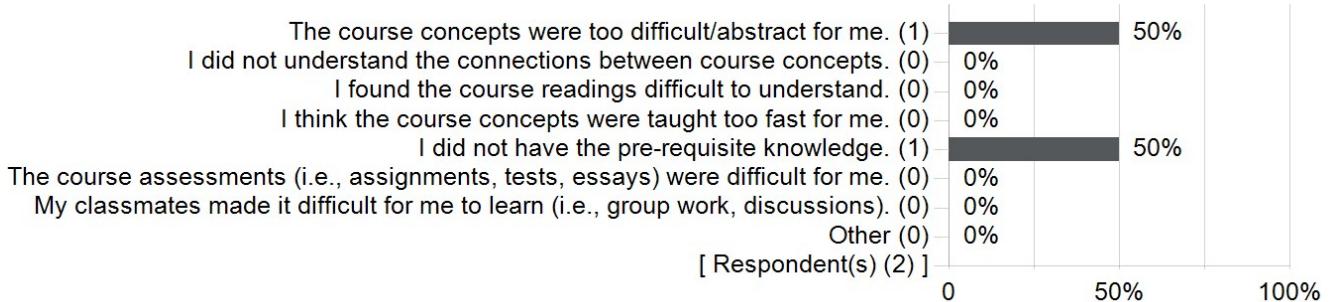
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2a Why did you rate ECON 455W as not challenging?



Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.2b Why did you rate ECON 455W as too challenging?



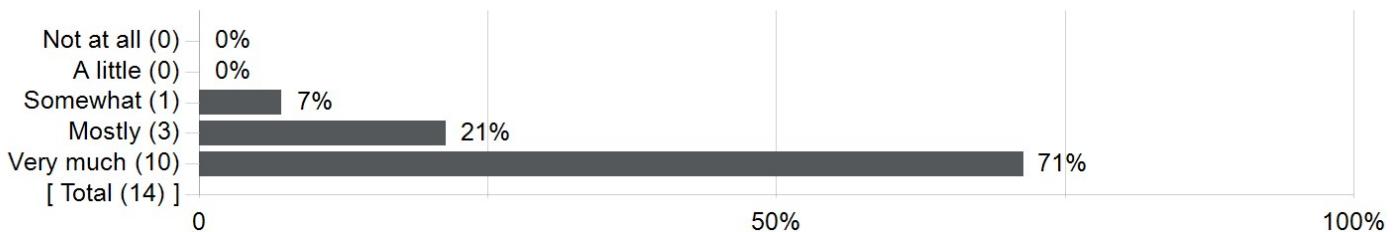
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

## 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

### 2.3a

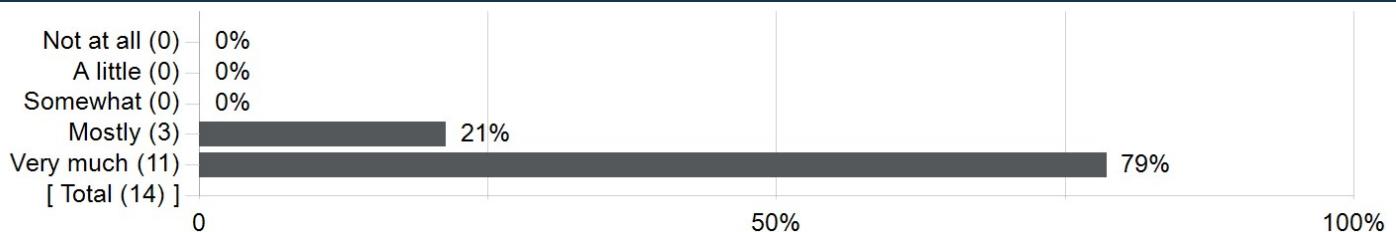
Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



Response Ratio	82%
Mean	4.6
Standard Deviation	0.6

### 2.3b

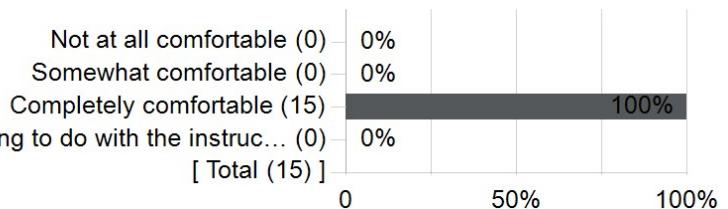
Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



Response Ratio	82%
Mean	4.8
Standard Deviation	0.4

**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



Response Ratio	88%
Mean	3.0
Standard Deviation	0.0

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

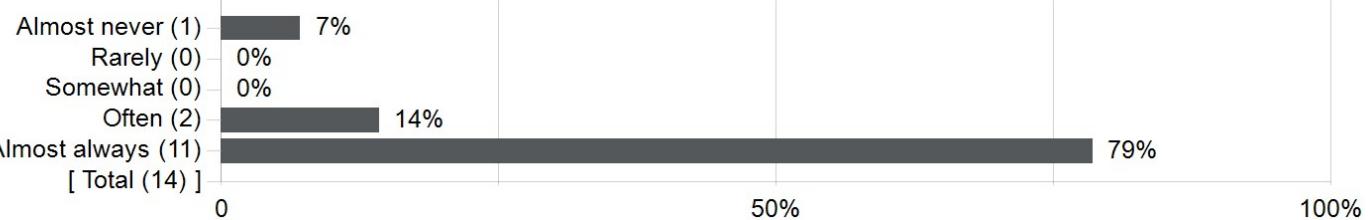
Comments
Amazing professor, great person
He is very friendly and offers useful constructive criticism
Really nice prof and definitely competent
Prof is well enough
He was always approached and always pushed me to become a better version of myself in terms of this course.
I had a lot of one on one discussion with him throughout the course, he was always nice and helpful
Kevin has been an excellent professor. He has been very understanding and considerate. All the lessons are very organized and the grading system is very fair. On top of it I found him very approachable and helpful. He should take up more courses as I want more of his classes
Kevin Laughren is very accommodating and he is open to talk to students. He provides lot of constructive feedback on memos, term paper drafts, and also presentation. His feedback always makes me think in-depth out topics in economic development and has certainly helped me learn and enjoy the course.
Kevin always encouraged questions and gave really helpful feedback.
Kevin is sooooo approachable and makes you feel very welcome to ask questions and he also doesn't make it seem like this class is impossible to pass from the very beginning as some professors do. He is always willing to help as much as he can as long as you try
Easy to approach
have had kevin before and he has a good office hour appt situation. very clear and gives many opportunities for feedback like survey or being very open to questions in class

**2.5 Instructor**

For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

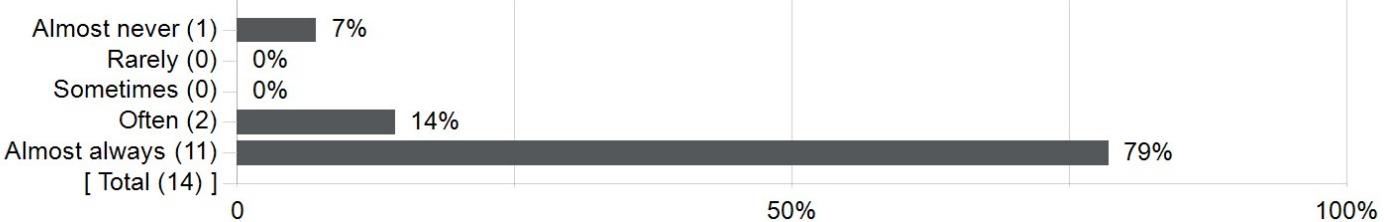
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).



Response Ratio	82%
Mean	4.6
Standard Deviation	1.1

**2.5b**

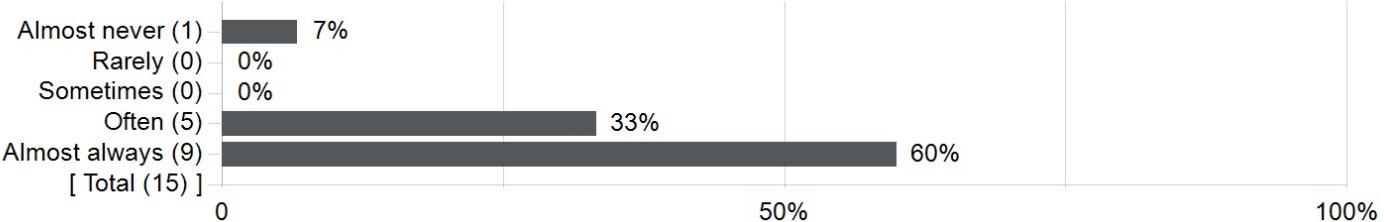
I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).



Response Ratio	82%
Mean	4.6
Standard Deviation	1.1

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



Response Ratio	88%
Mean	4.4
Standard Deviation	1.1

**2.6 Which aspects of ECON 455W helped you learn and why?**

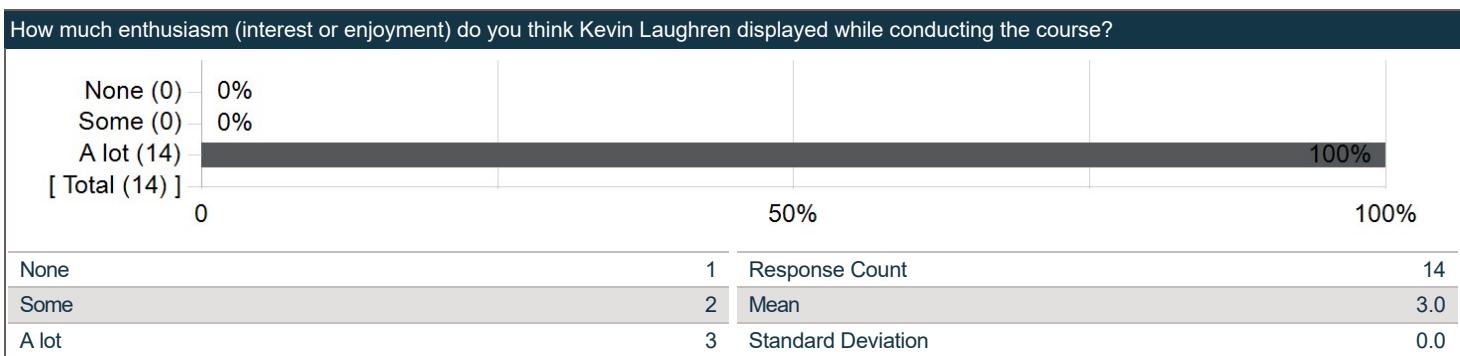
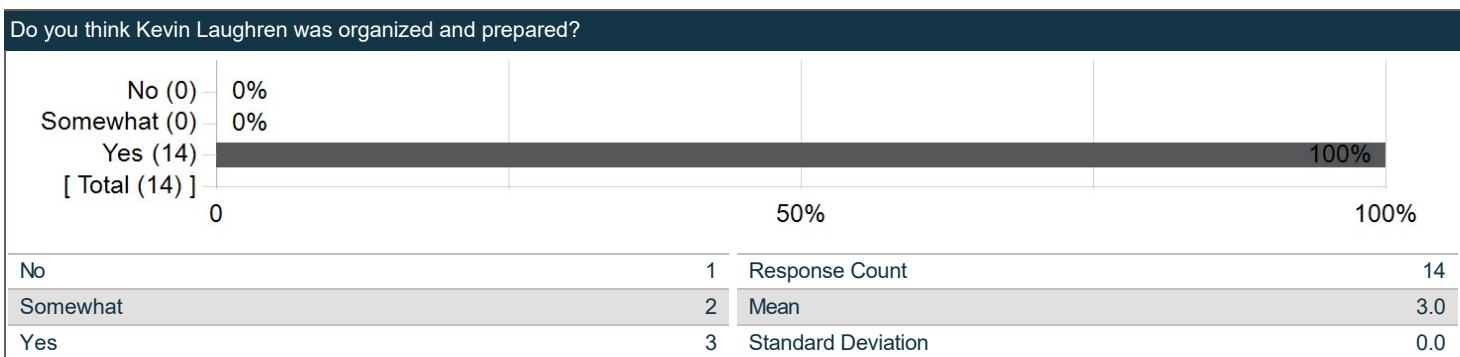
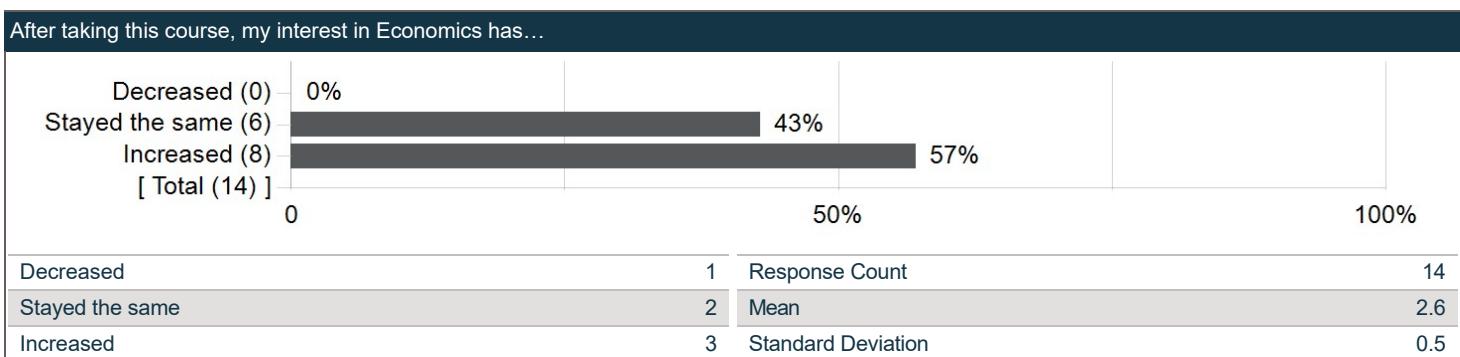
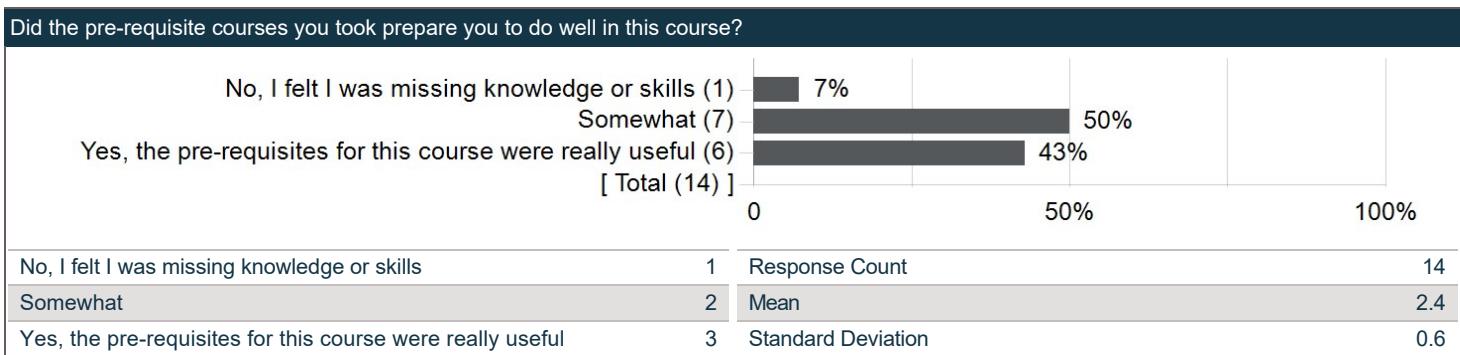
Comments
Development
Group discussions, because you got to express your own ideas as well as hear others perspective
writing
The overall rubric of this course helped me become a better writer in terms of economics and also made my perspective more clear in the way that an economist would approach.
The term paper and presentation as it allowed me to pick things to write and research about that I was interested in
Econometrics
ECON 455w has improved my ability to understand and interpret high quality research paper and critically engage with the research paper in economics. I worked on research proposal for this course, and submitting multiple drafts as well as receiving constructive feedback on my research proposal has helped me to improve my foundations in Econometrics.
The weekly papers and memos helped a lot with the course. The discussions helped answer any questions I had about the readings. Discussion questions helped me prepare for the following week's seminar.
Doing memos about readings
having to do memos i was always prepared to talk about the articles in class even more so than if i just read it

**2.7 How would you improve ECON 455W for future students?**

Comments
Less Topic Choice as too many can confuse student just like me.
Maybe to have more of a set deadline presentations. For example, instead of students presenting in the final weeks they should have all been done by around week 10
more speeches and in class activities
A little bit more help with the writing tutorial will help to get feedbacks from the TA for little things so that we don't have to bother professors and just approach the professor for some urgent and big stuff.
Hard to say, I think some 200 and 300 level courses should be more like this one as it was more engaging
Kevin made sure everything was right
This course is high engaging, no suggestion for change.
N/A
Don't make the memos and the term paper and the presentation all due at similar times. Let one finish before the next one starts.
less microcredit... personal preference

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

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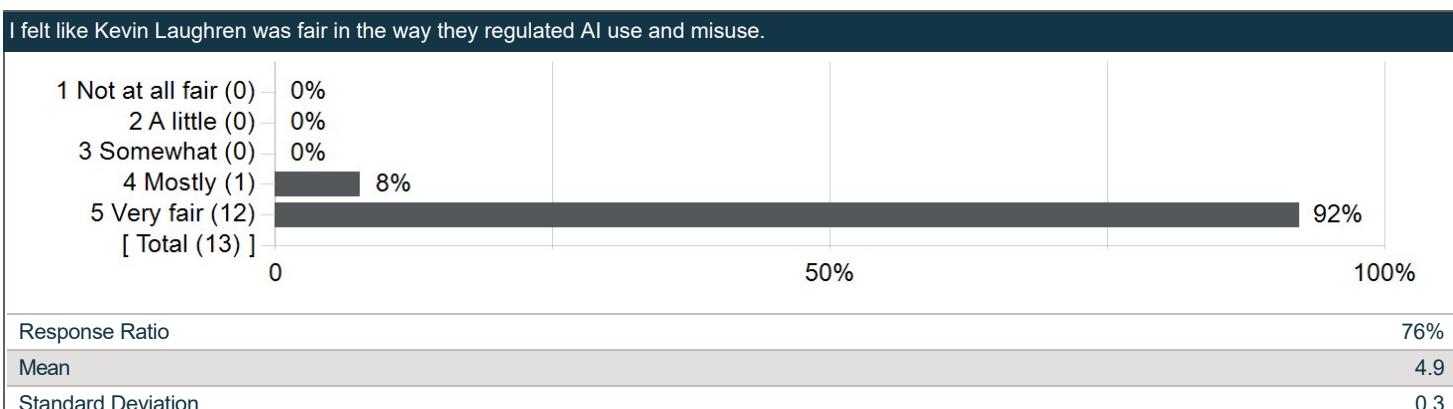
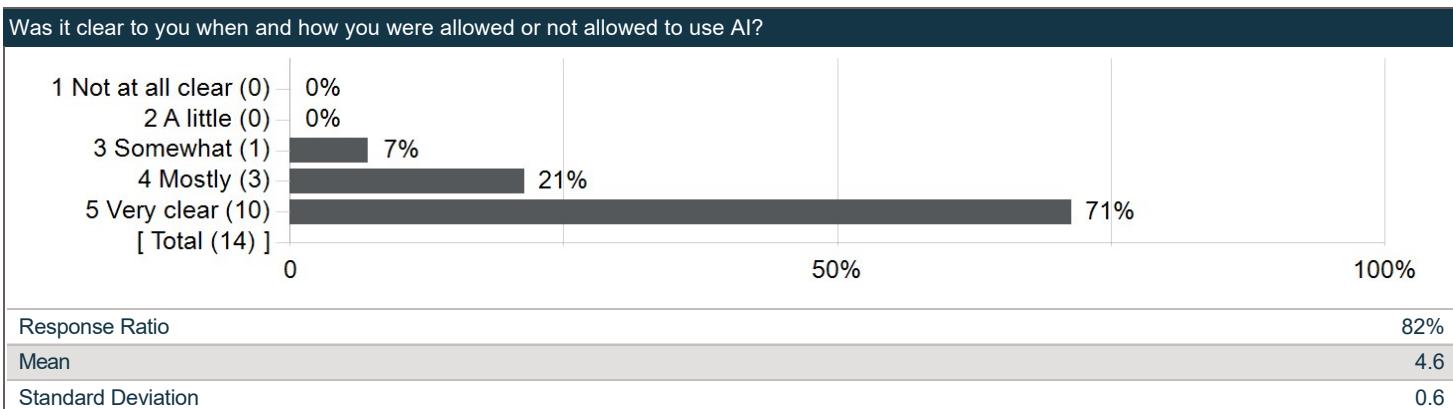
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Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models.



### Do you have any further comments about how AI impacted your experience?

Comments
I think the course tested more of student understanding then just blind use of AI so overall I think Kevin did a good job mitigating AI use
AI is dumb.
No
very clear about being able to use for research exploration but just need to cite it
I tried expanding my thoughts but it keep misleading me. Its better to stay away and be yourself.
Definitely one of the better prof in Econ
no ai anymore
Using ai in finding the best articles for the presentation and research paper was very helpful and Kevin did teach us about the google scholar regarding the course. It made life easier for me while writing the research paper.



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## Section 1 – Response Rate

Raters	Students
Responded	41
Invited	46
Response Ratio	89%

## Section 2 – Common Core Questions

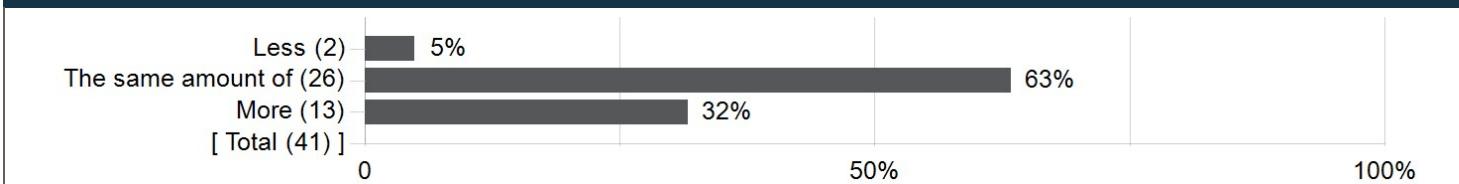
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### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 484 than expected based on its number of credits.



Response Ratio

89%

Mean

0.3

Standard Deviation

0.5

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 484 than expected. Please explain.

Comments

I just use ChatGPT for the code

awesome

**2.1b You responded as having spent the same amount of time on ECON 484 as expected. Please explain.**

## Comments

The deadline for exercises was due the day of at 11:59pm, which allowed me to spend only a day to complete. Whereas when assignments are due next week, I would spend a bit more time on it.

the weekly exercise can actively response what we learned in this week

Having a reasonable and not overwhelming amount of workload such as assignments and exercises. The instructor is clear in delivering course material, which helps me understand better without difficulty.

For me writing code and looking up information on the internet took up the bulk of my study time in addition to my weekly class time.

I spent the same time as expected

The course was well-structured, so I was able to plan my time well and stay on track.

I have been actively participating in every class this semester and completing the corresponding homework after class

The workload of this course is not too heavy. Very enjoyable and useful experiences.

The weekly exercises took around 2–3 hours per week to complete at home even after doing some of the exercises in class. Kevin walked through the exercises in class and helped up correct any mistakes we were making in the exercises, then we were tasked to complete it and fine tune the code at home. Same goes for the assignments. Overall I thought the workload accurately reflected the amount of credits of the course.

The professor guided us very well on exercises and Assignments which helped us a lot

Because I need to make sure that I get approximately the same level in each course.

The prof's explanations were super clear, so I got it all during the lecture.

I kept up to date every week so i didn't have to spend more time and procrastinate

I spent the same amount of time as i expected from the class's credit

Reasonable workload

The professor really helped and explained codes during lecture which was well explained so everything is easy to understand and apply

I expected the course to be hard but the professor explained everything clearly which made sure I don't spend more time than needed.

**2.1c You responded as having spent more time on ECON 484 than expected. Please explain.**

## Comments

coding is too hard

I heard this course from my classmate and he said it's just simply copy and paste the code from the class. It's actually more complicated than I heard. But reasonable complexity level tho.

It is not only about model but also about report and coding

study code is a bit challenge for me, i must spend more time

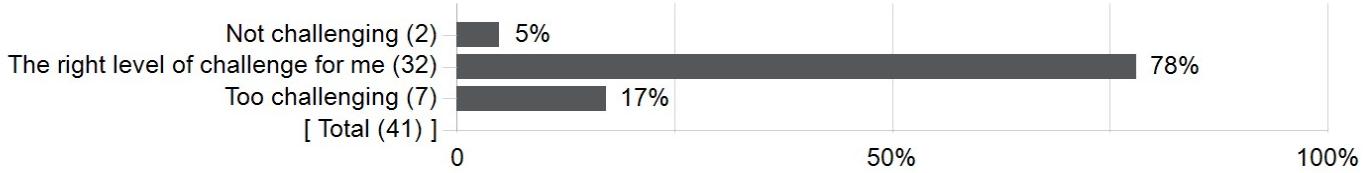
The concept and topics are pretty advanced and require more work to fully understand the concepts

As this is a code-based course (learning machine course) , it requires more effort to review and finish all the assignments and make sure that I completely understand each lecture's content.

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

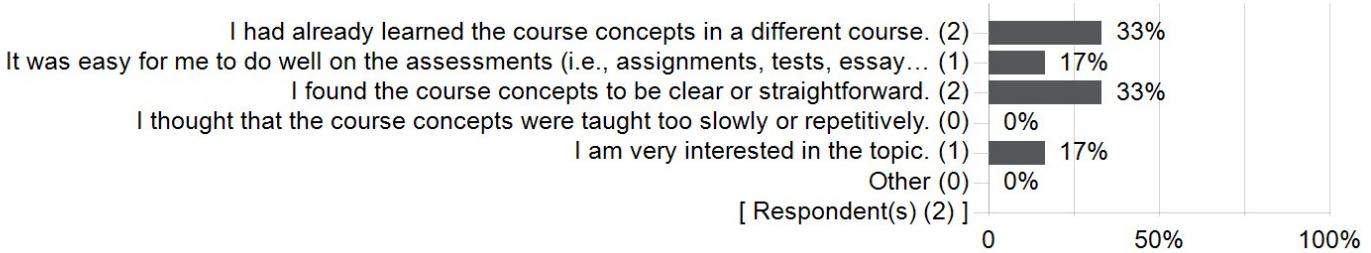
I found ECON 484 to be...



Response Ratio	89%
Mean	0.1
Standard Deviation	0.5

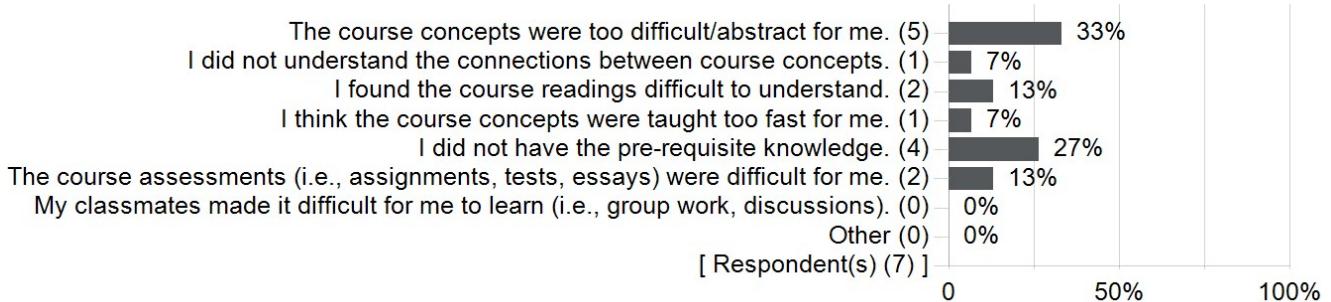
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2a Why did you rate ECON 484 as not challenging?



Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.2b Why did you rate ECON 484 as too challenging?



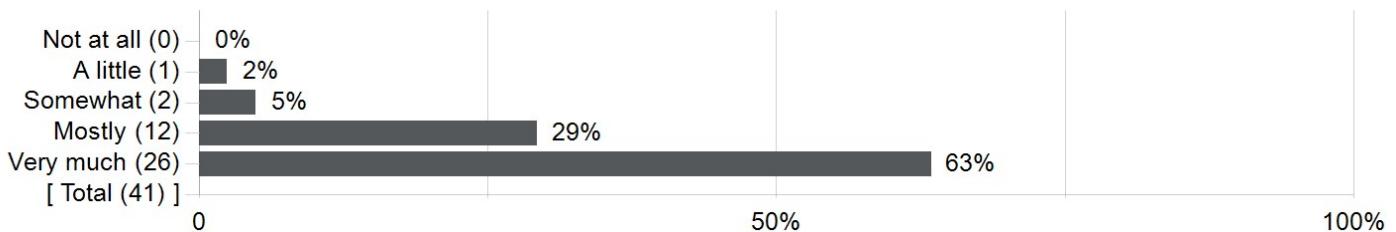
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

## 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

### 2.3a

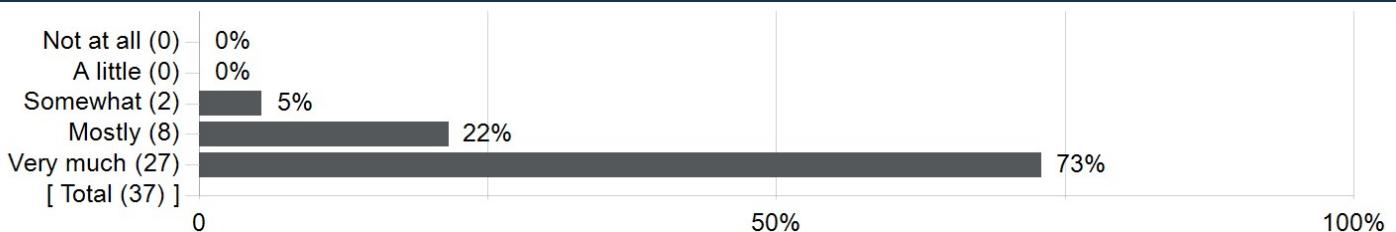
Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



Response Ratio	89%
Mean	4.5
Standard Deviation	0.7

### 2.3b

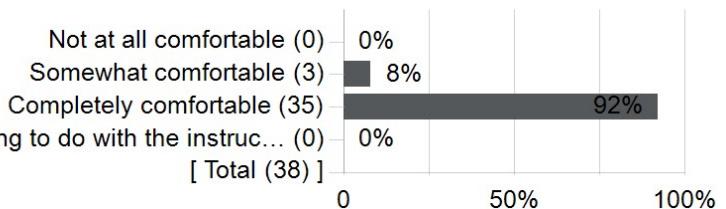
Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



Response Ratio	80%
Mean	4.7
Standard Deviation	0.6

**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



Response Ratio	83%
Mean	2.9
Standard Deviation	0.3

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.**

Comments

no background knowledge about coding

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

Comments

He is approachable and assisted whenever I needed help during the lectures. He provided advice for my term paper which helped me get on the right track.

Kevin is so nice even though you are new to R studio and machine learning

It was very easy to approach Kevin with any doubts I had.

A professor who is very helpful to students.

Very approachable professor

Kevin is very quick to respond and easy to approach. He's kind and warm-hearted, and it's clear that he truly cares about helping students. He always does his best to support us, so I felt completely comfortable approaching him.

He is a very nice man, very passionate and patient. One of the best ECON professors ever in my 4 years university life.

The professor takes our questions very seriously, patiently answers and resolves them, and responds to emails very quickly

He is always keen to help students especially when I planning my final project.

Kevin encouraged all levels of questions and answered them thoroughly. He also made sure everyone was following the exercises in class.

He is very responsive and open to discussions, even on Canvas

The professor is very patient and kind, allowing me to take this course.

I felt completely comfortable approaching Kevin Laughren because he is always kind, patient, and supportive. During lectures and office hours, he made it clear that student questions were welcome and important. He explains concepts in a clear and respectful way, which made me feel confident asking for clarification or help. His approachable attitude really encouraged me to engage more actively in the course.

awesome

Kevin is really patient and kind professor

Kevin is very open to helping

Kevin is a great instructor that knows the materials that he is teaching. He is able to explain difficult things in a simple term, which is very helpful for students that are going through difficulties.

Office hours and questions are encouraged in class, and many opportunities to speech Kevin

Nice, helpful and approachable.

He always took time and explained concepts to me either during office hours or class

He was nice and willing to answer all my questions regarding in-class lecture and assignments as well as in his office hours.

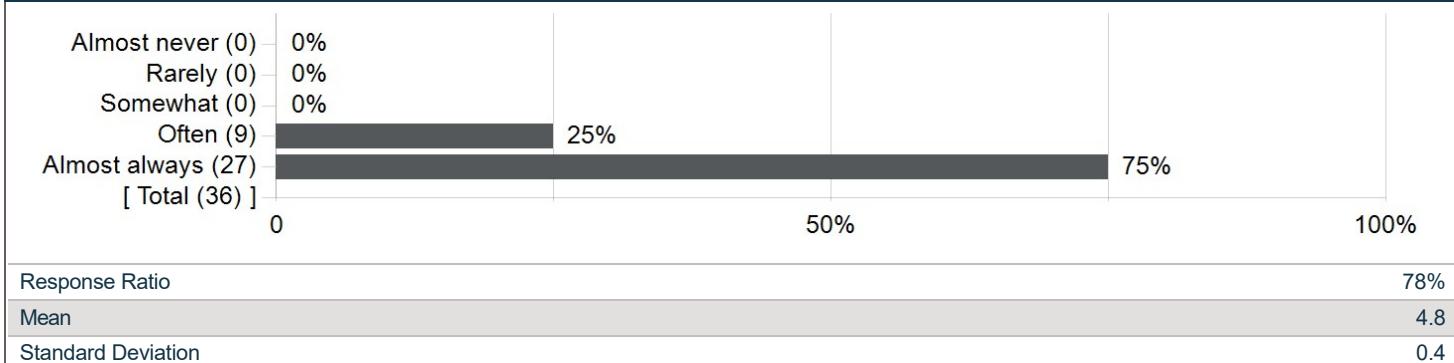
Kevin was always open in class for questions and was very welcoming to hearing students inputs, including mine.

**2.5 Instructor**

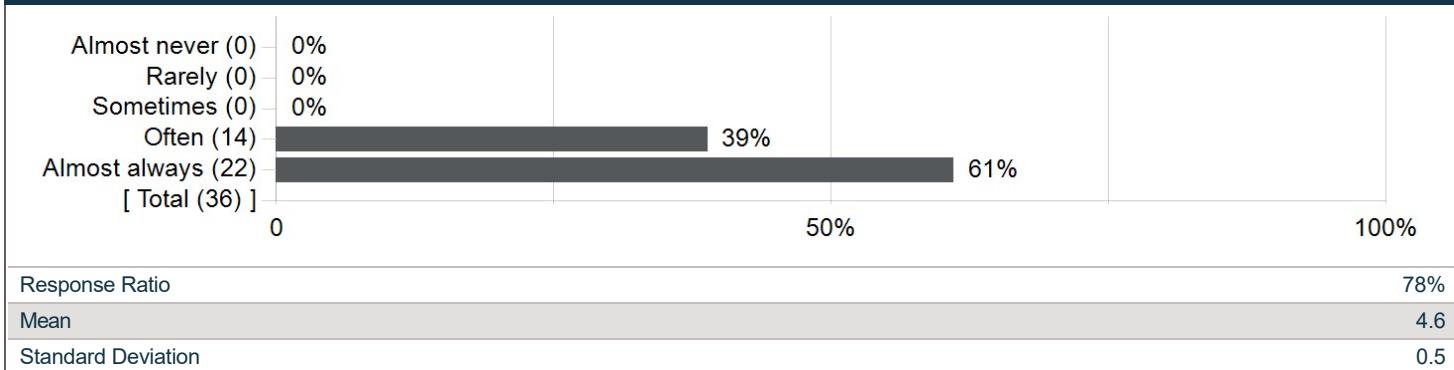
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

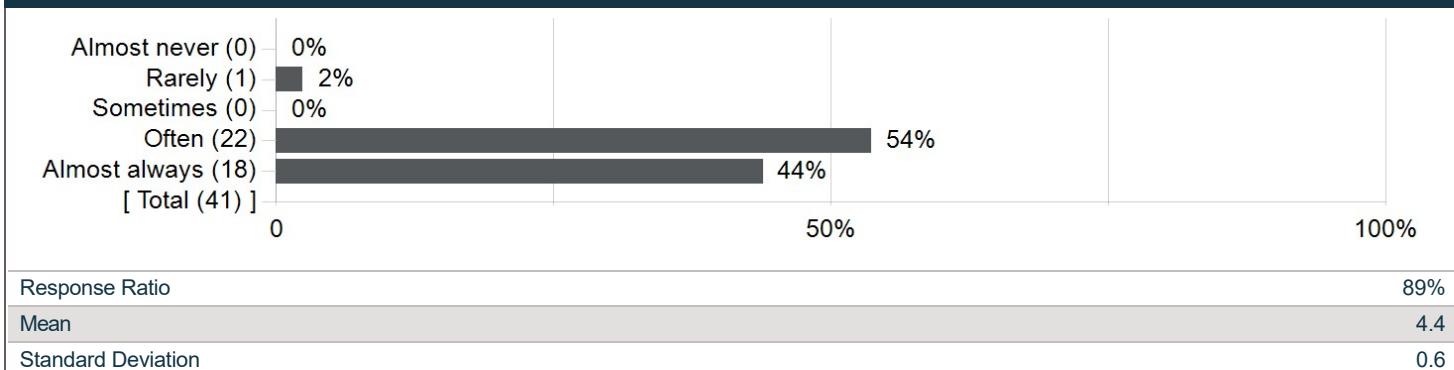
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 484 helped you learn and why?**

## Comments

It helped me familiarize myself with the software, RStudio. It can be beneficial for future use in jobs or personal projects.

some machine learning aspect and the use of R studio

Kevin explained everything pretty appropriately.

The modeling process helped me to better understand the definitions.

All aspects regarding report presentation and machine learning

more coding assignments and more in class activities

The class exercises, assignments, and the term paper were all fun and helpful for my learning. It definitely wasn't easy to produce results, since most of the courses I've taken so far focused more on learning material rather than creating something. I really appreciated Kevin for designing the course this way. It was a great experience. Also, I want to add that if anyone is complaining about this class or the professor, I believe it likely reflects more on their own attitude or effort. In my experience, the class was fair, well-structured, and taught with care.

Basically he drove my interest for code higher.

It has allowed me to learn a lot of content beyond economics

Model and coding

In class exercises were very helpful because most of the concepts and tool in r studio were explained well

Proper guidance, specially when I never used full scale R

coding and modify the code

because Writing code requires overall logic, and it makes my logic more meticulous during the process of coding.

Professor Laughren's teaching style helped me learn the most in ECON 484. He is very dedicated, explains concepts clearly, and always takes time to make sure students understand. His patience and willingness to answer questions, both during lectures and office hours, created a supportive learning environment. These aspects made it easier for me to follow the material and stay engaged with the course content.

good

Model training, structured supervised machine learning models all taught and explained well in class. Very practical skills obtained

learn some new models

Engaging in-class activities.

Learning data science techniques has helped me a lot.

The insights and domain of knowledge for using ML models

Understanding the practical part of getting a results from data

Exercises and assignments

Data cleaning and the different models

Machine learning. I'm able to build some models based on what was taught in class.

All the coding exercises we did in class helped me grasp concepts the most.

R coding and machine learning

## 2.7 How would you improve ECON 484 for future students?

### Comments

For future students, I would have more exercises or assignments so that students would have the opportunity to learn and apply from what they learned.

a good base in R code will be better for you

I think students AI should be a big part of the curriculum now. Expanding on /using tools like that is a must while not completely depending on it.

This is a course with a difference, a new class format and experience.

Maybe a group presentation?

more in-class exercises

Make it so that we understand the process instead of the result. I feel like we are just copying code instead of understanding why and how the code works

I think Kevin will continue to do a great job, but I believe the class size should stay small.

START WORKING ON ASSIGNMENT EARLIER.

No

Keep coding

Provide subsidies for students to access high-performance laptops so r markdown files in r studio run more efficiently lol

I think it's good now

need learn more coding and take the course

I think the course is already well-designed. The lectures are clear, and the assignments are both challenging and thought-provoking. Overall, it was a great learning experience, and I don't have many suggestions for improvement at this time.

good

all good

It's perfect already

I would suggest a weekly short online quiz to help students understand the technical aspects of this class

Start with more basics statistical and coding concepts, some codes are difficult to grasp

Read the textbook

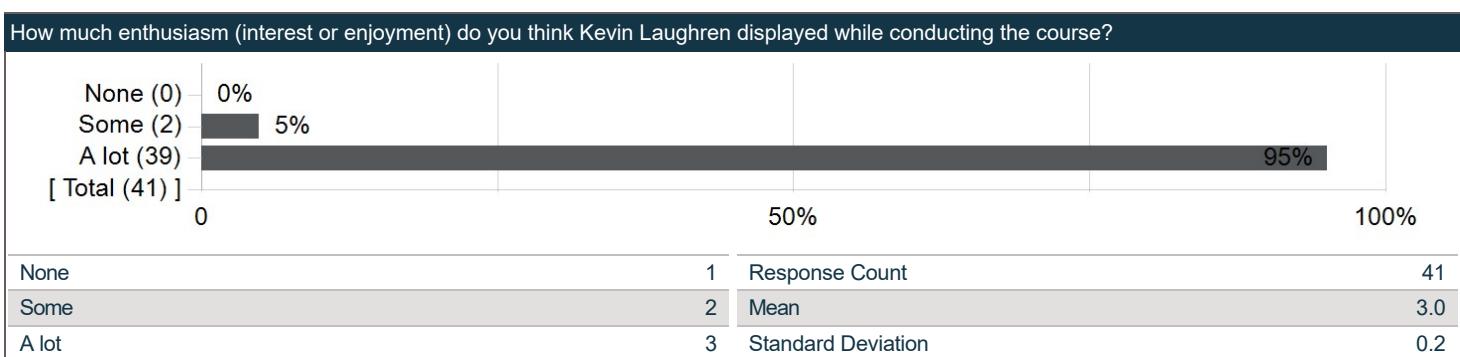
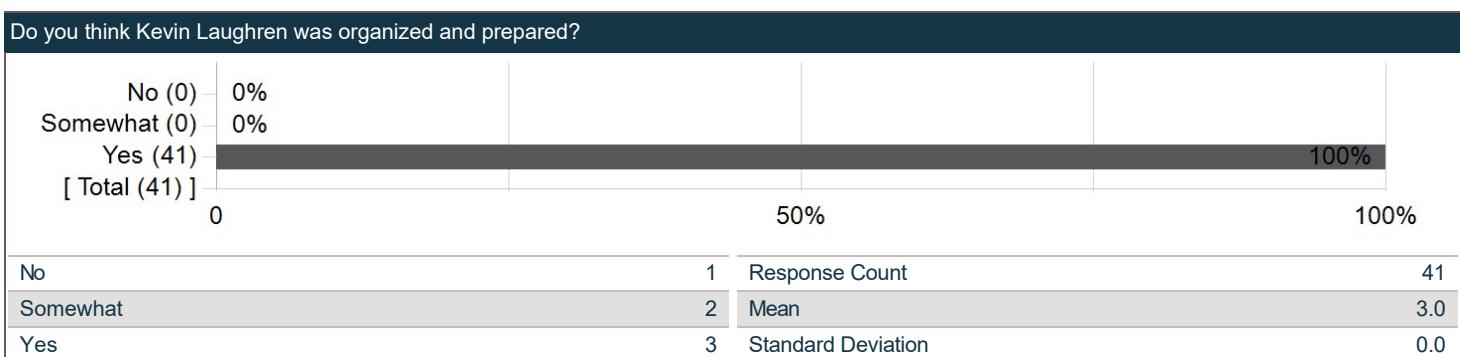
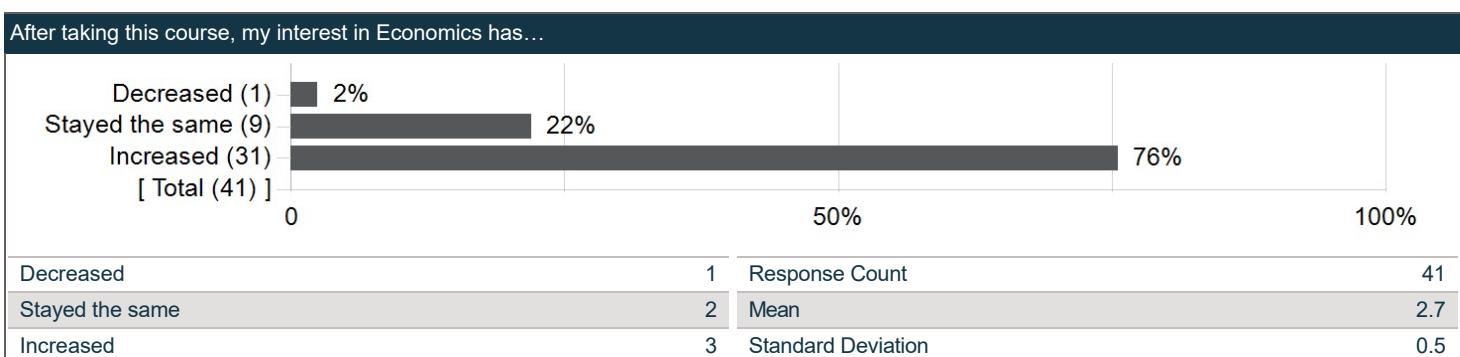
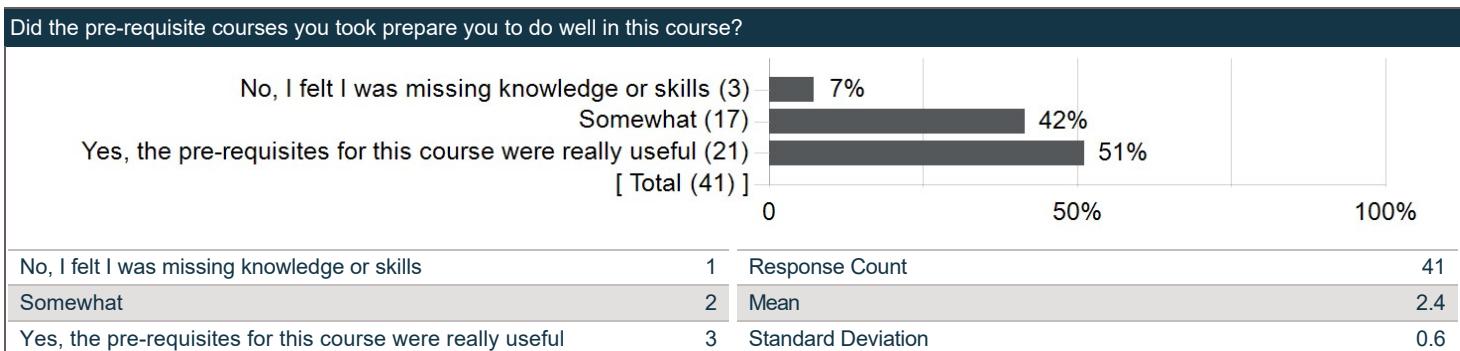
Its perfect the way it is

N/A. Enough for me

As of right now I don't have any recommendations to improve the course.

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

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

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

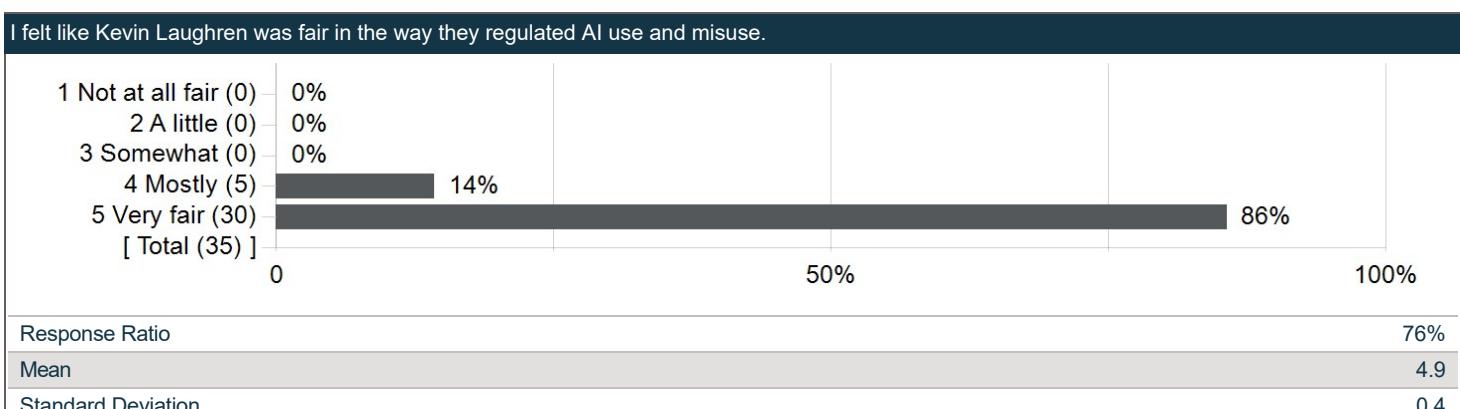
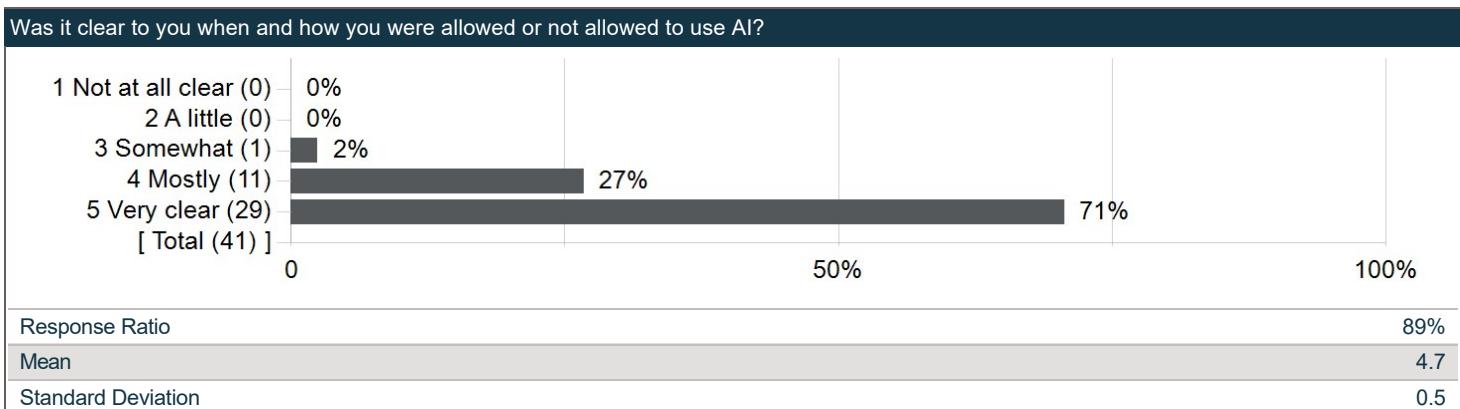
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models.



**Do you have any further comments about how AI impacted your experience?**

Comments
we can use ai as a tool to help students on coding
Without ai idk if I would've pass this course
Made life easier
No
Not really
Can use it to help you think more ideals
AI tools were clearly discussed in the course, and the instructor provided clear guidelines on how and when their use was appropriate. This helped avoid confusion and ensured fairness among students. I also appreciated that we were encouraged to think critically and use AI as a learning support tool rather than just a shortcut. Overall, the balanced approach enhanced my learning without compromising academic integrity.
awesome
ai can help student learn more
It actually helped me alot as it can show me where my codes are wrong during assignments and help me understand how to correct it

**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

*Reporting concerning comments:* Any individual (e.g., instructor, Chair, or administrator) can submit a student comment for review if they believe it violated principles of respect, safety or constructive feedback. The comment should be submitted by emailing [cesurvey@sfu.ca](mailto:cesurvey@sfu.ca) with the course name, semester and concerning comment. More details about the process can be found [here](#).

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Course Context Questions

## Section 1 – Response Rate

Raters	Students
Responded	13
Invited	19
Response Ratio	68%

## Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 220W than expected based on its number of credits.

Less	2	15%		50%	100%
The same amount of	6	46%			
More	5	38%			
<b>Total</b>	<b>13</b>	<b>0%</b>			
Response Ratio					68%
Mean					0.2
Standard Deviation					0.7

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the [SFU definition of a credit](#). The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 220W than expected. Please explain.

##### Comments

Outside of the class the material mainly consisted of readings that we were to do to prepare for the activities in class. The assignments were done in our tutorials as well. However the take-home assignments such as the essays did require much more time.

It wasn't heavy with class work outside of the lectures themselves outside of readings and two essays that were worked on mostly in class

#### 2.1b You responded as having spent the same amount of time on ECON 220W as expected. Please explain.

##### Comments

The course had a good amount of workload and course content atleast to the degree that I expected

There was a normal amount of workload in this class.

This course is about as challenging as the 3 credit courses I've taken in the past.

It is a solid course load

#### 2.1c You responded as having spent more time on ECON 220W than expected. Please explain.

##### Comments

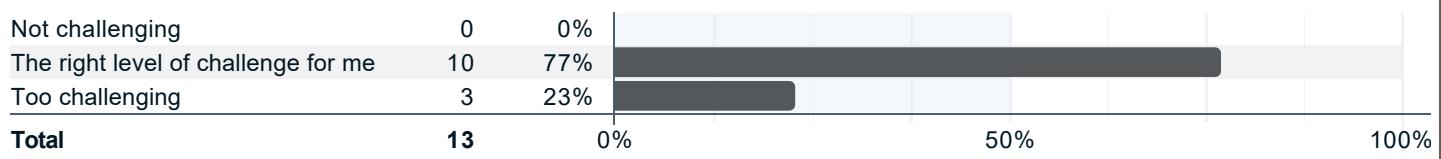
The class was engaging and kept you busy every week. Not necessarily a complaint, since it was an interesting class and I appreciated the fact that there were no exams.

The assigned readings were engaging and I sought out more information because of them. But it took a lot of time (not a bad thing though)

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

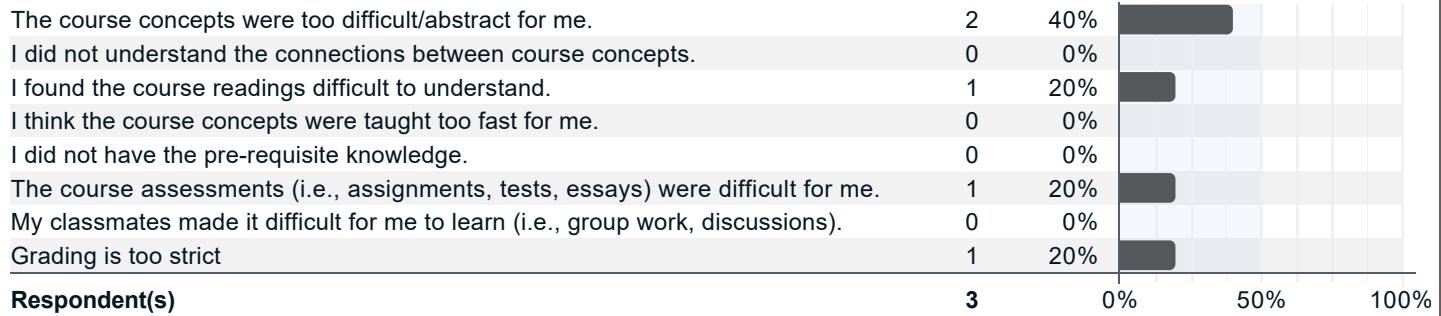
I found ECON 220W to be...



Response Ratio	68%
Mean	0.2
Standard Deviation	0.4

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2b Why did you rate ECON 220W as too challenging?



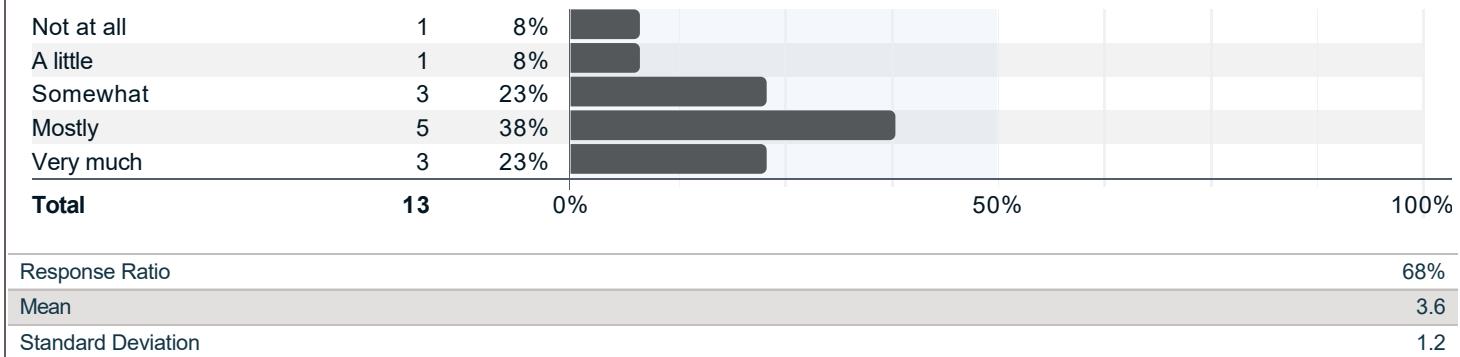
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

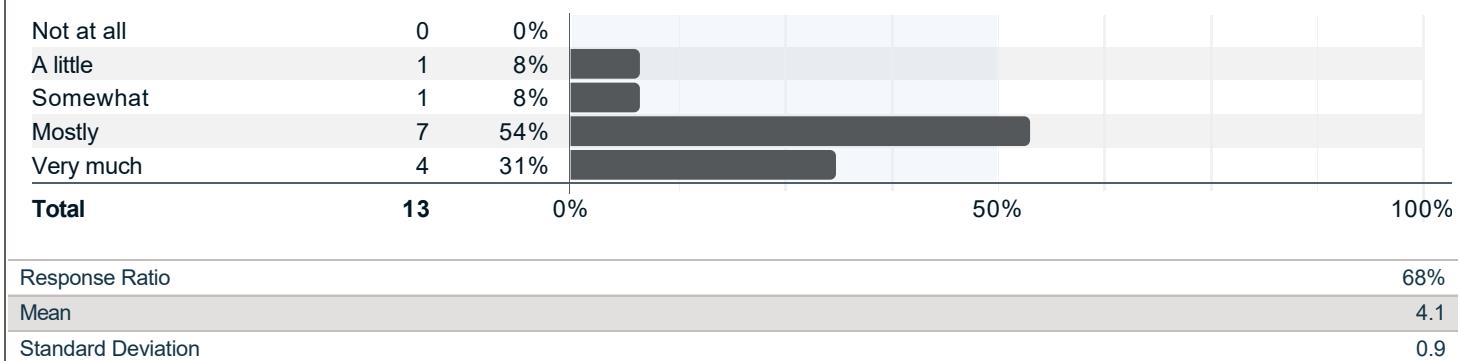
#### 2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



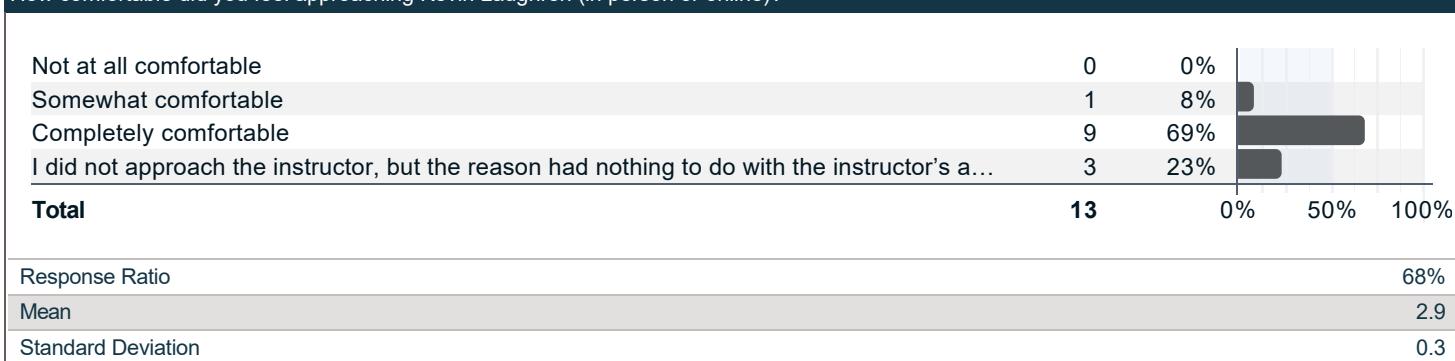
#### 2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

Kevin is a great professor who always encouraged questions and further learning

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

He was always willing to engage and responded in a timely manner.

I liked that he brought solutions instead of problems.

He is a professor that I wished I had more time with.

## Very good

He is very nice

Professor Laughren was a fantastic teacher. He was very engaging with the entire class and you could tell that he really cared about what he was trying to get us to learn.

He is very approachable and open. Great professor!

Kevin is the best he's super friendly and I've taken classes with him before and he's just very conversational, like a buddy

Kevin has taught me another course before, therefore I already knew him.

**2.4d You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.**

## Comments

I've had professor Kevin in the past and found him approachable.

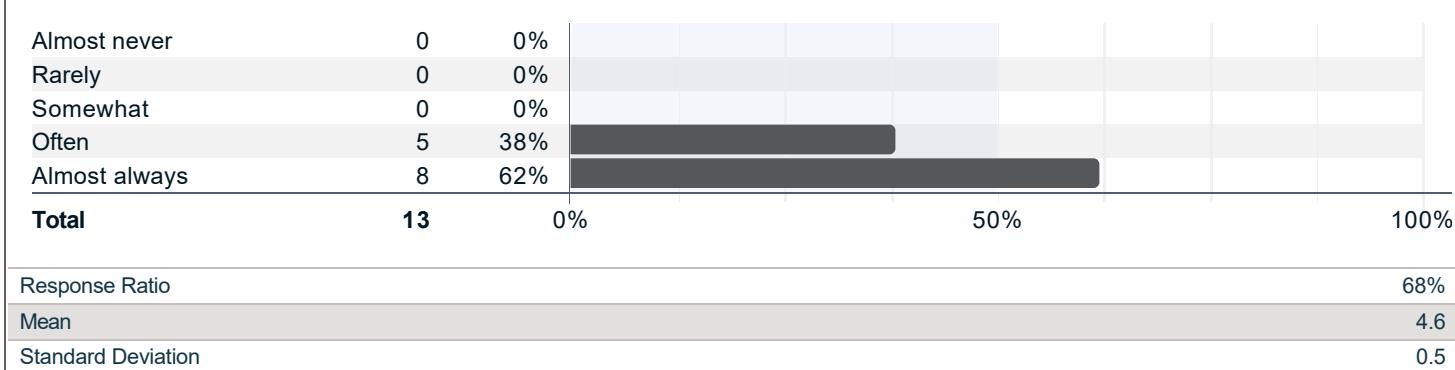
Didn't have any reason to approach Kevin, but I felt that I could if I wanted to.

**2.5 Instructor**

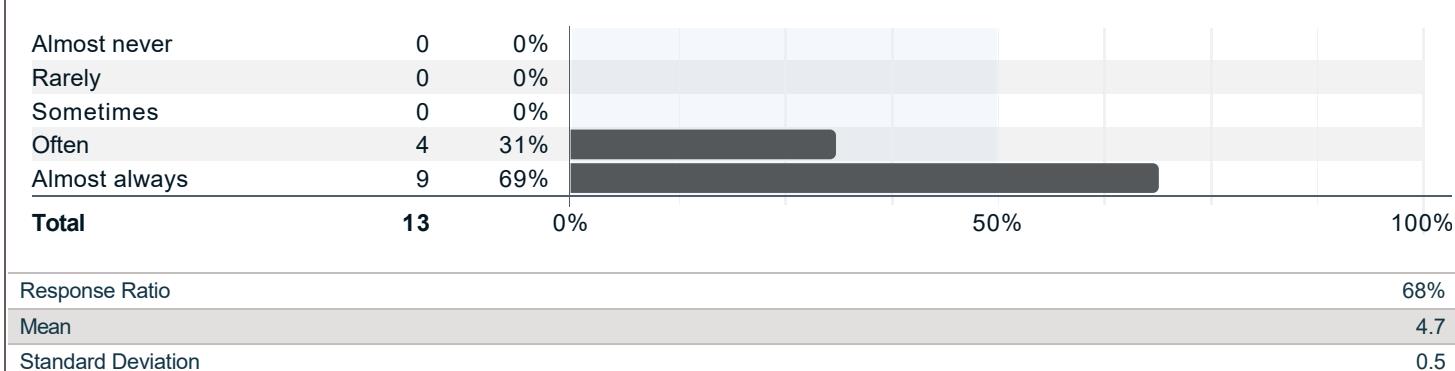
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

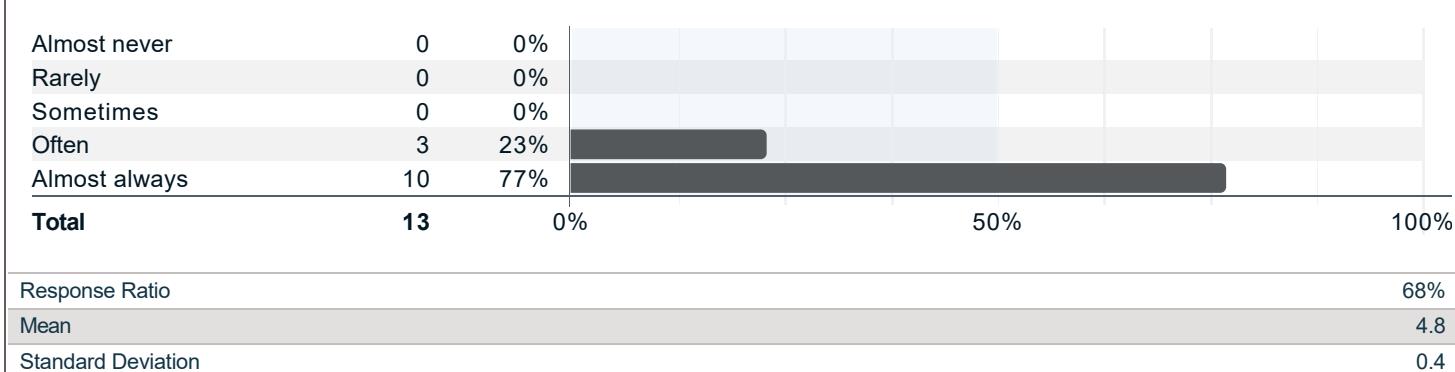
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 220W helped you learn and why?**

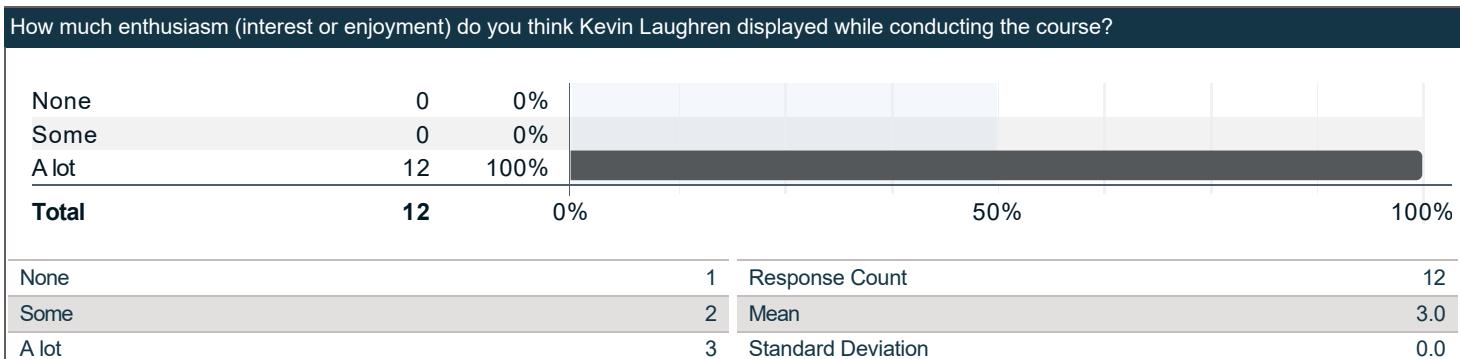
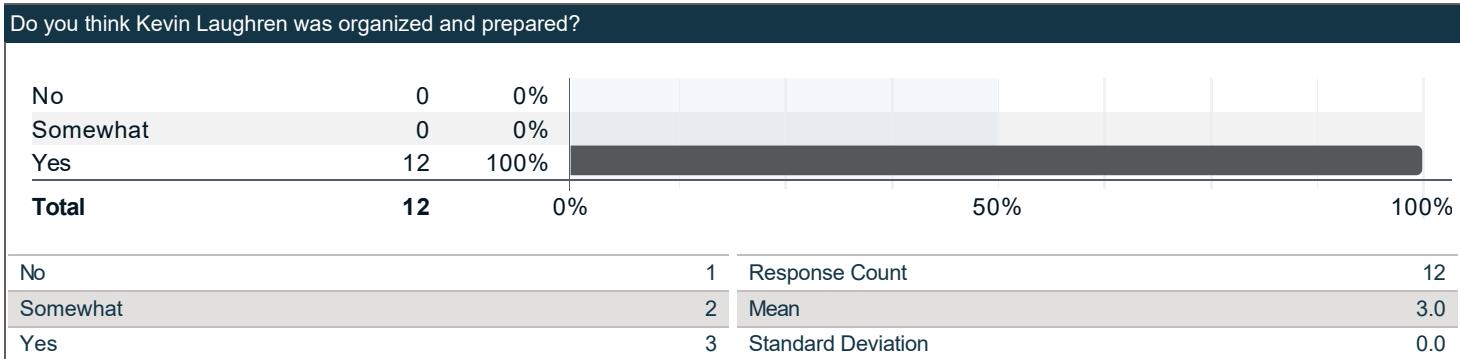
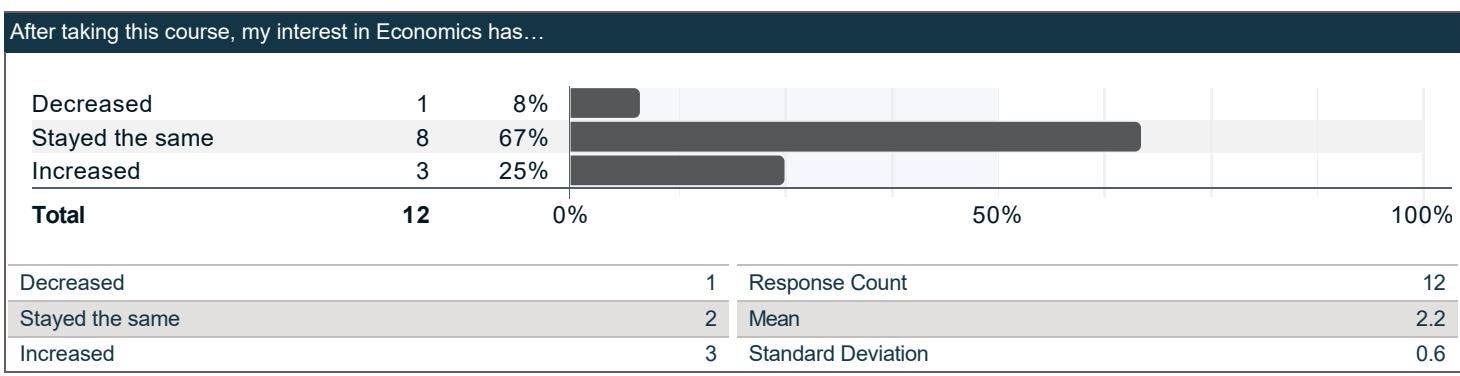
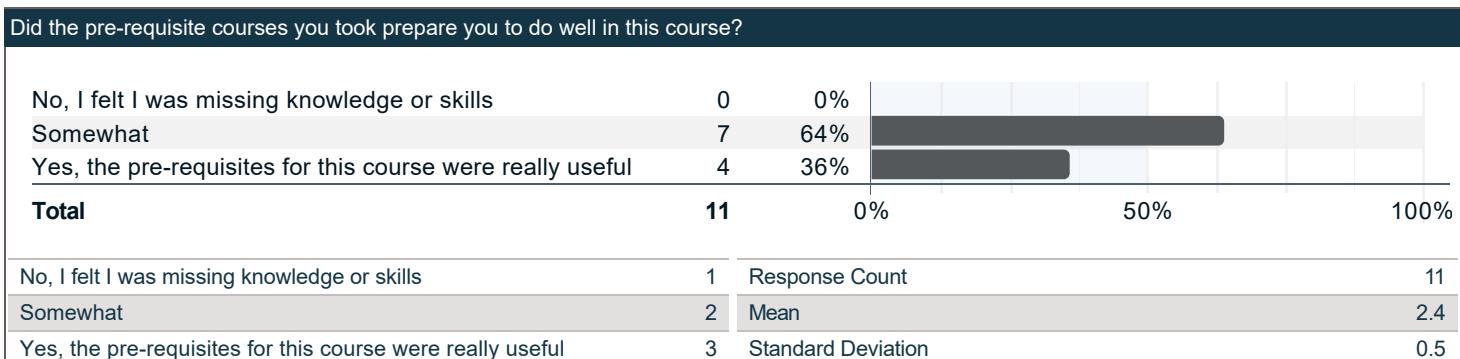
Comments
Just writing
The tutorials were great because for the most part, you get two attempts to work on a specific topic/assignment, and I believe this system is awesome because you get a blind first attempt to see how effectively you can complete a certain assignment, and then you get to build off of that and improve on the second try.
Implementing economic concepts in my writing in a clear and concise way helped me become a better writer.
It was just super engaging, the lectures were small so we were super hands on and it really helped me stay engaged and all the activities were fun with instant feedback. I was always excited to come into class and I really enjoyed how we had to do each step of the essay in class, it kept me super motivated to the point where I was eager to write the essay with so much thoughts and ideas pouring out of me.
The process of writing essays allows for effective communication and expression of ideas and this was displayed through the assignments and readings in part B
I enjoyed the in class writing exercises because of the immediate feedback.
I really liked the articles and the Google scholar search engine. Researching was good. I liked the near automatic response from the in class writing exercises.
All aspects

**2.7 How would you improve ECON 220W for future students?**

Comments
I would not change anything to be honest, it was a great class.
I think having 1-hour class and then a 1-hour tutorial is not the greatest way to structure the class. Part of the problem is the amount of content you can fit into the block. I feel like a 2-hour lecture and a 2-hour tutorial would be much better as the professor can divide it up into reading, writing, and feedback components. Additionally, the coursework can be done individually in the beginning and then in groups in the end. I say this because our classes had a lot of group work. I liked to look at what other groups wrote as well and then try to implement what they were doing well into mine as it promoted my learning. By having it done individually, I believe individual feedback from the instructor would be much more beneficial. On a side note, if a 2-hour lecture is not possible and the university chooses to structure the class with a 1-hour lecture and 1-hour tutorial, it would be easier to just stack them in the same classroom.
The only thing I didn't like was the debate. I didn't feel like we had any debate knowledge or practice and I felt the only two times I spoke up my ideas were shot down by the professor but since we weren't able to prepare for the debate I was trying to pull from the little prior knowledge of the topic I had, which was very scarce. If debates were to continue, some practice or education on debates would be nice, some warning, a better topic.
A better grading scale
Make it more clear how the tutorial assignments would be graded as it sometimes felt the marking was a bit arbitrary in relation to the rubric.
I would like to help the future students understand how and what they need to bring to the course, not what the profs need to bring.
Very good course

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

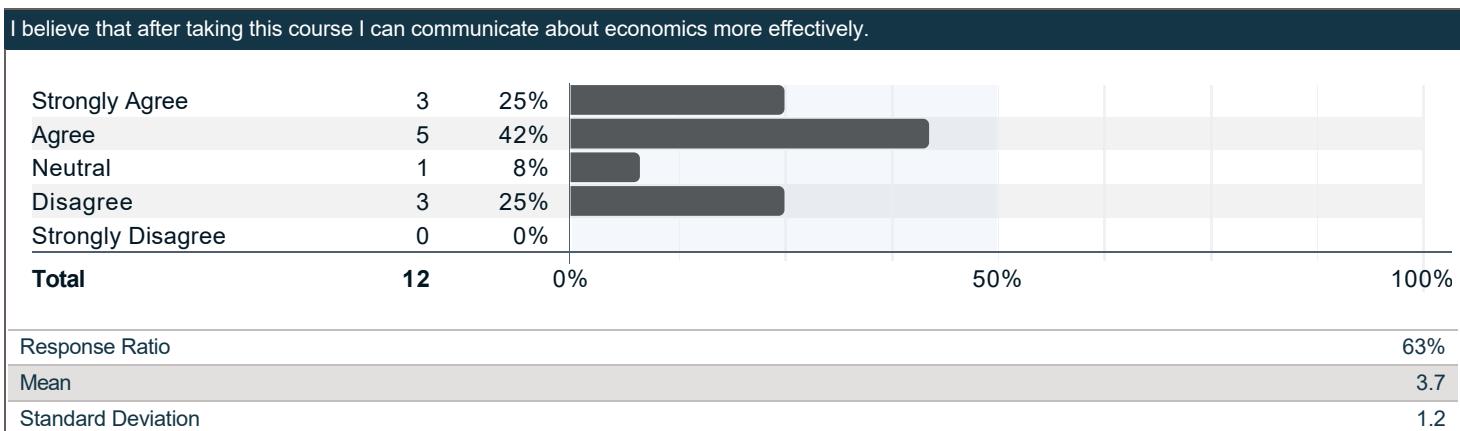
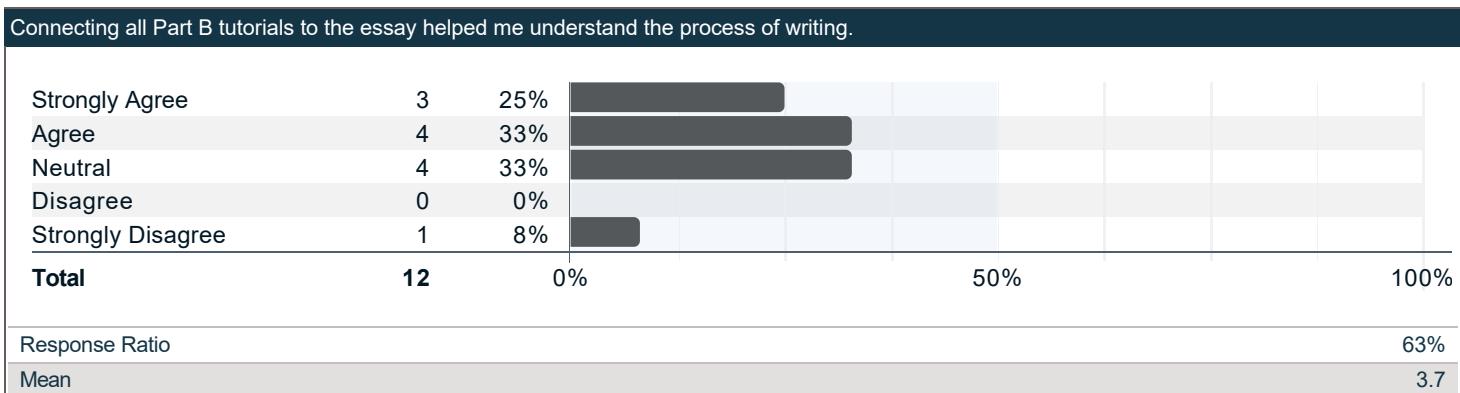
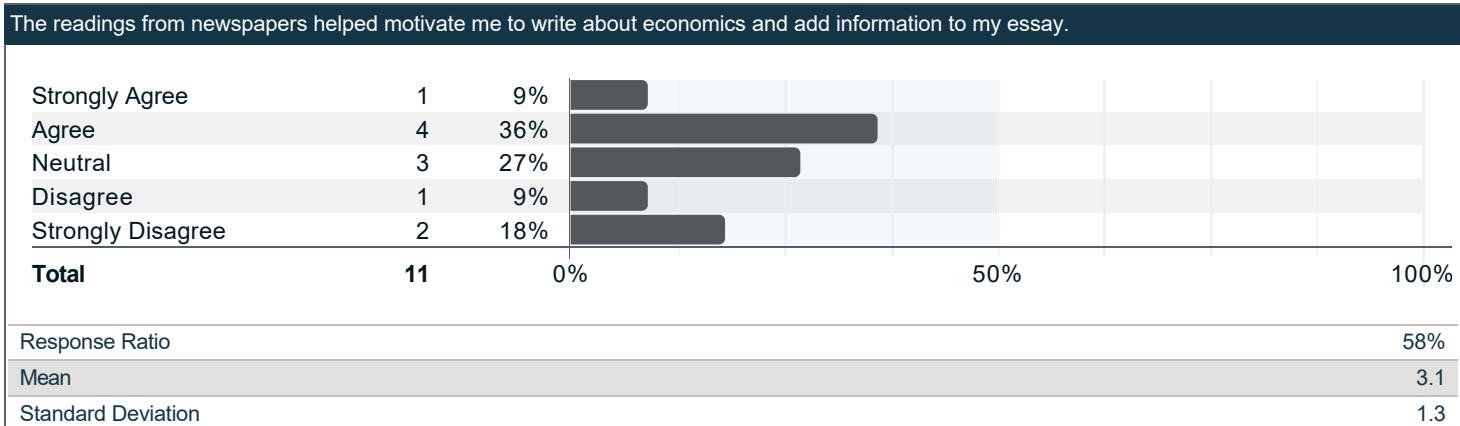
This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

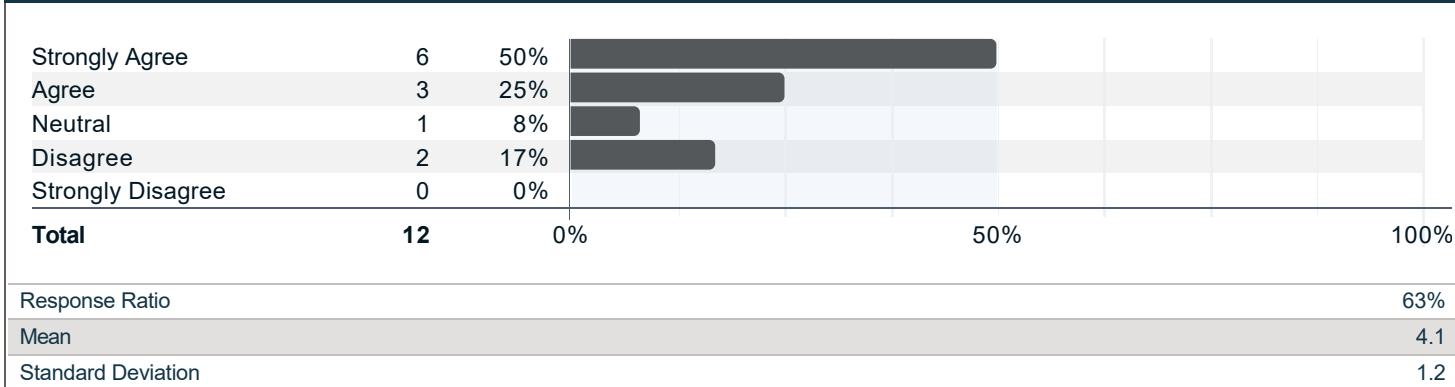
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

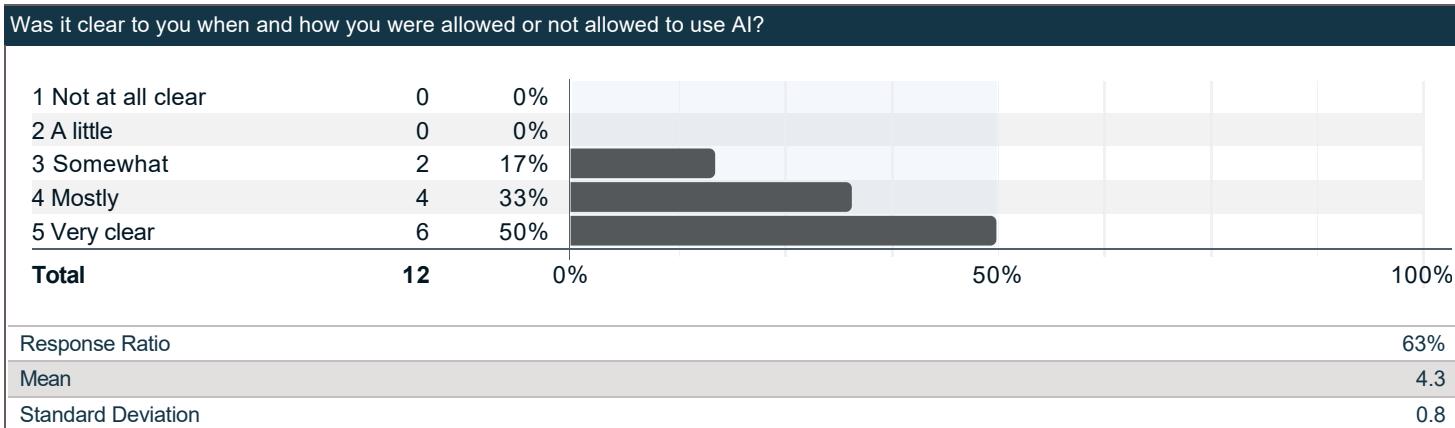


I believe that taking this course has made me a more effective writer in general.

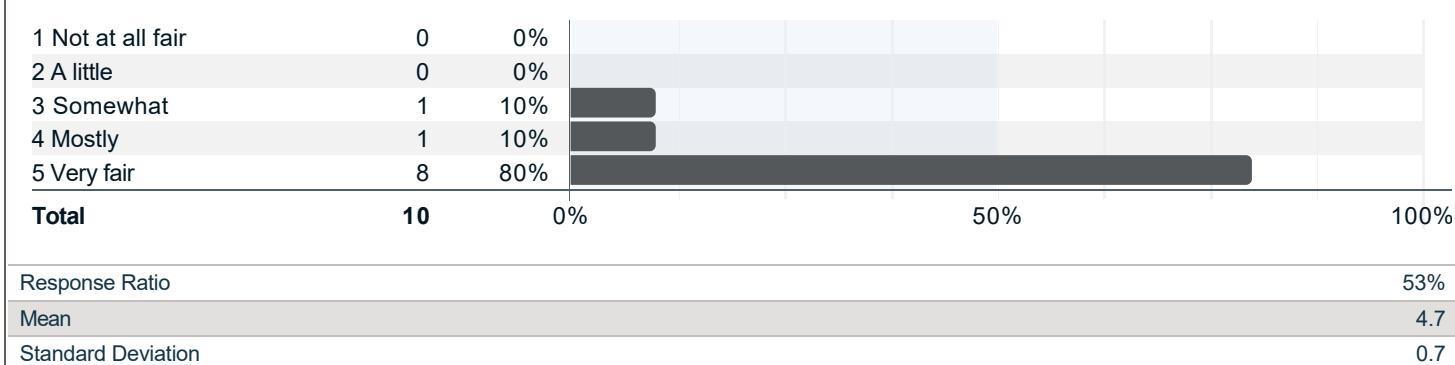


## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.



I felt like Kevin Laughren was fair in the way they regulated AI use and misuse.



**Do you have any further comments about how AI impacted your experience?**

Comments

I deliberately choose not to engage with AI for this course. Writing is a personal thing that doesn't work well with AI. The closest I got to AI was using a citation program online

It is a great supplemental tool to enhance my learning.

The TA verbally said he scanned someones AI essay first draft submission and it detected high traces but he didn't take points off, only that he would for the final essay. I thought that was unfair since every in class assignment is so that we dont use AI. I worked hard on my draft and feel like my hard work is going to be put down while others get a boost through AI use

**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

*Reporting concerning comments:* Any individual (e.g., instructor, Chair, or administrator) can submit a student comment for review if they believe it violated principles of respect, safety or constructive feedback. The comment should be submitted by emailing [cesurvey@sfu.ca](mailto:cesurvey@sfu.ca) with the course name, semester and concerning comment. More details about the process can be found [here](#).

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Course Context Questions

## Section 1 – Response Rate

Raters	Students
Responded	15
Invited	19
Response Ratio	79%

## Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 220W than expected based on its number of credits.

Less	2	13%		50%	100%
The same amount of	9	60%			
More	4	27%			
<b>Total</b>	<b>15</b>	<b>0%</b>			
Response Ratio					79%
Mean					0.1
Standard Deviation					0.6

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the [SFU definition of a credit](#). The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 220W than expected. Please explain.

Comments
A majority of assignments were completed in tutorial, thus, on average, I spent less time outside of class/tutorial on this course.
it was not that hard as I thought

#### 2.1b You responded as having spent the same amount of time on ECON 220W as expected. Please explain.

Comments
Because it is a very useful course
It is as I stated I spent around the same amount as time projected.
I knew writing courses would be time consuming. There were more readings and small writing than I expected but those were usually during class hours.

#### 2.1c You responded as having spent more time on ECON 220W than expected. Please explain.

Comments
I feel to properly complete assignments and required readings on time, it take more than the expected amount of weekly hours.
It was so hard to catch up with classes. I spend a lot of time reading materials
I'm trying to improve my writing skill so i went to the writing workshop once per week which i didnt know our department offers that a lot of writing

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

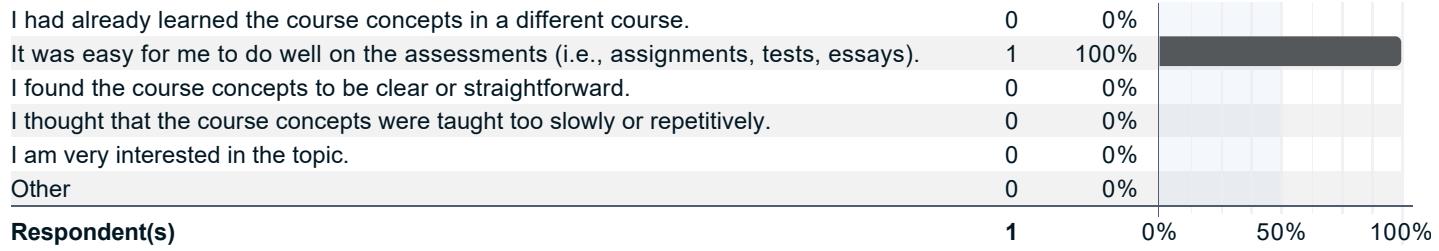
I found ECON 220W to be...



Response Ratio	74%
Mean	0.1
Standard Deviation	0.5

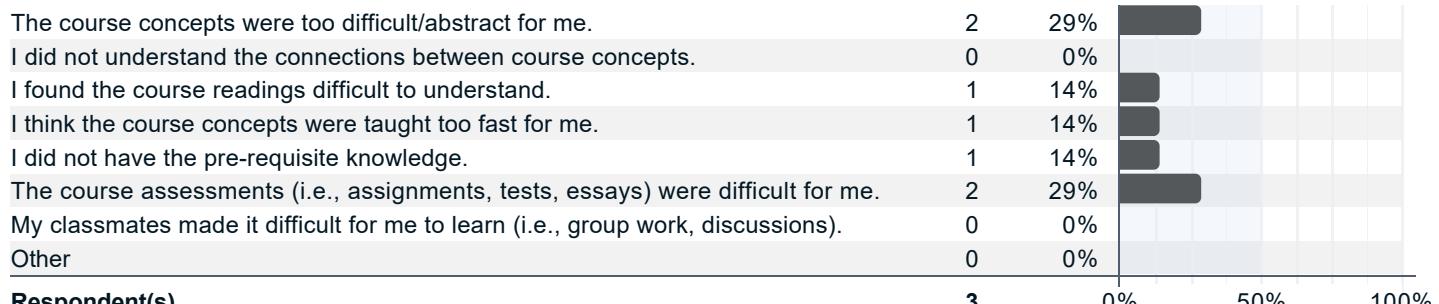
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2a Why did you rate ECON 220W as not challenging?



Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.2b Why did you rate ECON 220W as too challenging?

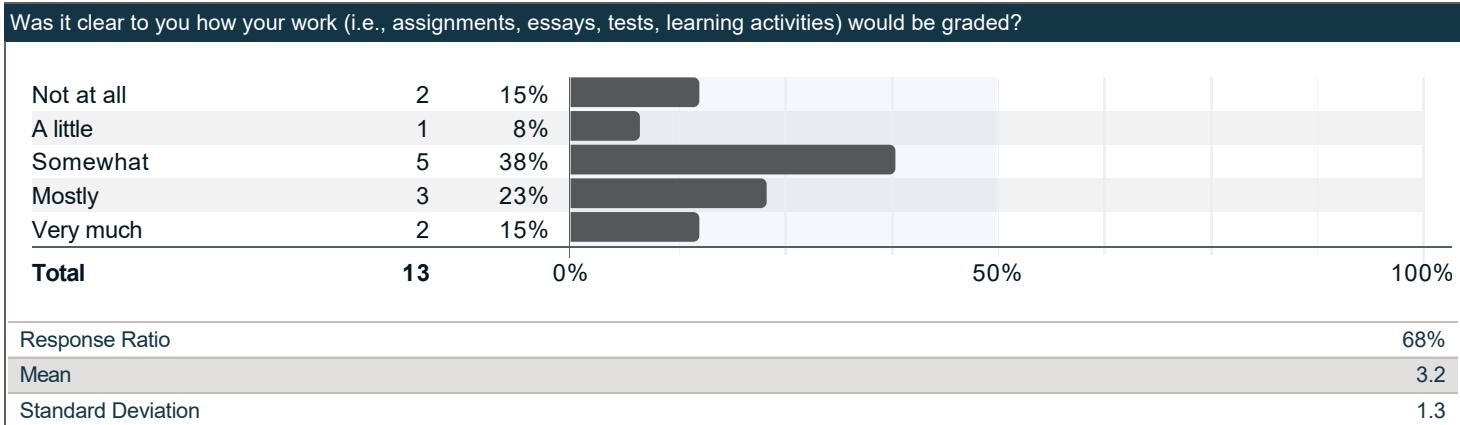


Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

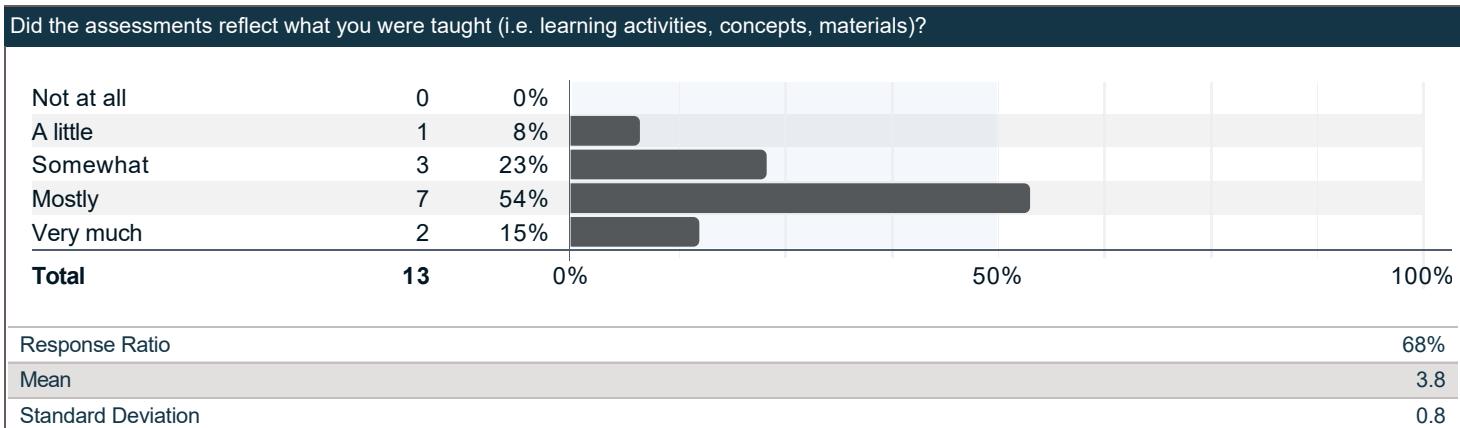
### 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

#### 2.3a

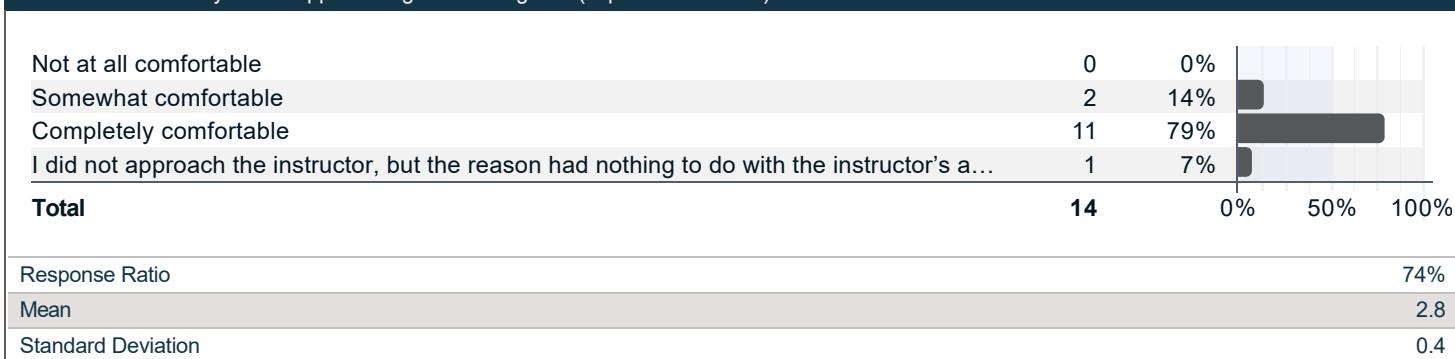


#### 2.3b



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

Professor Laughren has been very nice and approachable this semester. I think I'd only feel "completely comfortable" approaching someone if I knew them closely and personally.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

I was away for a wedding and therefore would miss a couple of classes and when I approached Professor Laughton, he was very understanding and provided me with the clarification I needed for being away.

It's the greatest professor so far at sfu.

Teach some writing skills about Economics

Both professors feel fine to talk with if I have questions.

Their attitude was welcoming and friendly, encouraging feedback, criticism, and communication.

He was kind

**2.4d You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.**

## Comments

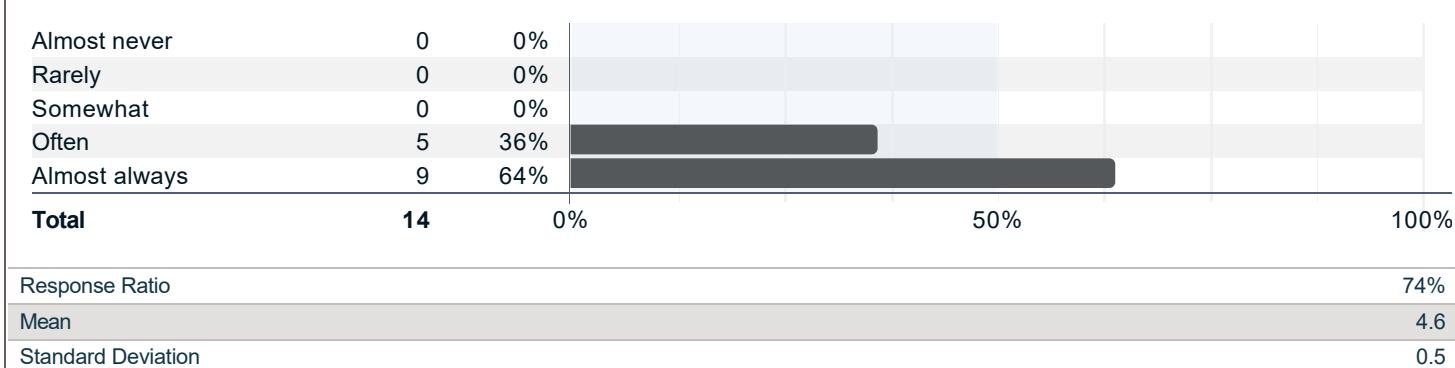
I didn't approach Kevin outside of class hours but felt comfortable to reach out for help if I needed.

**2.5 Instructor**

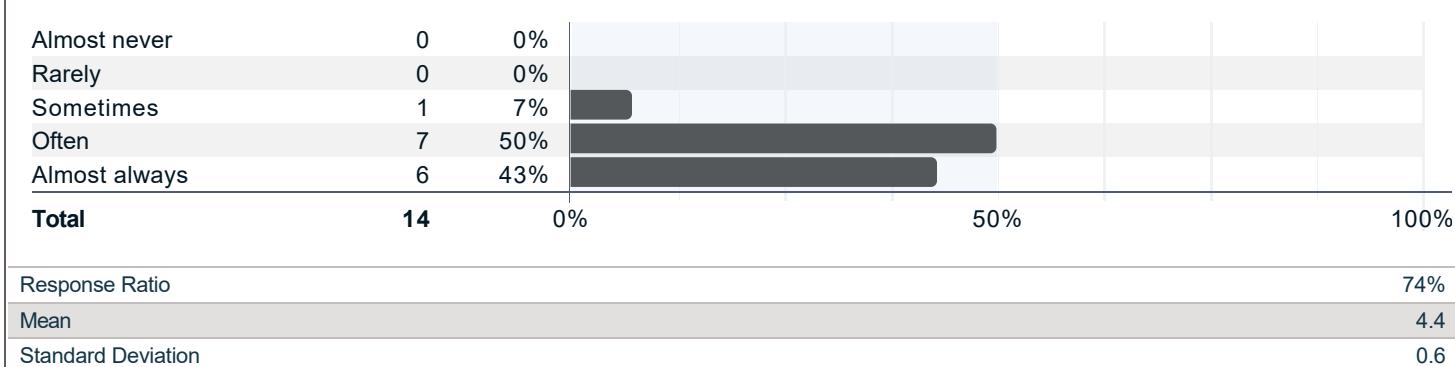
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

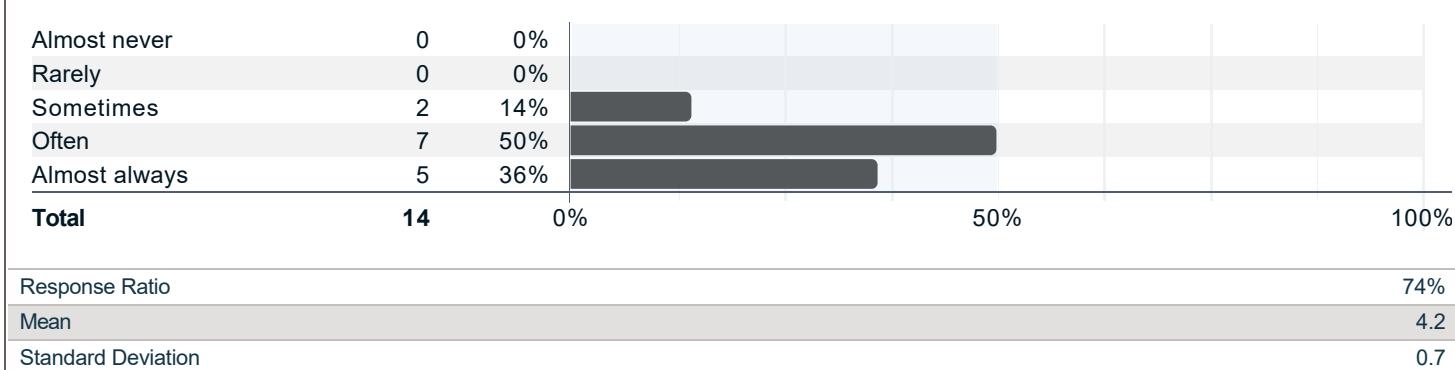
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



## 2.6 Which aspects of ECON 220W helped you learn and why?

### Comments

The different styles of writing helped me learn to write in a variety of ways I would not have known how to do.

The news in weekly articles helped me to understand Canadian economics.

This course teaches me how to write in economy's way

Having to think about what to write.

The linear process of the assignments was most beneficial, learning a new concept then applying it in tutorial in a way that connected to the final assignment helped me succeed in both large essays.

The way you are instructed to write and do activities were clear and easy to understand.

i'm not sure

## 2.7 How would you improve ECON 220W for future students?

### Comments

Less volume for required readings and more focus on the fundamentals of writing I.e. outlines. The outline portion of writing courses I find work the best at highlighting the building blocks to a writing composition.

It is a lot of readings and writing, and be aware of handwriting. I have never written anything with handwriting, so it was definitely hard if you are used to typing.

I don't know

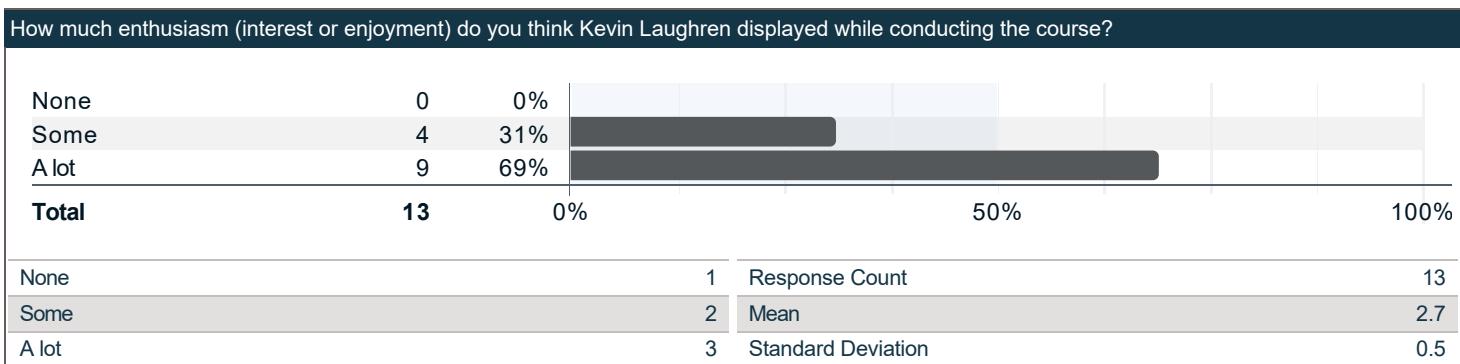
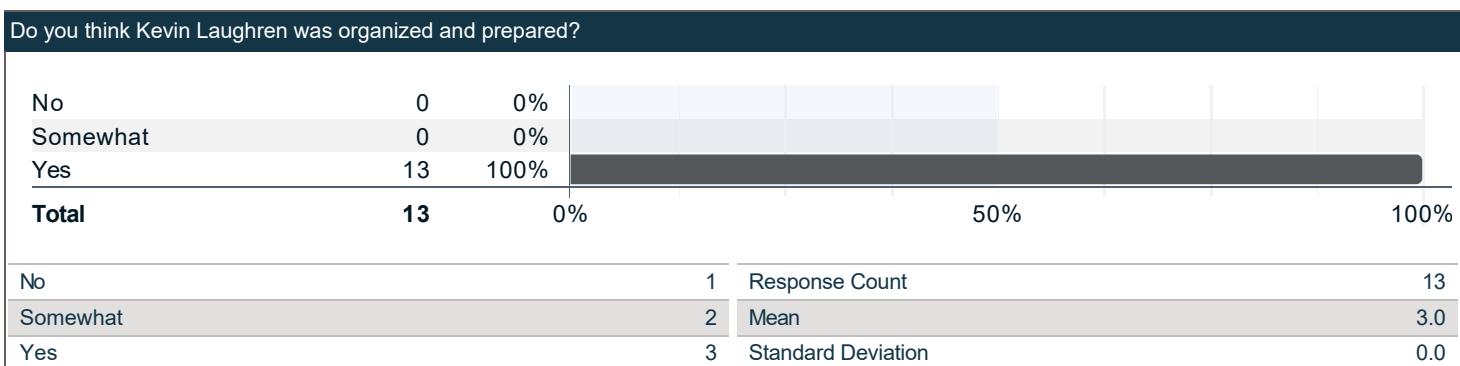
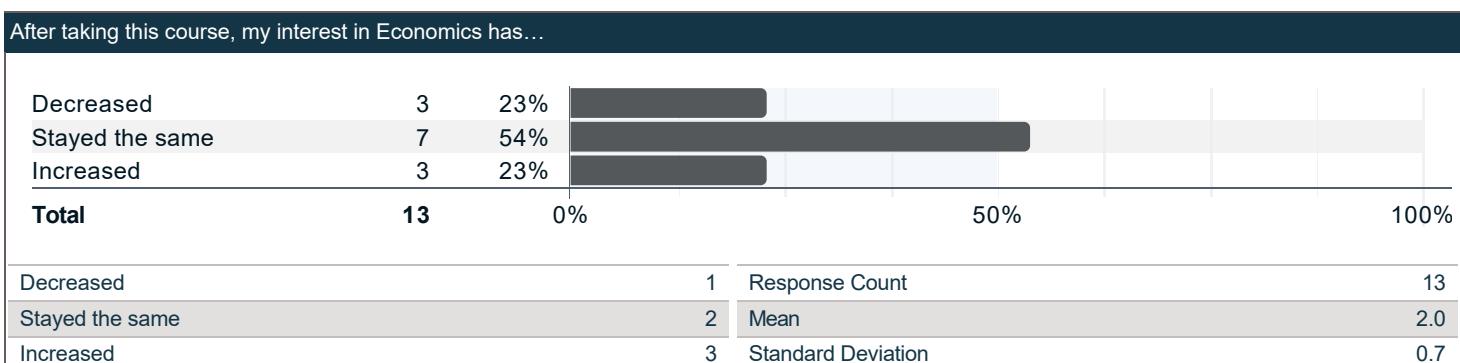
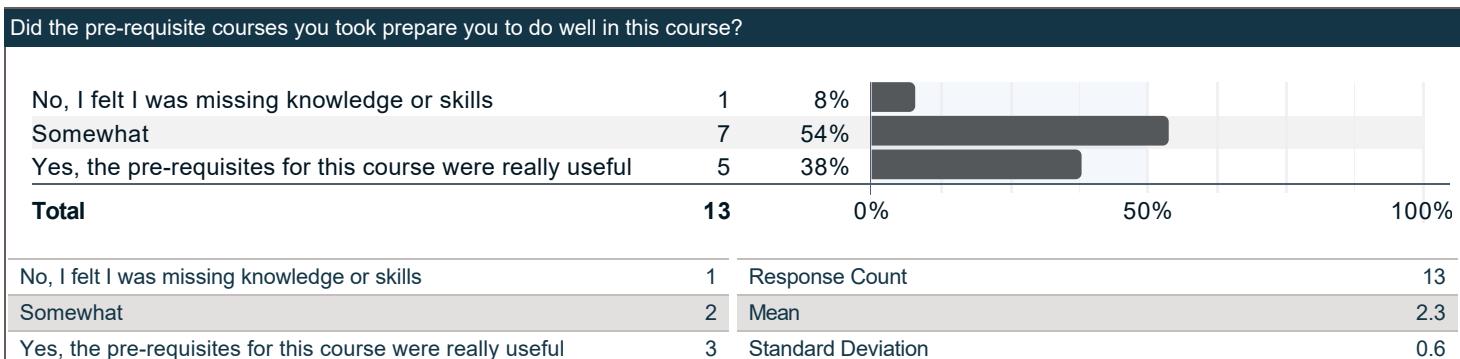
For this class, as well as all other classes, would benefit from having tutorial in the same room as the lecture. Or at least hold the lecture in the same building.

There is too much to do in the short amount of time you have in tutorials. For example the outline and two paragraphs assignment felt very stressful because there was so much to do in the time.

more explanation during lectures instead of writing

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

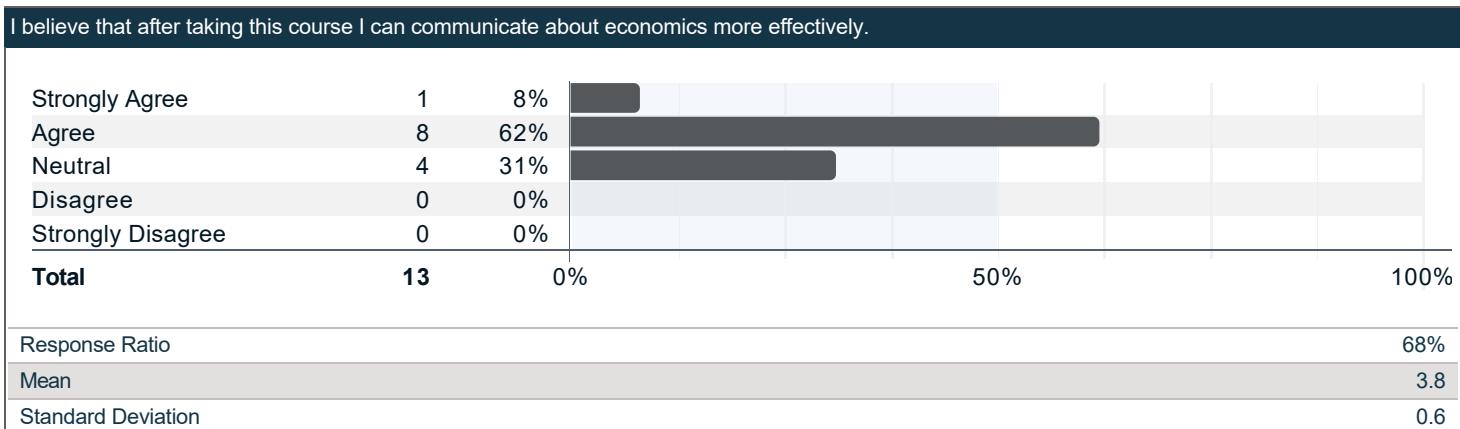
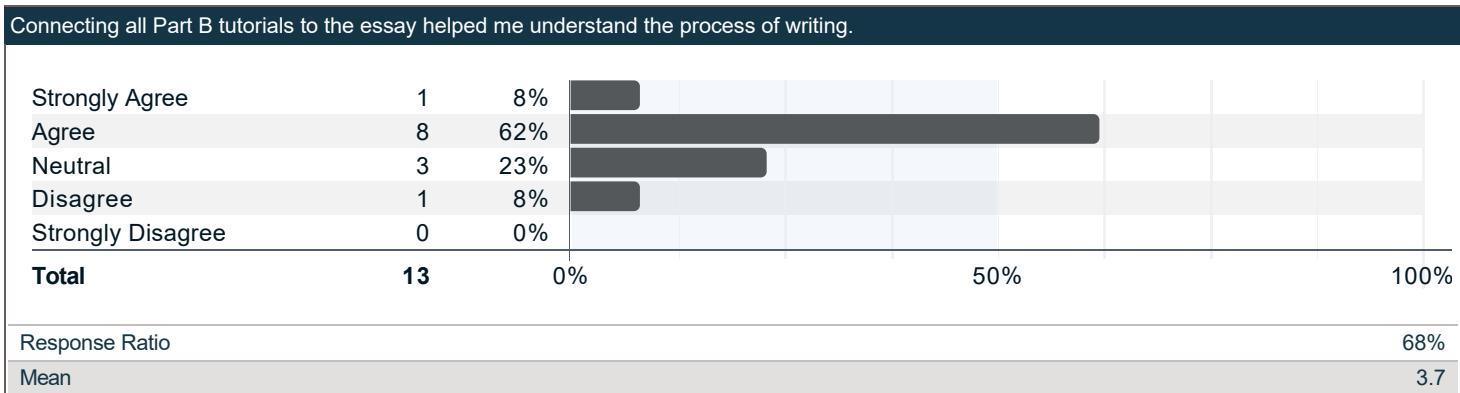
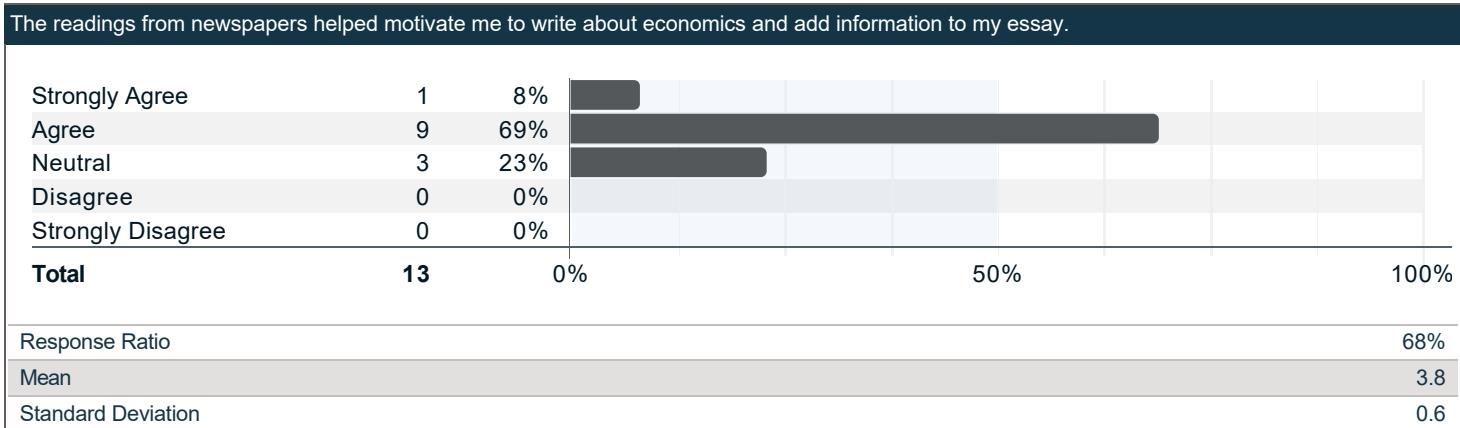
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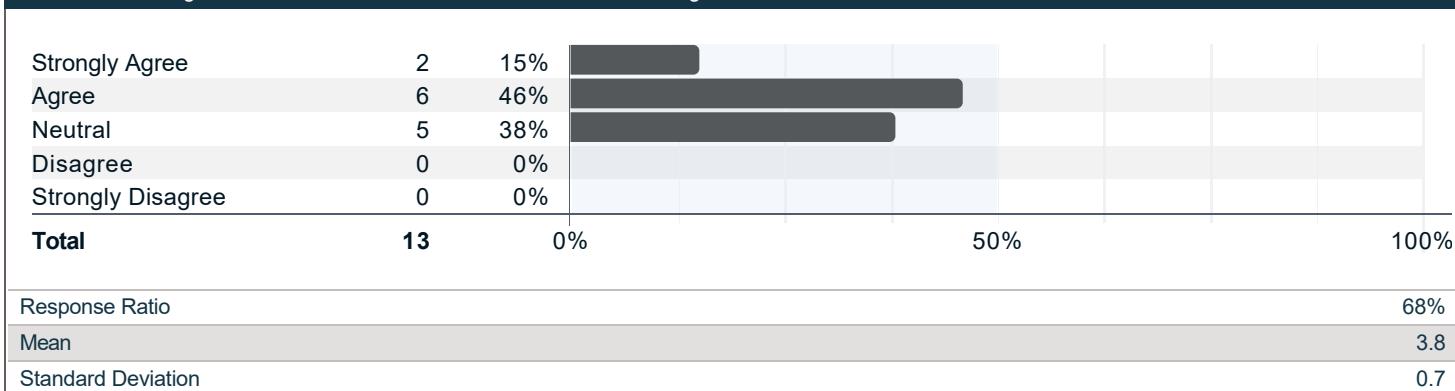
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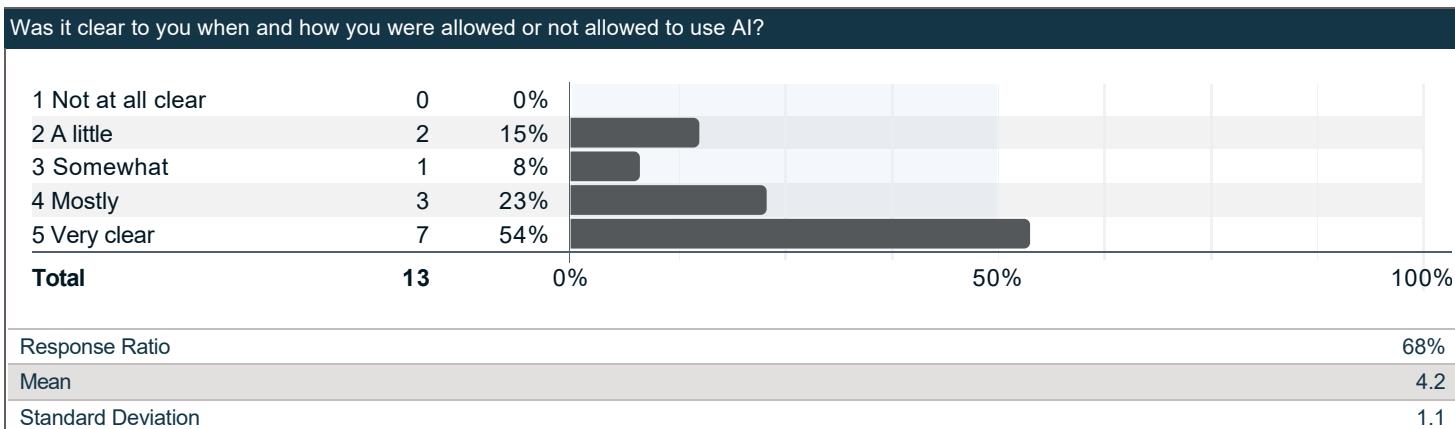


I believe that taking this course has made me a more effective writer in general.

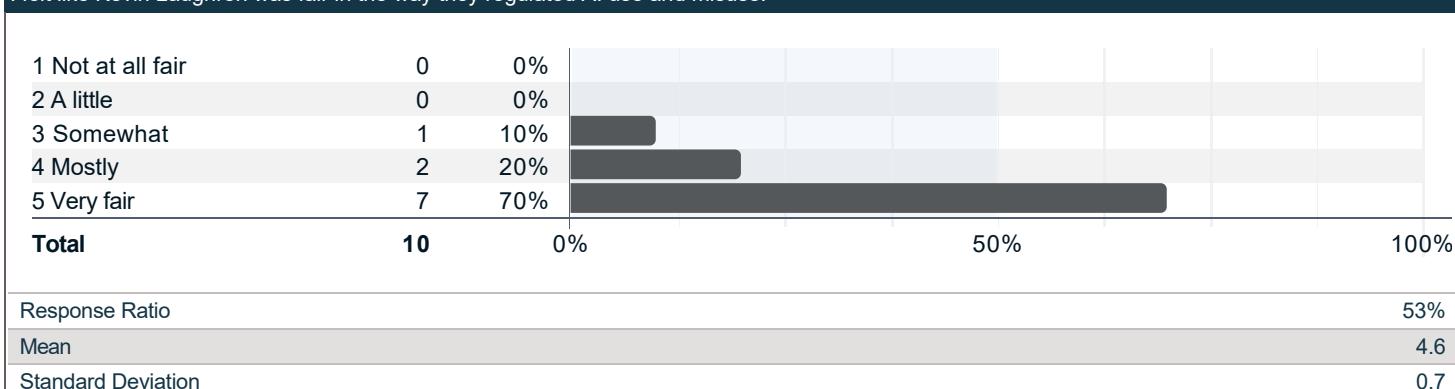


## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.



I felt like Kevin Laughren was fair in the way they regulated AI use and misuse.



Do you have any further comments about how AI impacted your experience?

Comments
no
It gives me some hints about how to write the article
Nothing to note

**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

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## Section 1 – Response Rate

Raters	Students
Responded	11
Invited	16
Response Ratio	69%

## Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 220W than expected based on its number of credits.

Less	1	9%		50%	100%
The same amount of	9	82%			
More	1	9%			
<b>Total</b>	<b>11</b>	<b>0%</b>			
Response Ratio					69%
Mean					0.0
Standard Deviation					0.4

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the [SFU definition of a credit](#). The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 220W than expected. Please explain.

Comments
I focus more on other harder courses

#### 2.1b You responded as having spent the same amount of time on ECON 220W as expected. Please explain.

Comments
We have to write essay and practice homework.
Kevin was a great professor, very kind and willing to help
I had as much work to do as similar to other 4 credit Econ courses
I spent the same time in Econ220w and read the materials carefully
It is a 4-credit writing course so it is quite heavy in commitment but the last writing assignment is quite fun to do
The workload was just perfect with the amount of work we were doing in clas s
I think the design of the second half of this course is quite reasonable, and students can learn new writing skills.
I used 3 hours for reading all article that course gives us

#### 2.1c You responded as having spent more time on ECON 220W than expected. Please explain.

Comments
Econ220W is a writing course that poses a challenge for non-native English speakers like me, requiring significant time and effort.

**2.2 Course Challenge**

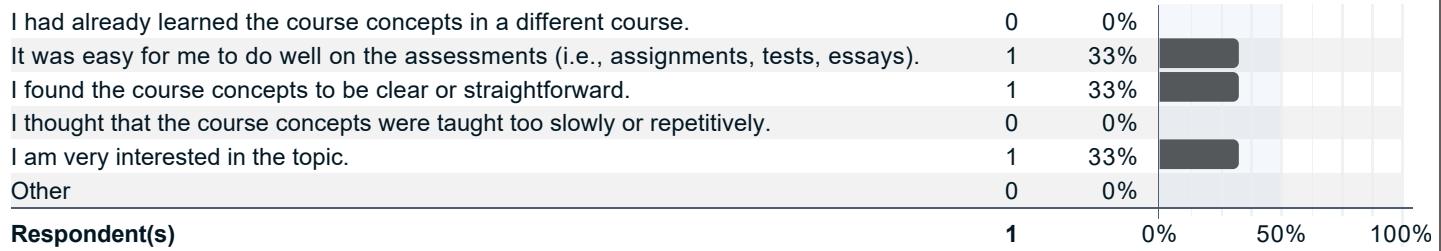
How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found ECON 220W to be...

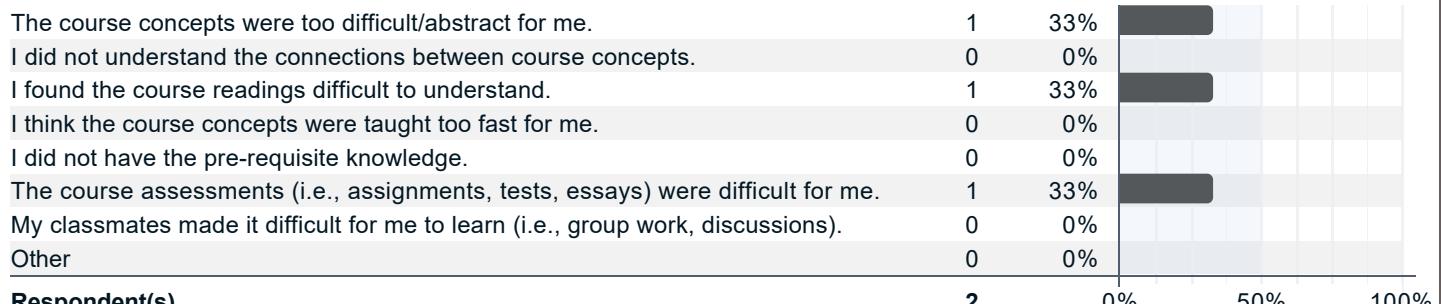


Response Ratio	69%
Mean	0.1
Standard Deviation	0.5

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

**2.2a Why did you rate ECON 220W as not challenging?**

Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

**2.2b Why did you rate ECON 220W as too challenging?**

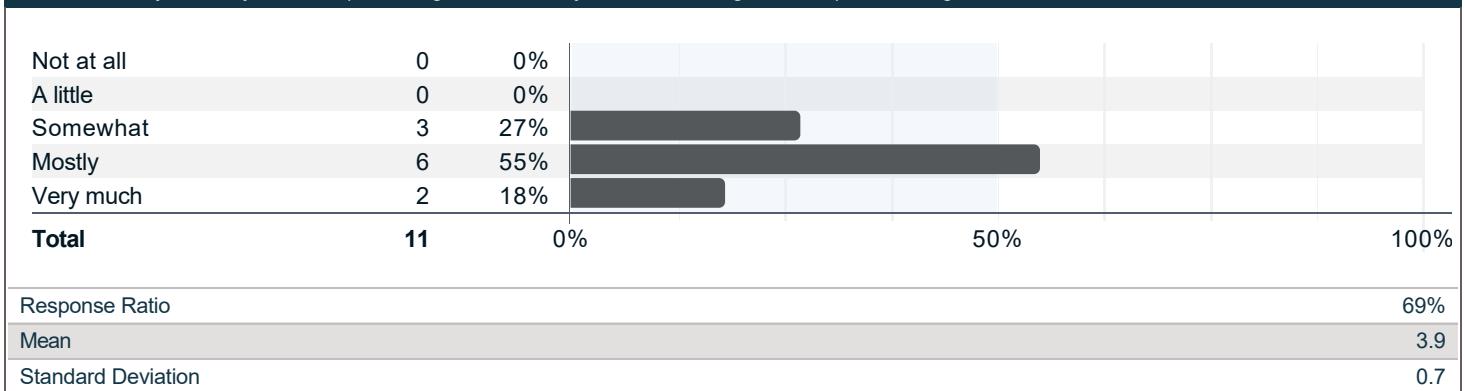
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

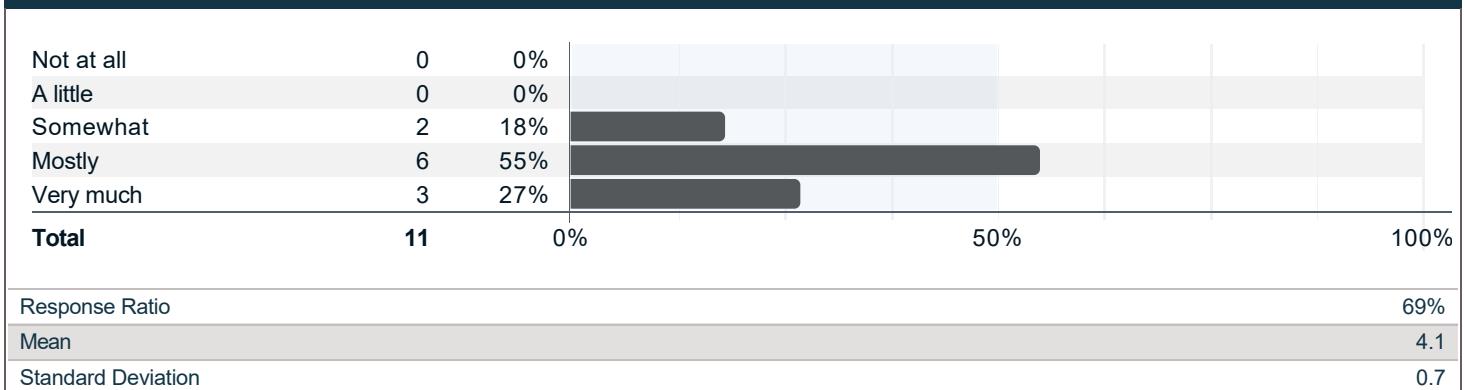
#### 2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



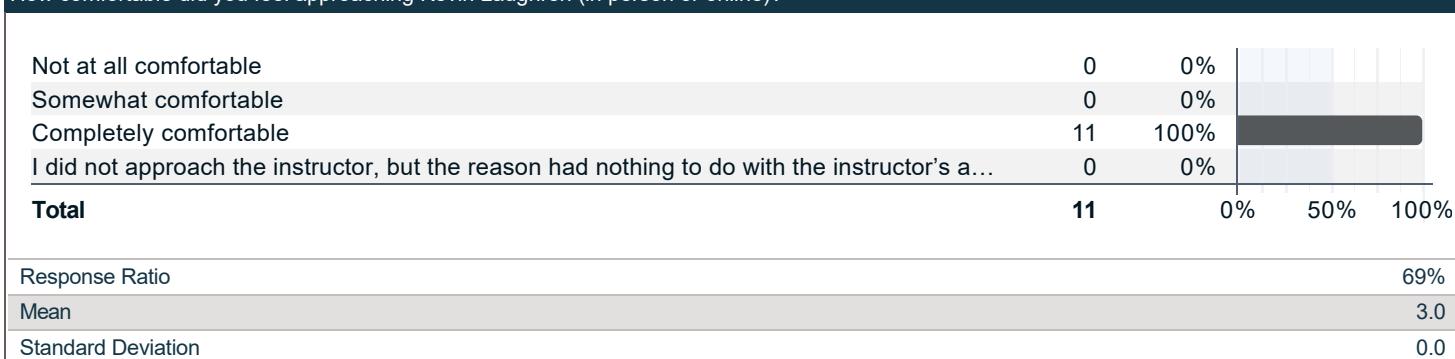
#### 2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.****Comments**

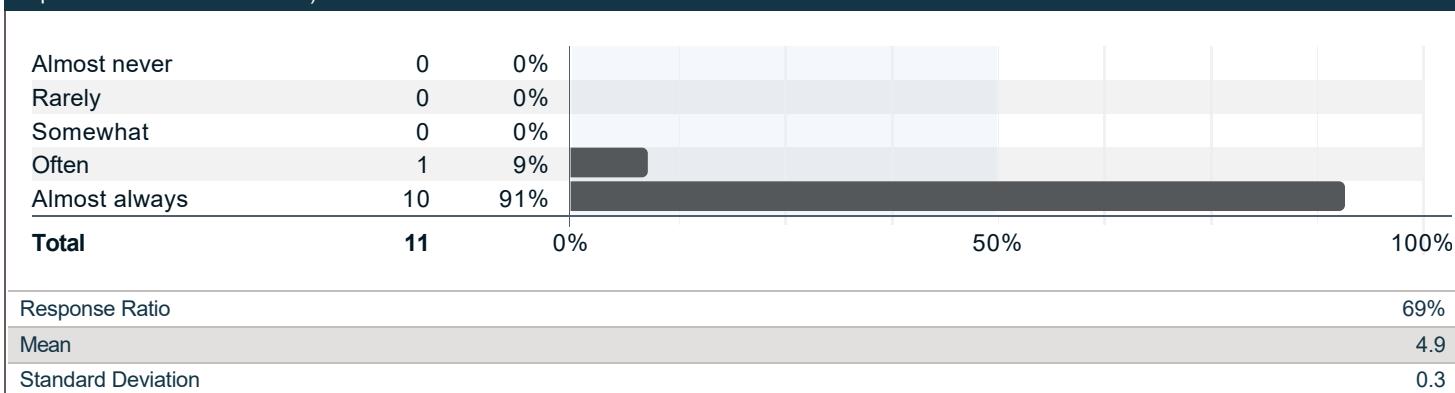
Kevin has welcoming aura. He is completely genuine and equally capable.
He was willing to help, both in class and outside
He's friendly and approachable
Kevin is a really good professor and I appreciate him for teaching us how to improve our writing skills.
Kevin is the best professor I've ever had. He explains concepts clearly and concisely. When it comes to my writing, he offers constructive feedback, letting me know what I'm doing well while helping me identify areas for improvement.
He is very energetic and it seems like he's really interested in the course content. He makes a concerted effort to learn everyone's name and remember their work and provide feedback
He is very helpful and makes learning extremely enjoyable and interesting.
He is kind and well teaching
He can grade students' essays objectively and has reasonable grounds for deducting marks. His explanations and answers were efficient and clear.
When he revises my English sentence, he did not speak up my improvement but wrote improvements in my google doc so that every other classmates do not know my mistake
Hes nice andfriendly

**2.5 Instructor**

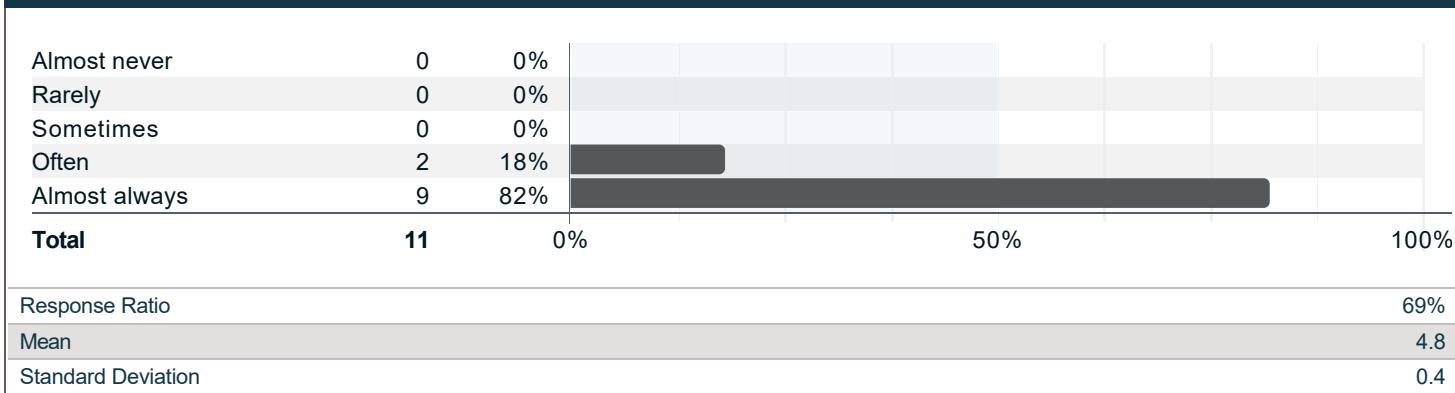
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

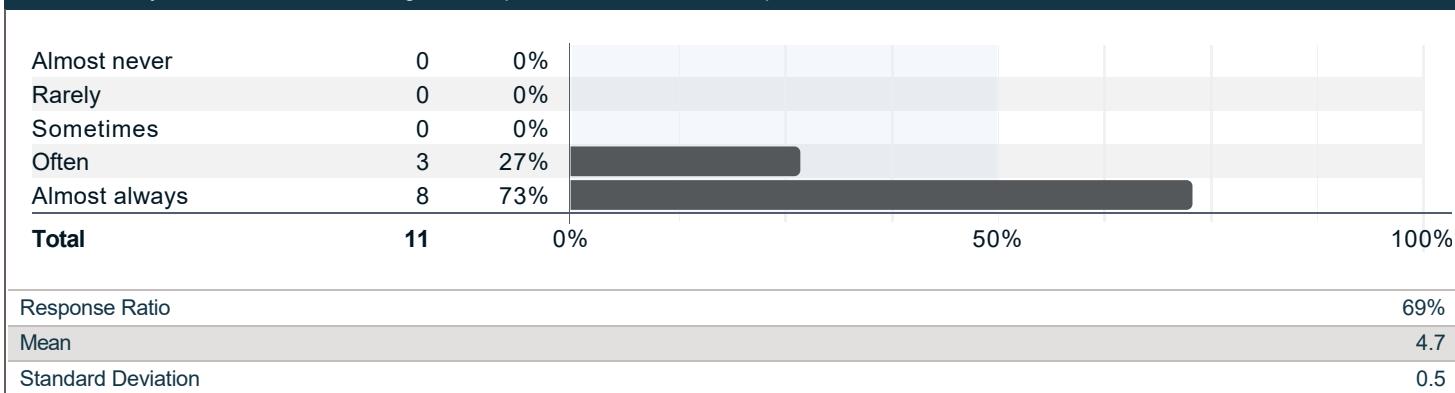
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



## 2.6 Which aspects of ECON 220W helped you learn and why?

### Comments

Reading different material on economics was better experience than studying Hal varian and mathematical models. It was nice sum up.

The feedback given by the instructor (kevin)

The writing in class, because of the direct feedback. Tutorials felt kind of mediocre at this

I learned how to read efficiently and organized my essay more efficiently

Taking ECON220W helped me reduce grammatical errors in my writing and taught me how to express myself using the "they say, I say" framework.

I like some specific essay writing techniques: "They Say I Say", summarizing, metacommentary and it shows that writing is not too arbitrary or abstract. I like some of Part B readings as they are really up-to-date

The in class work really helped me in understanding the core concepts

writing.

How to write a structurally well organized essay

## 2.7 How would you improve ECON 220W for future students?

### Comments

I would encourage more use of AI and make assignments less wordy. We live in the world of X. I think it's more important to get point across in less words than writing 1500 paragraphs.

Make it more economics related

Maybe more writing with others so students have an idea of how others weight and interpret writing

Don't let Sepideh Fotovatian teach this course anymore!!!

– Less assignments: Assignments in Tutorial are sometimes really long-winded and may make students lose interest in the course.

– More acitivities in the Tutorial instead: Fill in practice sheet, discussion activities, presentation, creative writing, etc.

– More economic concepts explained

Perhaps by including some teaching aspects in the tutorials

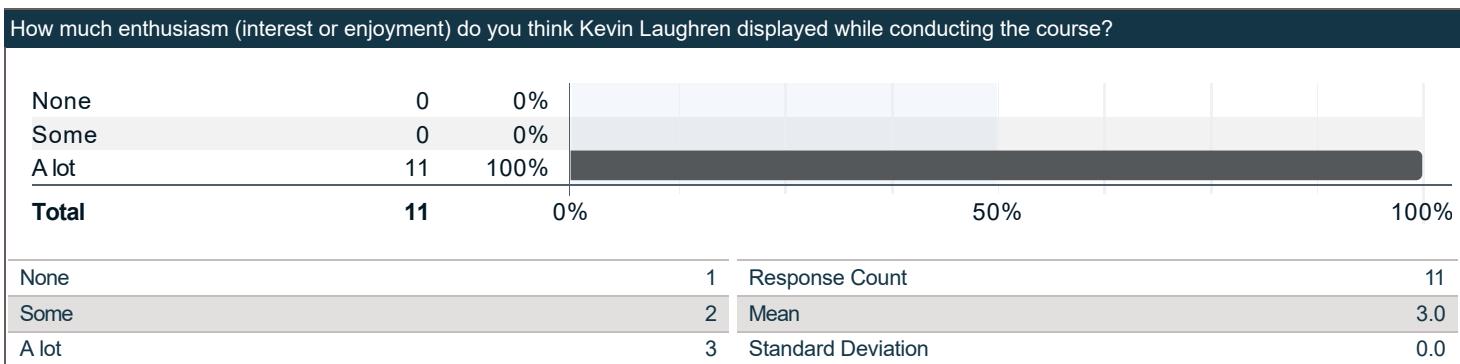
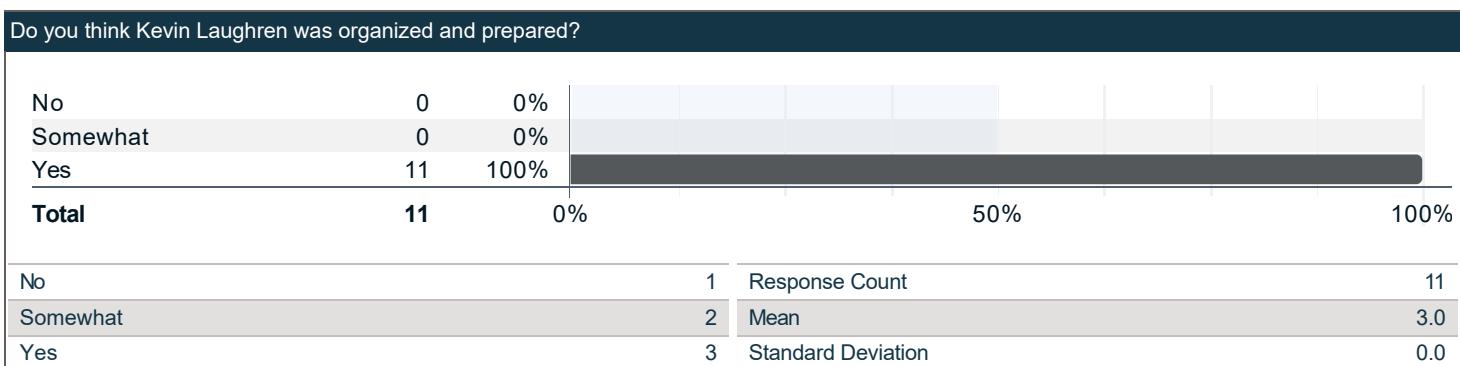
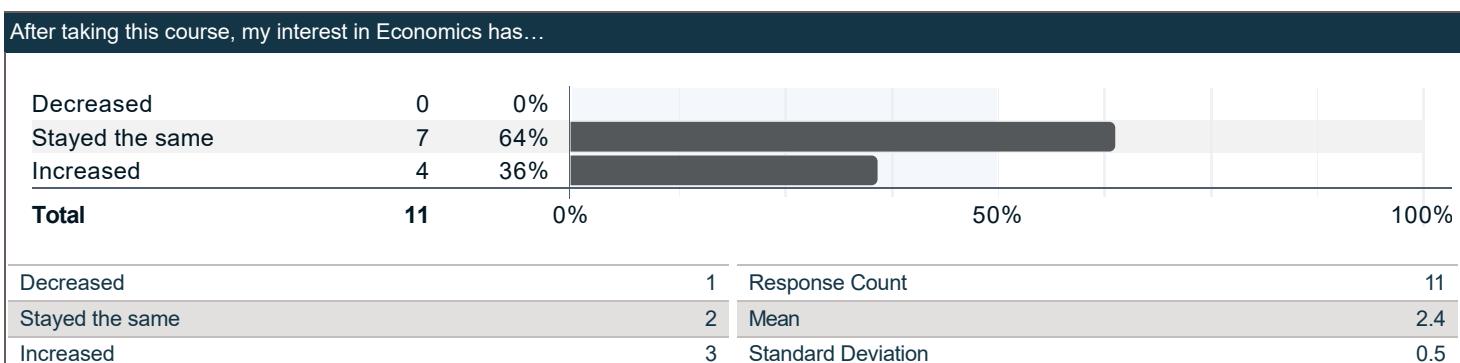
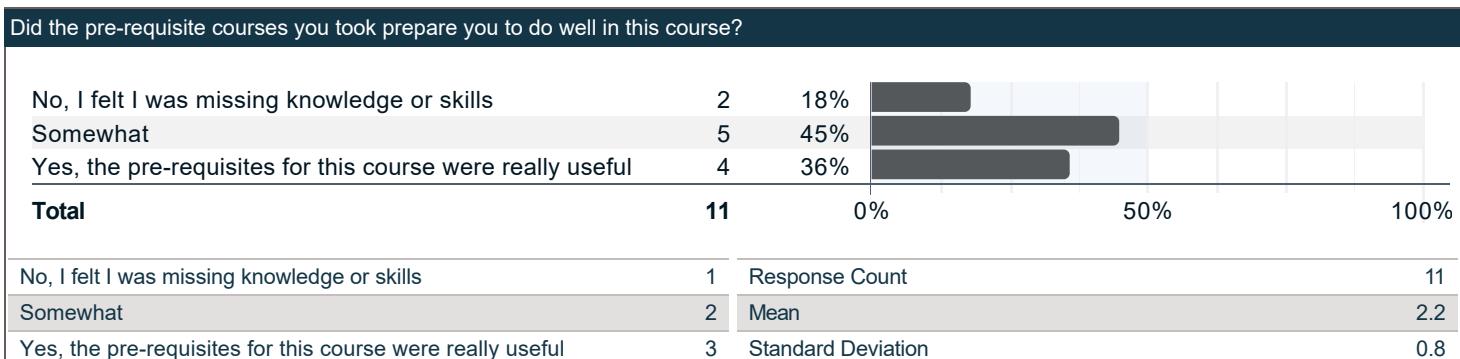
Preparer the reading

maybe SF can make the assignment more efficiency and clear.

In Part a tutorials are not related to what i learnt in class somewhat

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

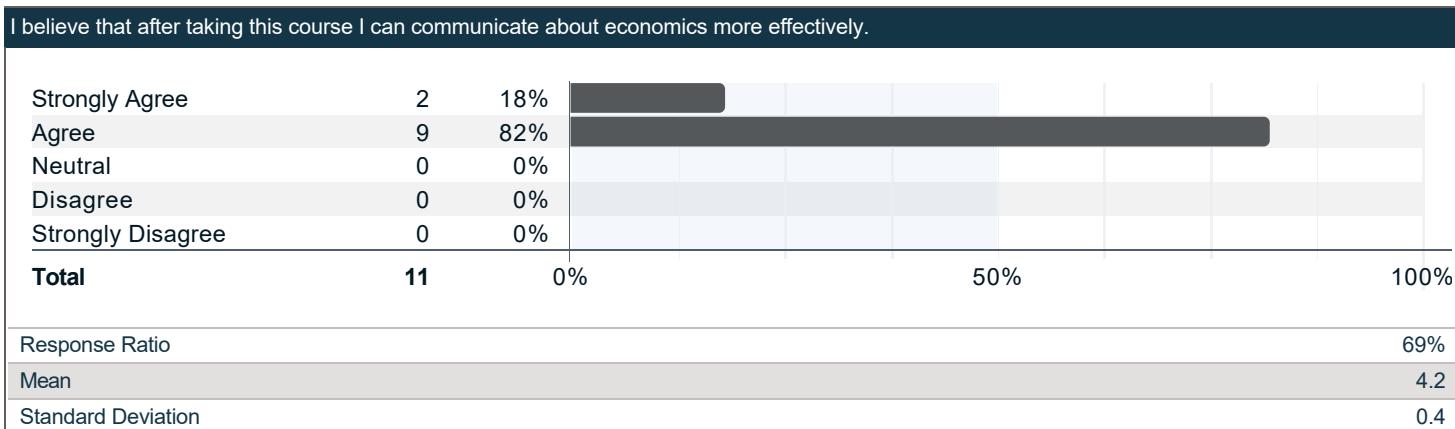
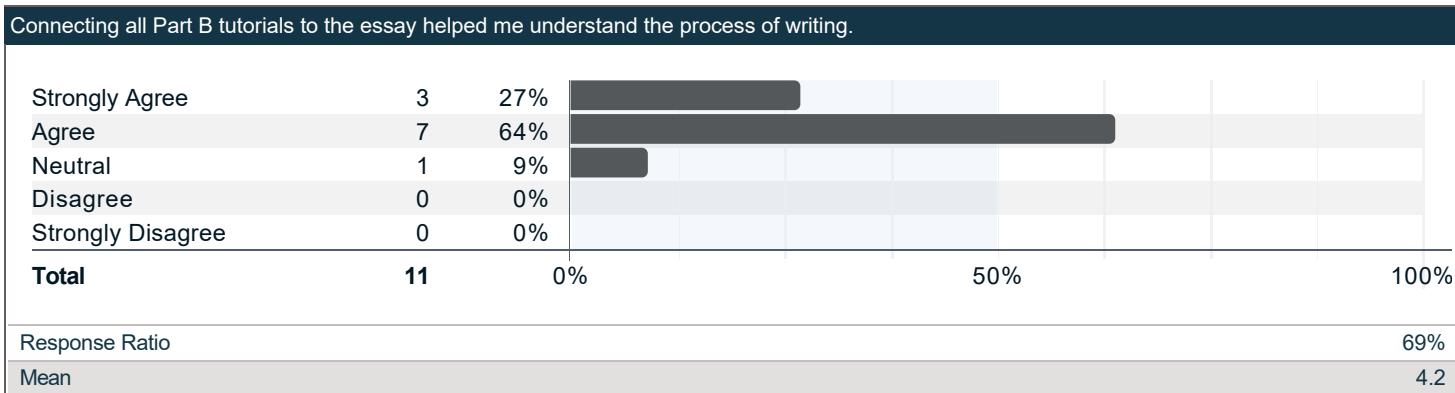
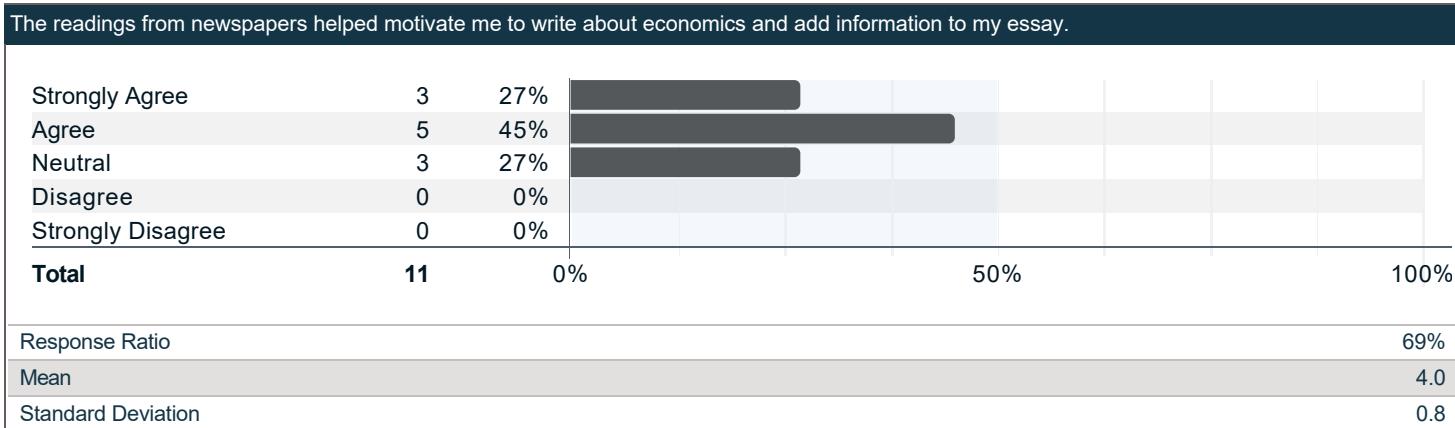
This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

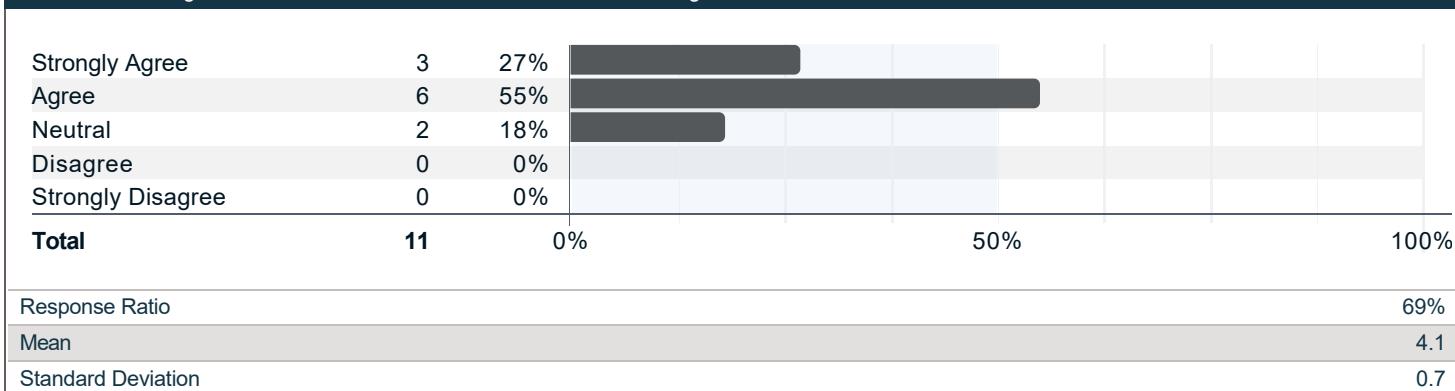
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

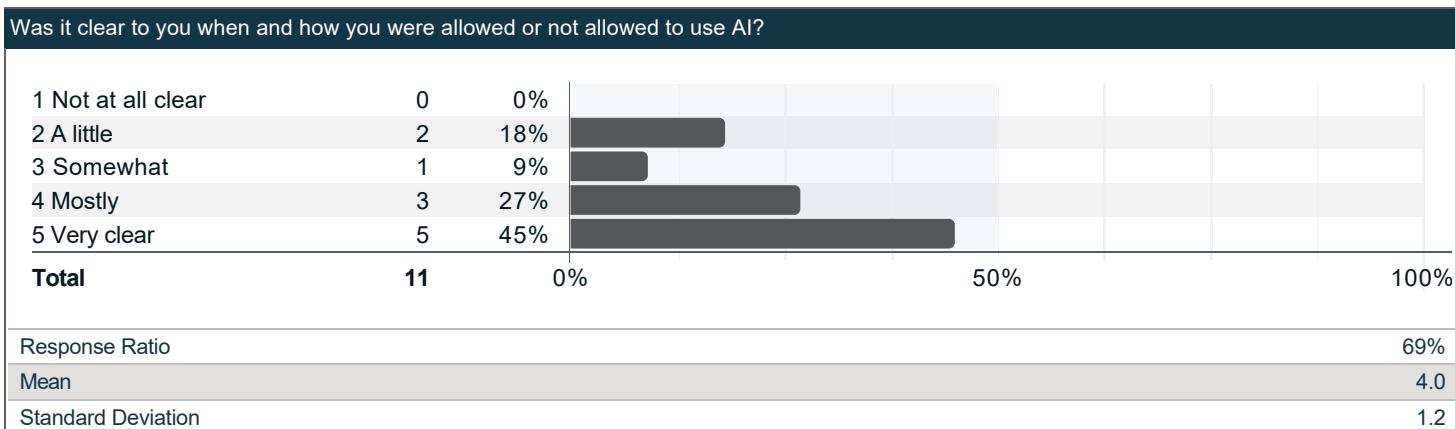


I believe that taking this course has made me a more effective writer in general.

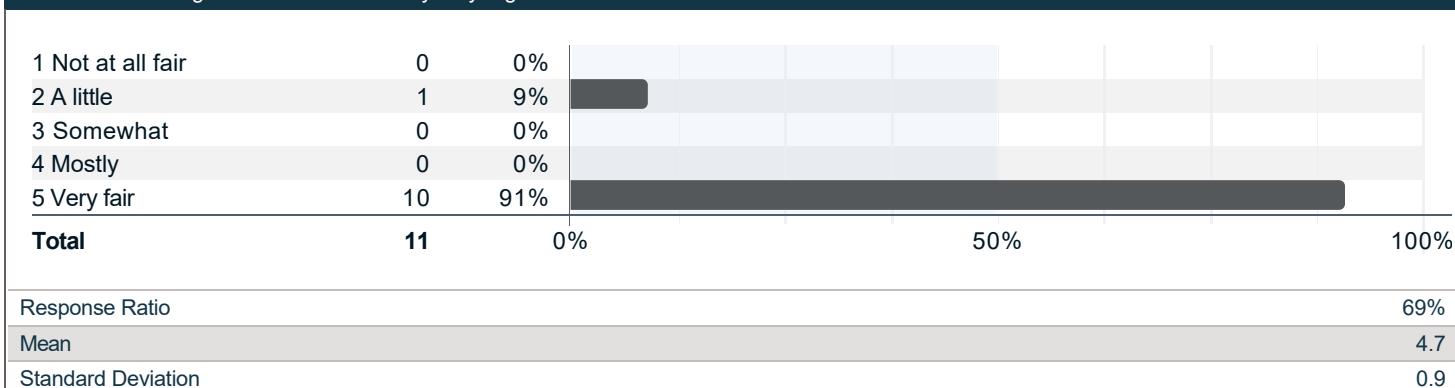


## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.



I felt like Kevin Laughren was fair in the way they regulated AI use and misuse.



Do you have any further comments about how AI impacted your experience?

Comments
No
someone use ai to improve their grade. That is not fair
We need more of it
N/A
AI should not directly replace students' writing, but it can be used to help students improve their writing.



**About the Instructor Report:** The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform [your unique inquiry](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

*Reporting concerning comments:* Any individual (e.g., instructor, Chair, or administrator) can submit a student comment for review if they believe it violated principles of respect, safety or constructive feedback. The comment should be submitted by emailing [cesurvey@sfu.ca](mailto:cesurvey@sfu.ca) with the course name, semester and concerning comment. More details about the process can be found [here](#).

#### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Course Context Questions

## Section 1 – Response Rate

Raters	Students
Responded	22
Invited	29
Response Ratio	76%

## Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 220W than expected based on its number of credits.

Less	3	14%		50%	100%
The same amount of	15	71%			
More	3	14%			
<b>Total</b>	<b>21</b>	<b>0%</b>			
Response Ratio					72%
Mean					0.0
Standard Deviation					0.5

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the [SFU definition of a credit](#). The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

#### 2.1a You responded as having spent less time on ECON 220W than expected. Please explain.

Comments
Not too reading heavy, i think course is comparatively easier
There just wasn't a lot of coursework but I was close because of the readings
I spent approximately 5 hours per week

#### 2.1b You responded as having spent the same amount of time on ECON 220W as expected. Please explain.

Comments
Our assignments were all in class and the readings took about that time
I spend approximately three hours each week on studying.
I spent the same amount relative to other classes this semester. This involved the readings and draft for my essay.
Across 4 hrs of lectures/tutorials, writing workshops, office hours and preping for assignments, for Kevin's portion of the class this was fine and expected
This is my second time taking this course, and I have a certain understanding of it. It is a course that requires a lot of after-class reading time and improvement in writing skills. I am trying very hard to keep up with the teacher's course progress.
It needs to read articles and books and also practice writings.
Did readings, came to class consistently, worked on assigned homework
Very manageable course.

**2.1c** You responded as having spent more time on ECON 220W than expected. Please explain.

Comments

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For sepideh's class, it was really hard to get a good grade. I did my best to prepare in class essay but I always got 5 out of 10. She said if we have grammar mistakes, 5 is maximum grade that we can get. However, I always made grammar issue even though I checked it carefully. English is not my first language so her class is so hard for me to raise my grade and get good grade.

I feel that i enjoyed this course therefore i spent more time not that it was too hard. If you pay attention and go to lecture for the most part it felt goo

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

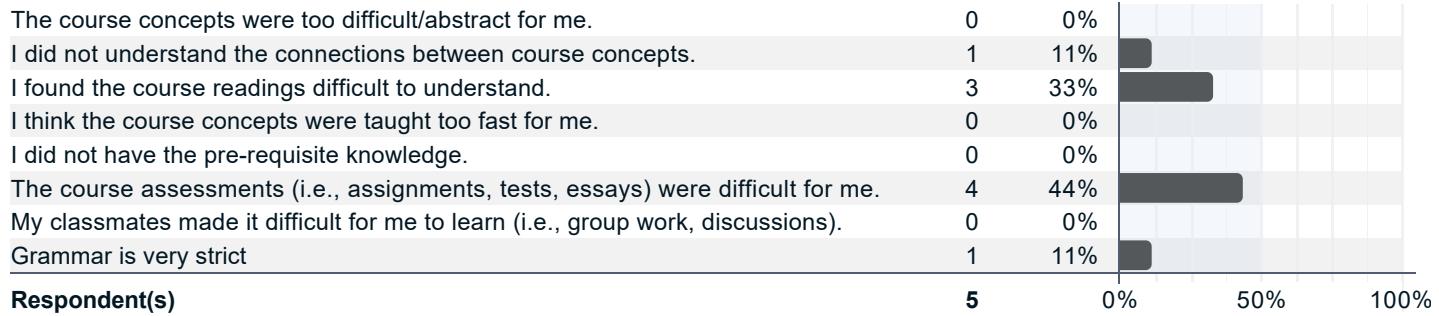
I found ECON 220W to be...



Response Ratio	69%
Mean	0.3
Standard Deviation	0.4

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2b Why did you rate ECON 220W as too challenging?



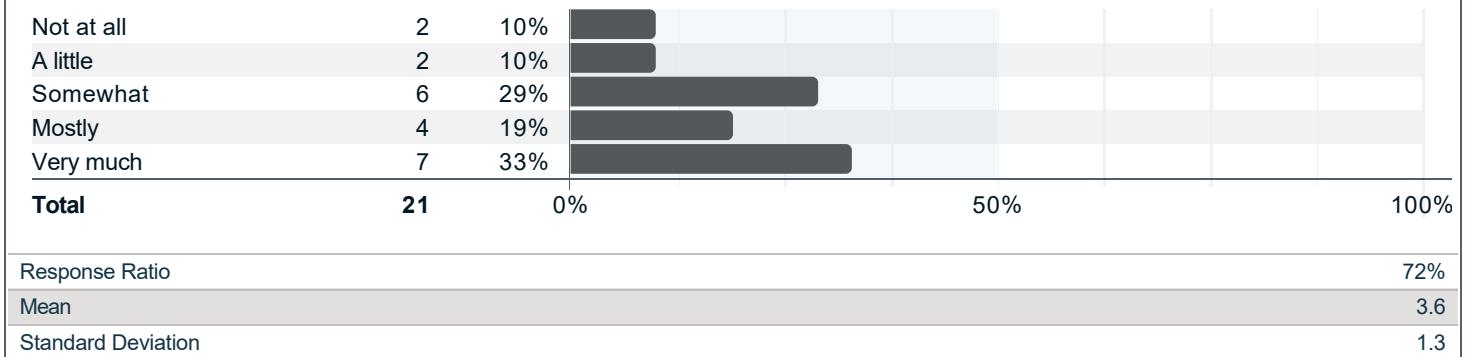
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

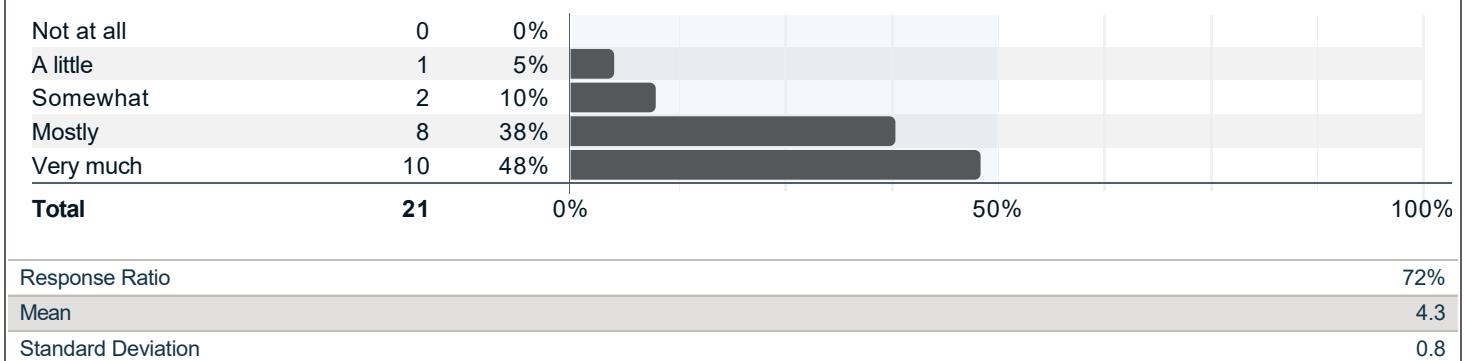
#### 2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



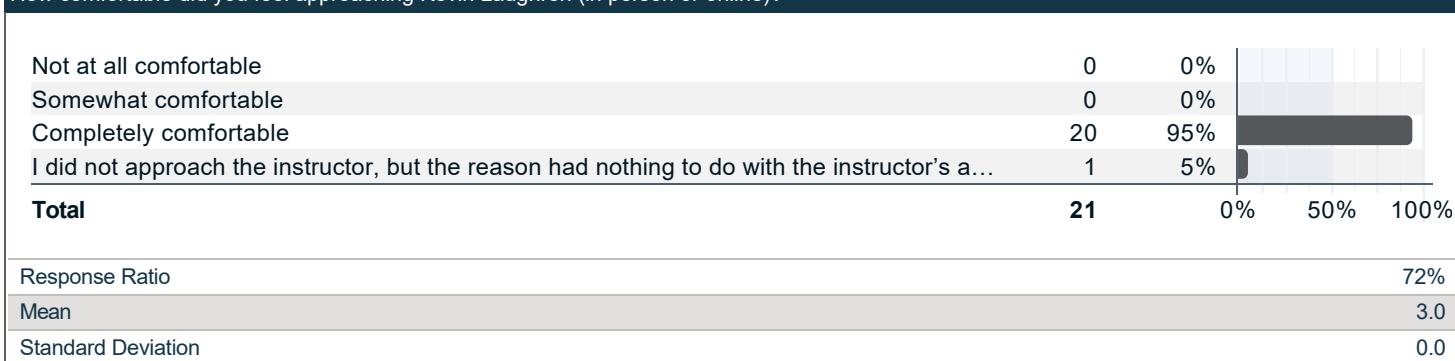
#### 2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4c You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.**

## Comments

Kevin always encourages questions so I was completely comfortable with asking questions
Dr. Kevin Laughren is a great professor! Makes it super easy to approach him.
He was approachable, offered office hours and provided helpful comments to fix writing. always open to talk and gave good feedback each lecture.
He really friendly and happy to help. He encourage student to learn and write in a easy way. His lecture is straightforward, easy to understand.
He was good and friendly. He made sure that all the concerns that I had were talked about
He is a very friendly teacher. His lectures are excellent and the atmosphere is very comfortable.
Kevin is really good at being able to understand students needs and understanding when to spend extra time on material the classroom might be struggling with.
完美
He always gives comments about our writing during the class. It is really helpful for assignments.
He is very friendly and straightforward. You can tell he wants you to learn.
When I approached Kevin to ask him questions about essay writing, I didn't feel any judgment and he gave me constructive criticism about my questions
He approached my concerns with a fair and open attitude. Giving me solid, reliable feedback and showing empathy towards me as a student in my problems and mistakes.
he is very nice
He is very willing to answer student's questions.
Solid guy, entertaining lectures, interesting course content, helpful exercises

**2.4d You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.**

## Comments

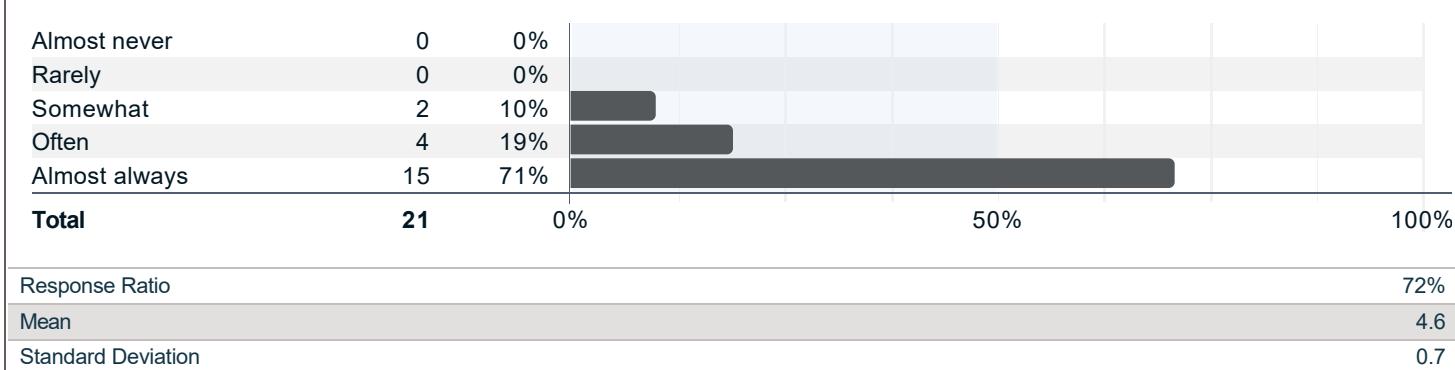
He was very nice in class but 1 never needed to approach
--

**2.5 Instructor**

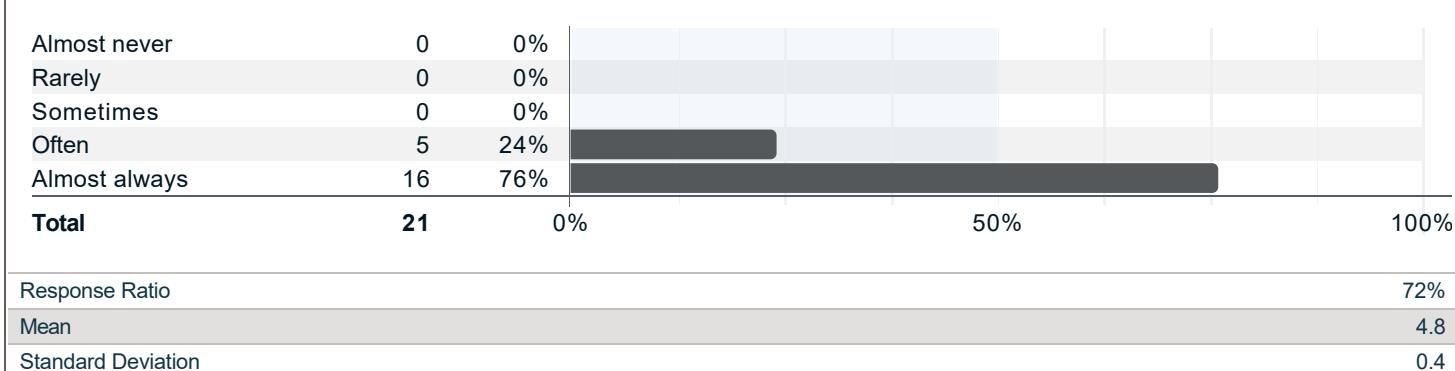
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

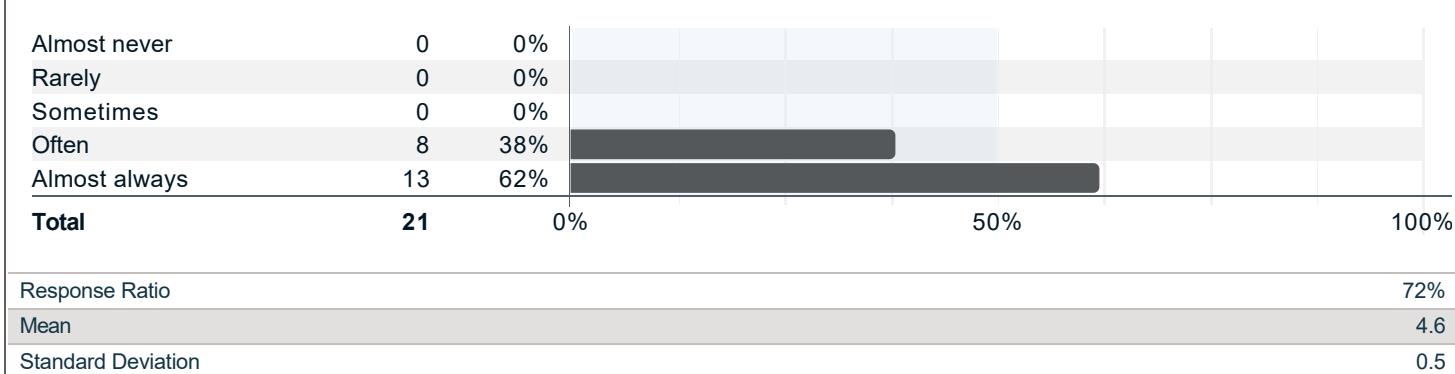
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 220W helped you learn and why?**

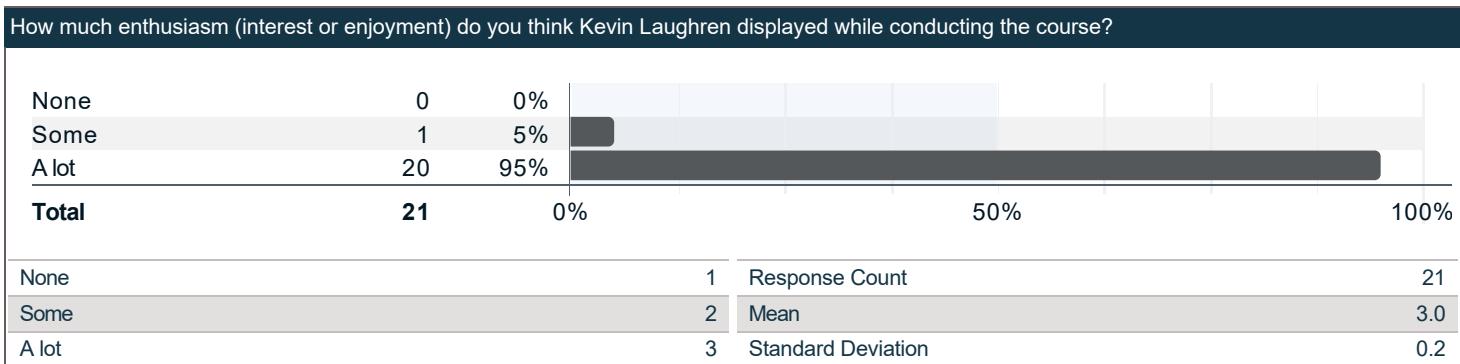
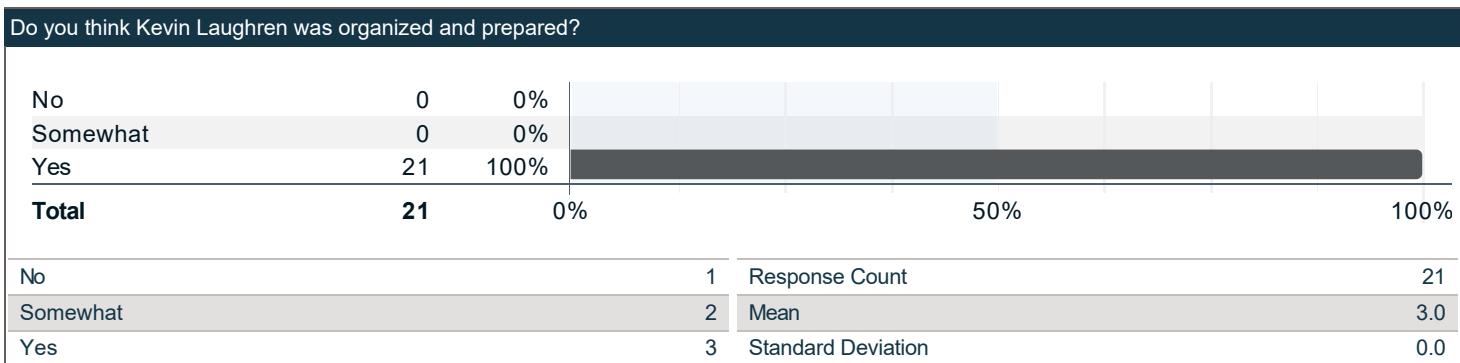
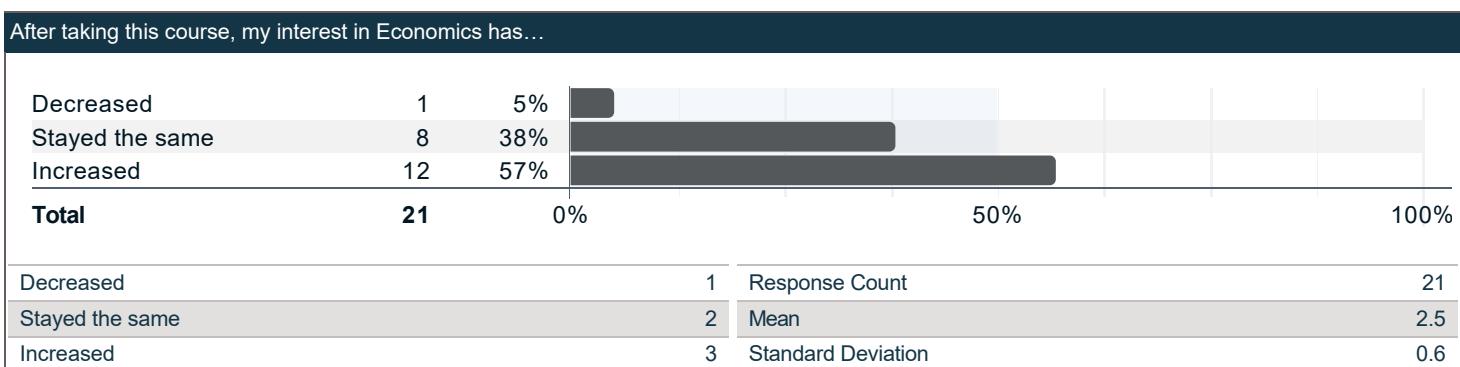
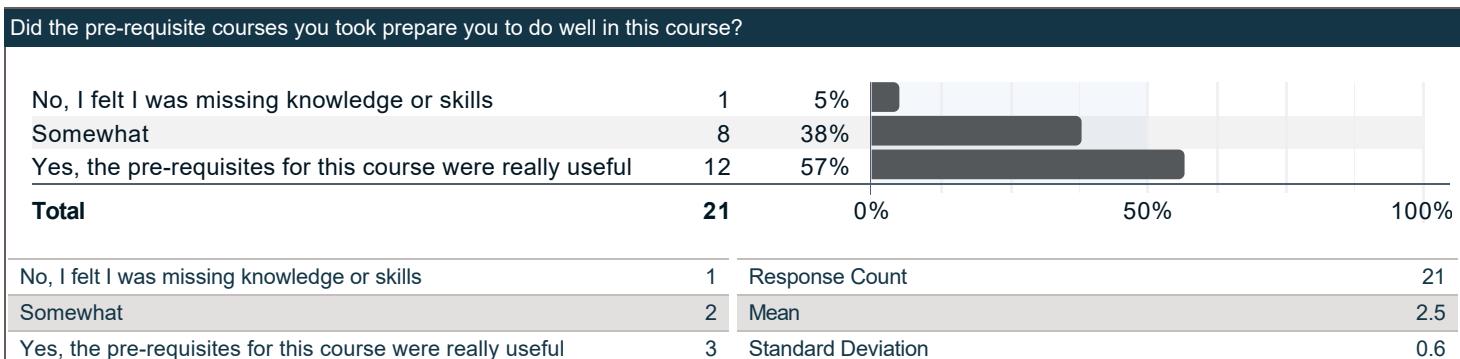
Comments
Explaining they say i say helped in writing essays, and to clarify another persons viewpoints.
Writing skills improved!
I think just ensuring that I'm only adding relevant information and making sure that there is in text citations
In class assignments in part B
Writing has become more standardized, and one knows how to collect materials for research papers.
Good
The readings and the google docs which made me more engaged with the class.
I had to deal with unpleasant experiences in Dr Fotovian and recovered quite well with support from Dr Laughren. This course and its adversities has clearly shown me the duality of professors and teaching styles in academia. I had to adapt to situations and be more proactive in protecting myself academically. These experiences have helped me grow both as a student and as a person.
This course helped me to better practice my writing skills and correct grammatical errors.
In class exercises, readings, analysis of political events
How to write better in general? As compared to the beginning of the semester to now, great improvement. Went from 6.5 to 9

**2.7 How would you improve ECON 220W for future students?**

Comments
One teacher per term might be better.
Why there's two Prof for these course....
I think its pretty good but I think that there is a lot more emphasis on grammar and spelling than I thought
Less long readings
Go and read more research materials, learn how to publish papers. I think it will be even better.
I would change the weight of the assignments, the final essay for the first half of the class had the same weight as many of the assignments
好
I would be more communicative on the grading scheme, especially if the class is split into two parts. I would also put more emphasis on the final writing essay for part A as it demonstrates an effective growth as a writer instead of punishing students who might not have the strongest writing at the start of the class but make effort and improve it.
Ensure consistency in quality of TA work and marking by having more resources put in the TA/Prof relationship
It is hoped that the amount of homework can be appropriately reduced and students are allowed to have the opportunity to look up some online materials during tutorials.
Maybe don't do the discussions, they were unnecessary

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

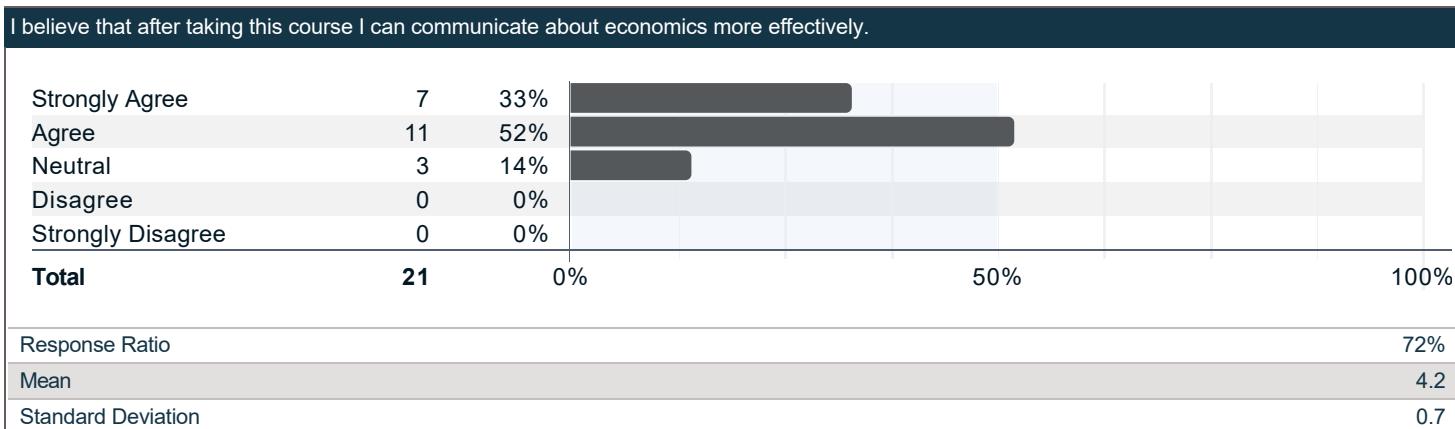
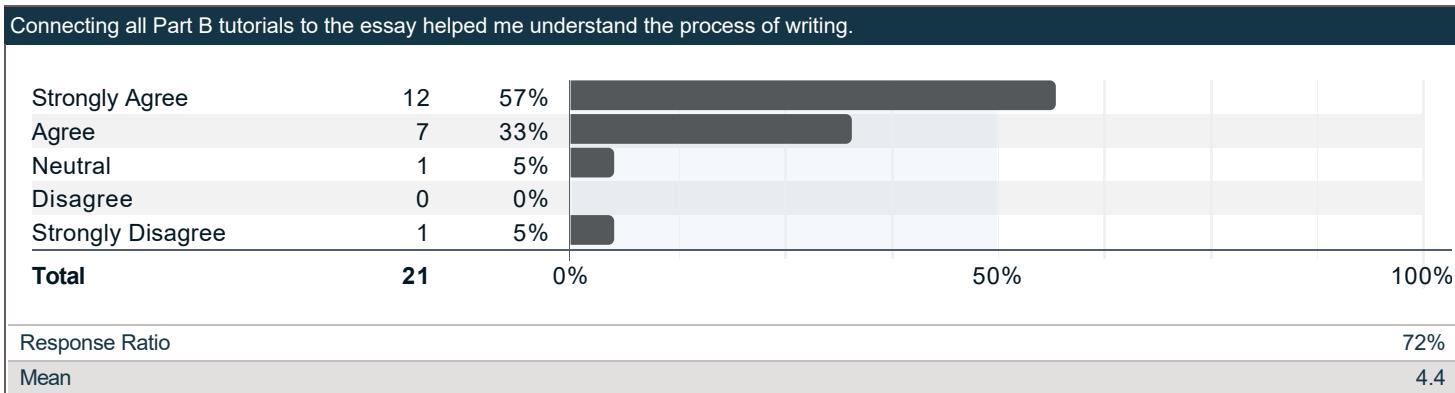
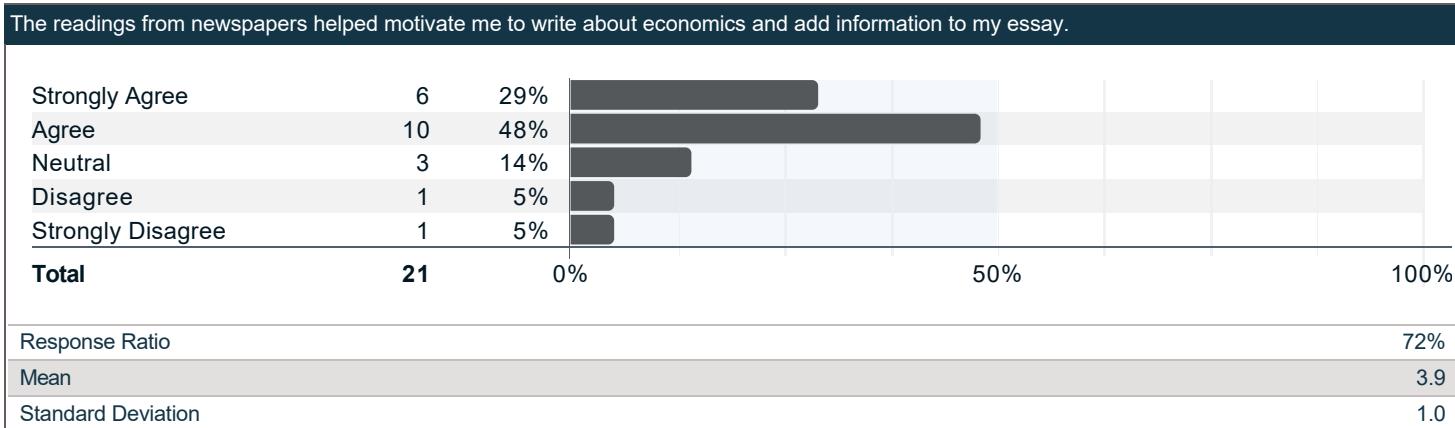
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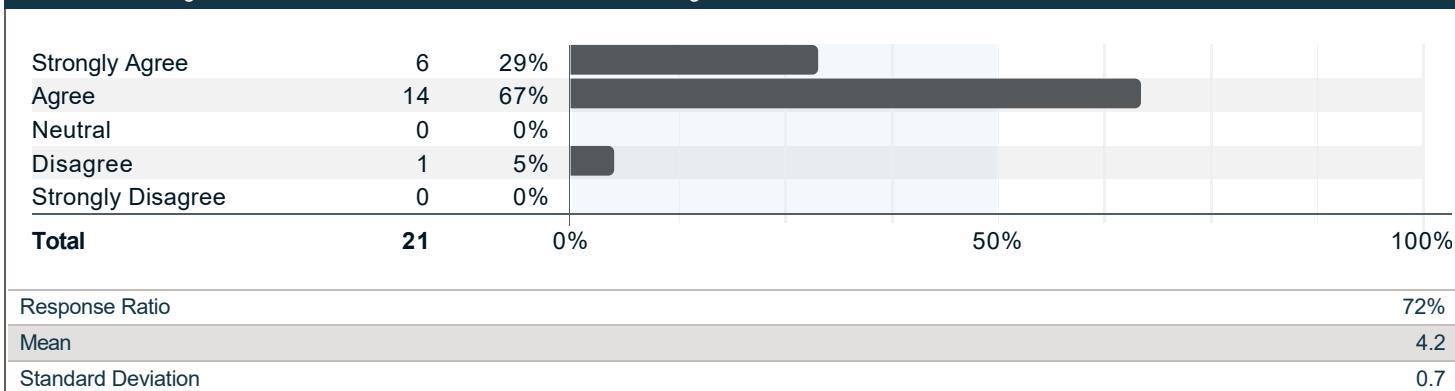
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Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

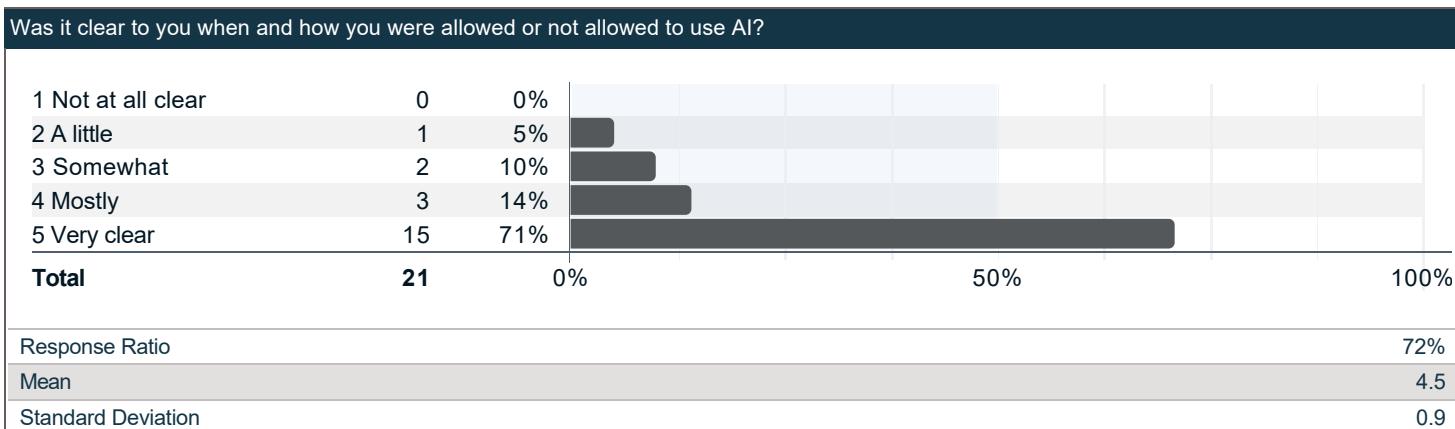


I believe that taking this course has made me a more effective writer in general.

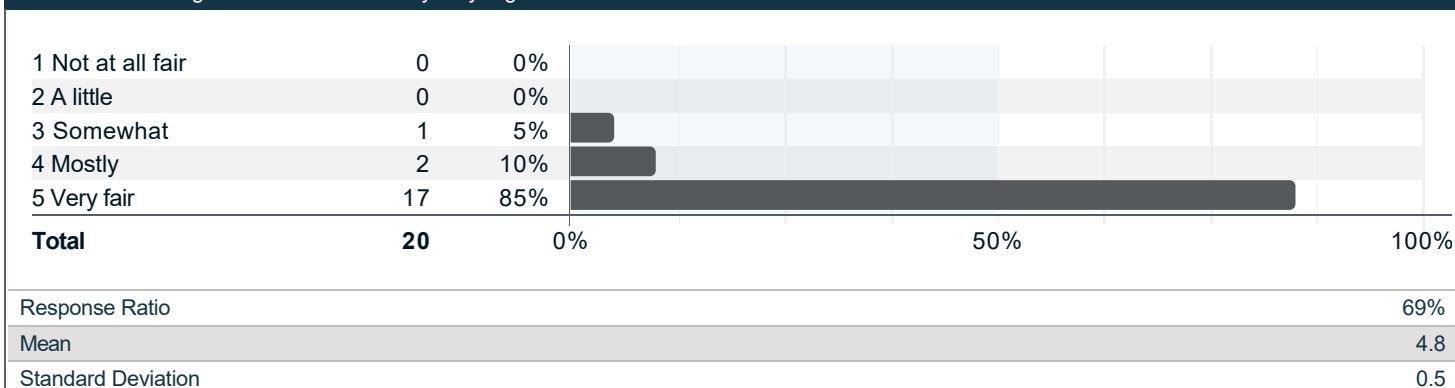


## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.



I felt like Kevin Laughren was fair in the way they regulated AI use and misuse.



**Do you have any further comments about how AI impacted your experience?**

Comments
No
Not chatgpt, but grammarly is actually helpful
It is a very good learning tool.
No AI
No
no

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## Section 1 – Response Rate

Raters	Students
Responded	57
Invited	80
Response Ratio	71%

## Section 2 – Common Core Questions

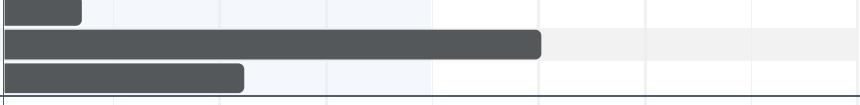
These questions appear on all course experience surveys at SFU and are selected by the Provost.

### 2.1 Course Workload

This question is about course workload.

SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.\* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent \_\_\_\_\_ time on ECON 383 than expected based on its number of credits.

Less	5	9%		50%	100%
The same amount of	36	63%			
More	16	28%			
<b>Total</b>	<b>57</b>	0%			
Response Ratio					71%
Mean					0.2
Standard Deviation					0.6

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the [SFU definition of a credit](#). The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

### 2.1a You responded as having spent less time on ECON 383 than expected. Please explain.

Comments
Since the lectures were clear I was able to spend less time studying at home
Most weeks apart from exam weeks were quite light in terms of course load.
I didn't study enough
I only studied before exam
Because I have learned some of the materials before

**2.1b** You responded as having spent the same amount of time on ECON 383 as expected. Please explain.

Comments
Good course content.
Kevin is one of the best professors that the Econ department has
2-3hrs
I felt like the content was manageable
Work/studying was consistent with the expected amount based on number of credits
Would have spent more time if I didn't have as much of a heavy course load
It was all perfect and balanced out
Spent the normal amount of time on this course
Kevin explained concepts well so I was often truly reviewing content rather than learning it from scratch as necessary for other more confusing lecturers. Midterm was very fair and studying for it required study everything we have done which helped me to do well.
Kevin had posted his lecture vids on canvas for us to review, which is a really good way for me to study before exams
The work load was manageable in a week period
Spent same amount of calculated time but just by myself because lectures were not as helpful in the moment w the lack of breaks, I had trouble staying focused for so long
Align with the amount of units in this course
Work load was enough
Because I attended the lecture always
spent around 3 hours each week
With the mandatory tutorials this was the correct amount of hours spent on a class in my opinion
very good
It's hard, but not impossible to catch up.
Because I need to spend a lot of time reviewing and then spend time doing practice problems.
I studied about 3 hours every week to review and do assignment
it was what i expected
This is a very challenging course, but Kevin teaches it so well that it doesn't feel as difficult.
Kevin organized the course very well and I am very happy to keep studying economics

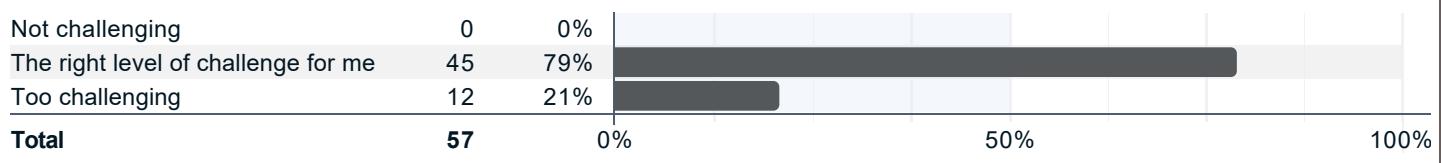
**2.1c** You responded as having spent more time on ECON 383 than expected. Please explain.

Comments
exam practice and reviewing after lecture took time more than I expected
since I need do stock research and i m interesting in this area
I usually spent 3~4 hrs a week studying courses, but this course, I spent 5~6 hrs studying.
While the questions could be tough, Kevin made it so engaging that I always wanted to study.
More difficult than expected
I felt there was a lot of material that had to be covered to stay on top of everything
I found some of the topics a bit more complicated and so I wanted to practice more to ensure I'd be able to answer them well.
Good
to much timee
beacause i did not expect the course required algebra and math so i had to remember a re studied some terms
there was a larger amount of material relative to other third year economic courses I have taken
So tough
There are complex contents that take long for me to understand.
More time to review the course during the week
The course includes some financial knowledge which I never learn or know before

## 2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

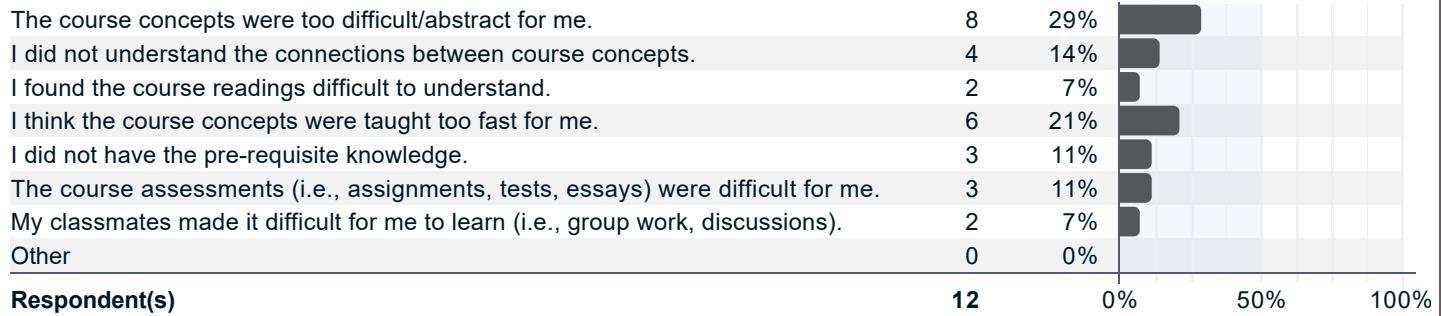
I found ECON 383 to be...



Response Ratio	71%
Mean	0.2
Standard Deviation	0.4

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

### 2.2b Why did you rate ECON 383 as too challenging?



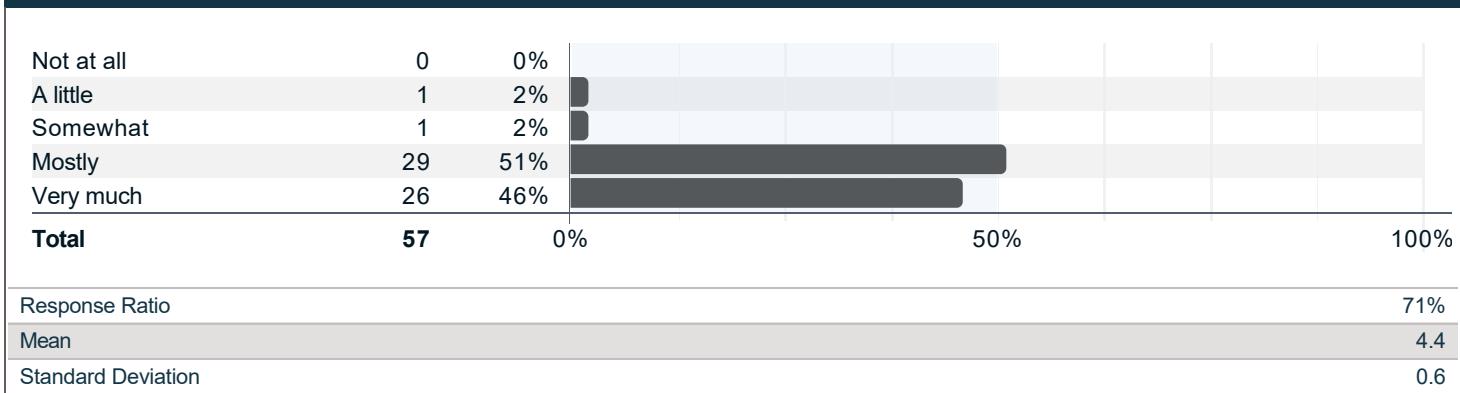
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

## 2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

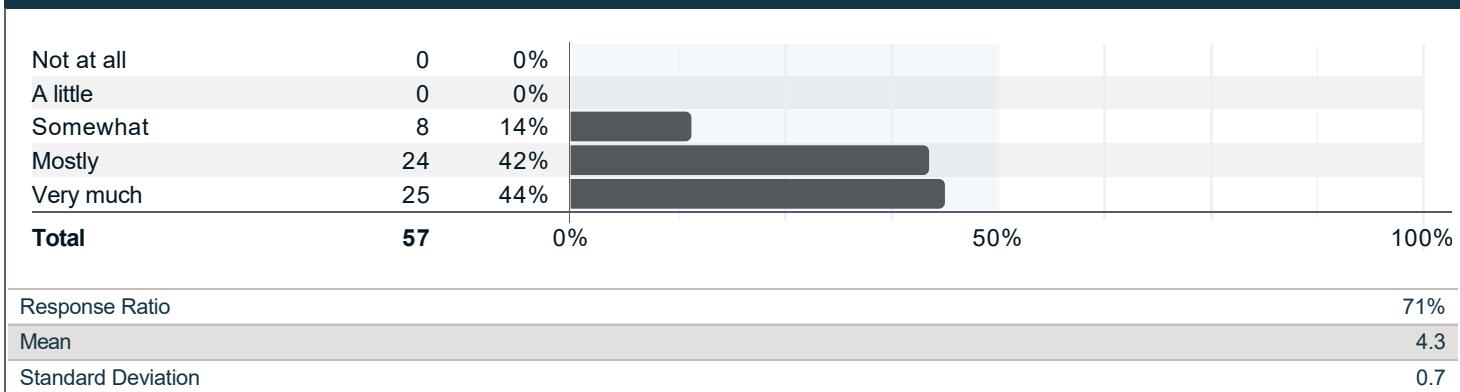
**2.3a**

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?



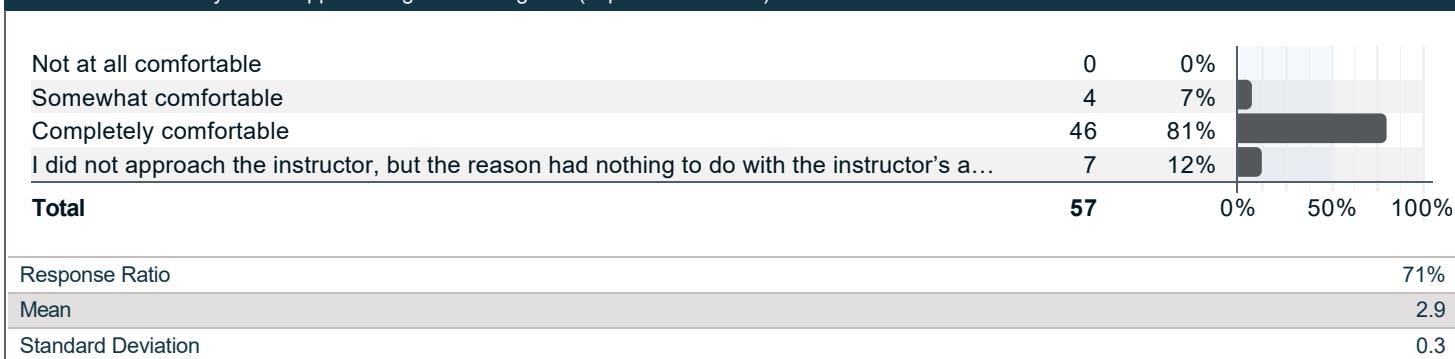
2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



**2.4 Comfort Approaching Instructor**

How comfortable did you feel approaching Kevin Laughren (in person or online)?



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach..." were excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Kevin Laughren. Please explain your response.****Comments**

His teaching is clear, and he is passionate about teaching this class

Good

good man.

**2.4c** You responded as having felt completely comfortable approaching Kevin Laughren. Please explain your response.

Comments
Good prof.
As I said before he is one of the best professors in the econ department.
He is really easy to talk to and was always welcoming questions
Whenever I needed further explanation on a topic, I didn't hesitate to ask Kevin.
Always willing (and encourages) questions and takes the time to explain the answers clearly.
Was very easy to talk to and was very open for questions
Kevin always helps me out and explains to me and answers all my questions and doubts
I approached Kevin multiple times after class and each time he had an extremely welcoming demeanor, and answered my questions.
Kevin is very nice and welcoming to hear any questions and actually promotes asking questions. I also had him for econ 342 in the summer so I already felt comfortable approaching him there.
He's very chill as a teacher
Kevin is an exceptionally supportive instructor who demonstrates great patience when working with students.
Kevin's lecture slides, notes, and recordings were clearly organized and fantastic. Also, There was so many interesting activities during the lecture and tutorial session.
Kevin is really nice to talk to, easy to get along with and funny, he love to hear questions from us
He was welcoming of questions and requests for extra help
good
He is very approachable, very encouraging ppl ask questions during class and answers throughly
Professor is approachable both in class and through email, if I have questions or concerns. Also, he encourages students to participate in the lecture a lot
He is a great prof
He's willing to answer any questions
It is easy to talk to Kevin
very understanding and gave advice when asked
What can I say? He's a chill guy.
Was very easy to get in contact with. And the use of office hours were very helpful and Kevin did a great job one on one.
very good
Kevin was always open to review anything in office hours and encouraged us to reach out anytime.
He's nice and explains content well
He is the best professor I had!! His lectures are fun, and he always ask questions in the lectures.
He was approached and friendly, as well as helpful
I really like his teaching style; he patiently answers our questions.
He is sooooo nice!
He is super nice and I enjoy talking to him
Kevin is very easygoing and an excellent teacher.
Kevin is a really good and nice professor who is loving Economics.
Easy to understand
He was a good professor, provided examples relate to daily life. The exam was similar to what thought in class

**2.4d** You responded that you didn't approach Kevin Laughren, but the reason had nothing to do with their approachability. Please explain your response.

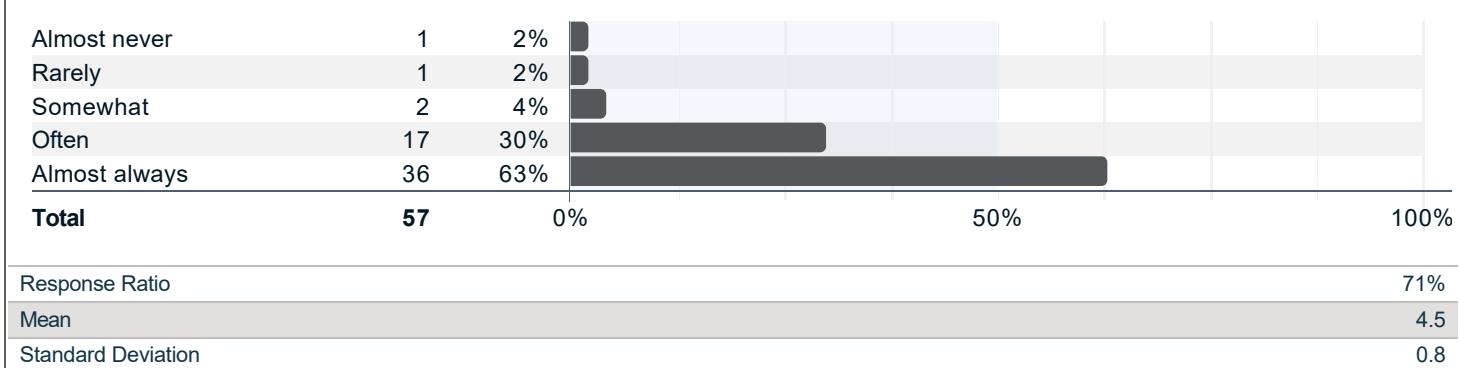
Comments
I just never had a reason to reach out
I had heavy course load this semester. Couldn't manage to approach the professor in office hours
Doin well in the class. Tutorials did a good job at answering my questions.
I never had to. At 99.8% before the final
because i did not need to
He had his lecture record so if I didn't understand, I just watched the video or ask in class
I just didn't have a chance but it was easy to connect with him through the discussion board.

**2.5 Instructor**

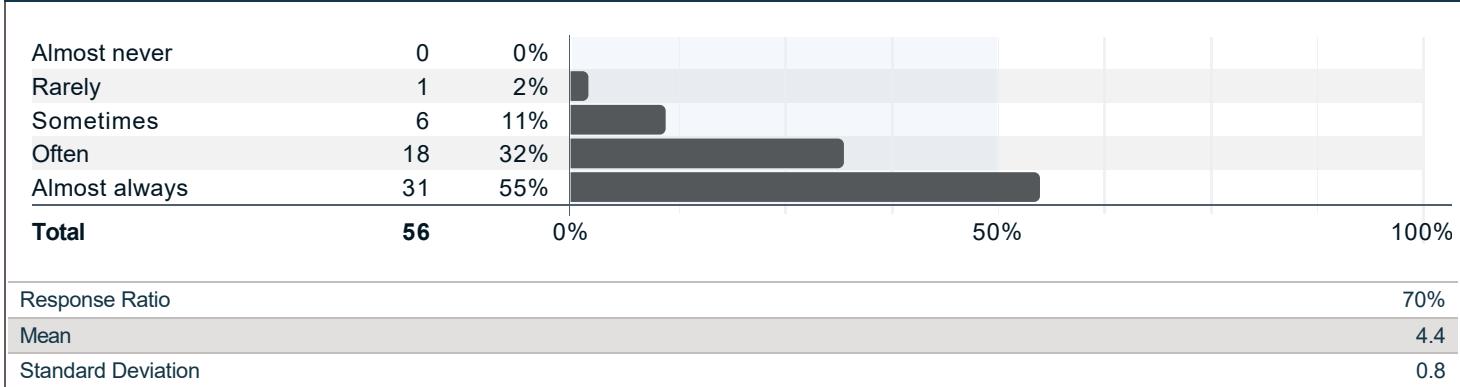
For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

**2.5a**

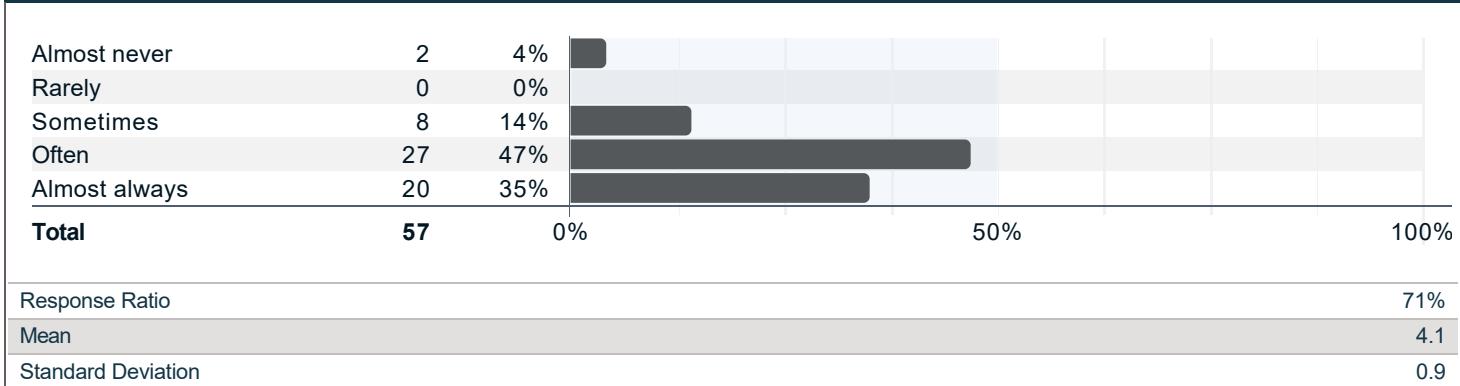
I think Kevin Laughren \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

**2.5b**

I \_\_\_\_\_ felt engaged by Kevin Laughren's teaching approach (i.e., activities, lectures, discussions).

**2.5c**

How often did you understand Kevin Laughren's explanations of course concepts?



**2.6 Which aspects of ECON 383 helped you learn and why?**

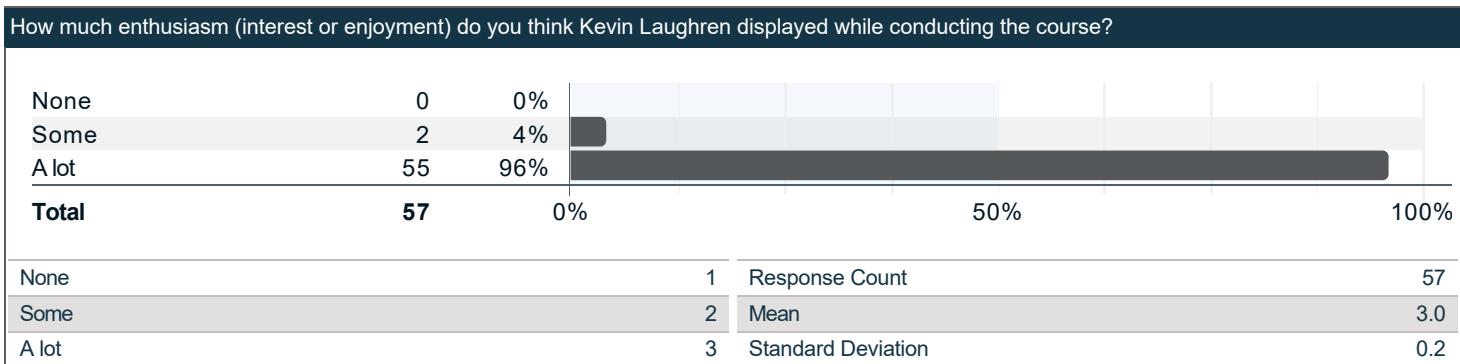
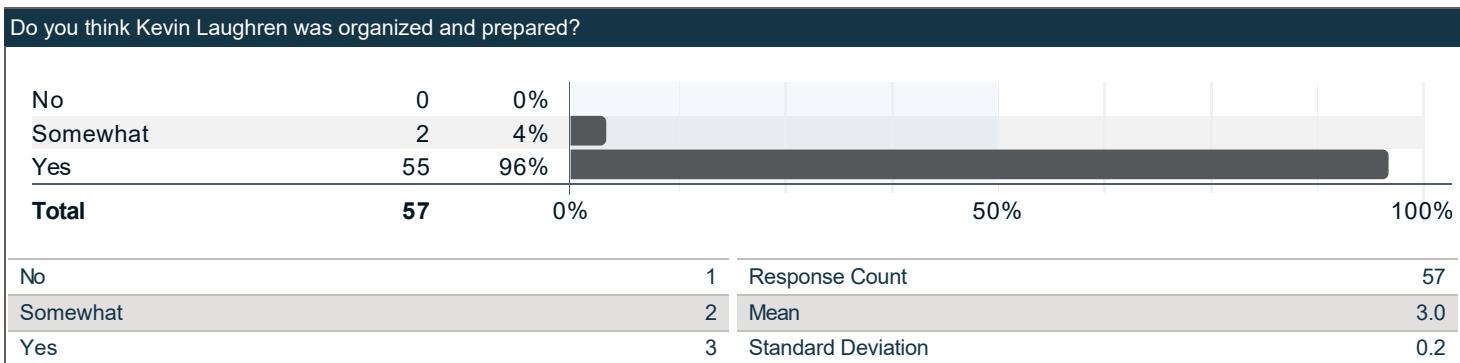
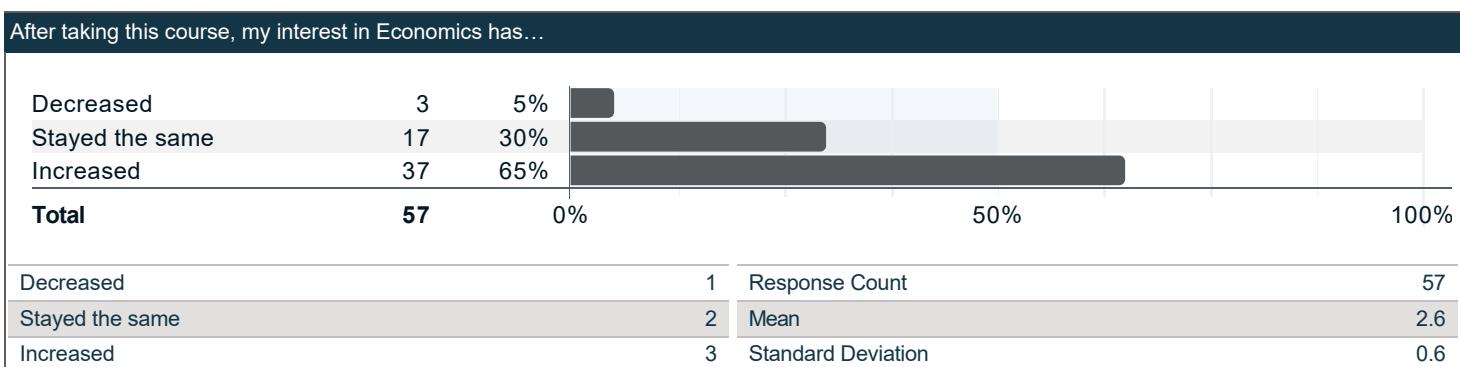
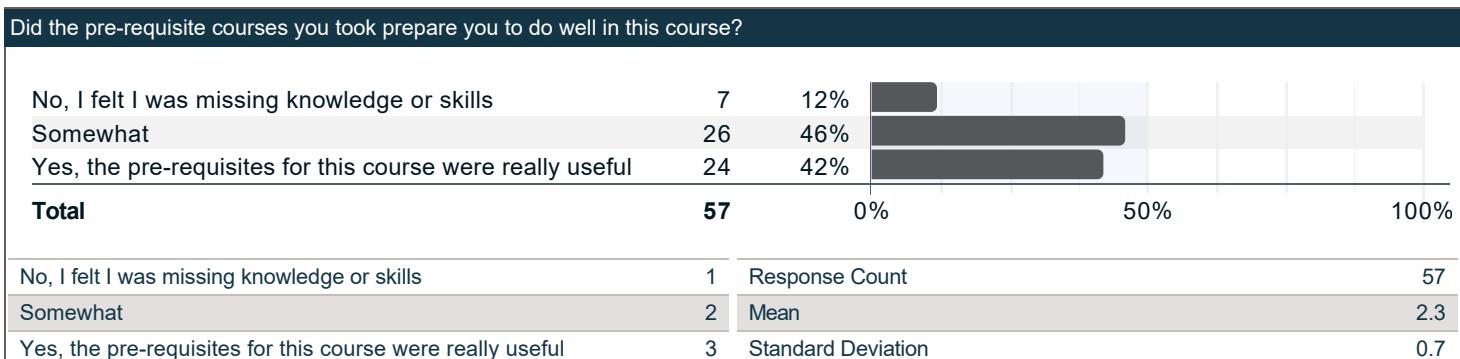
Comments
Kevin is the best
Being able to have 1 on 1 sessions with Kevin really helped my learning. I also think Kevin enjoys teaching the material and goes over the content at a manageable rate.
Particularly the expected value dice game
Insurance and risk preferences
The stock market game
The lectures and tutorials were both a major help. As well, both Kevin and Taya were very accessible outside of class to clear up any confusion. Also, since there was group work, I had a group chat of people in the class that also helped with any questions I had
stock market game and group work assignments helped me understand and learn practical knowledge
The quizzes, the amount of practice questions, and Kevin's teaching style helped me learn. The quizzes helped ensure I keep up to date on content. The amount of practice questions helped me practice content in different ways so I was prepared for the midterm and hopefully the final. Kevin's teaching style is very good such that learning in his class is a lot easier than in some other classes.
This course helped me understand the stock market and how to apply that knowledge in real life.
The stock market game was fantastic. It helped me understand how the financial markets work in the world a lot.
first of all, the professor, and the concepts are interesting to learn, even some are hard
The practice exam was very helpful for the midterm and recorded lectures were a useful resource.
stock market game. it told us sometimes earn money or not was without low
When explaining the mathematical aspects of the course, the prof was very clear on what was happening and where we were getting result x. Many practice questions. Lecture recordings are very helpful for reviewing.
The stock market game was best I got to learn about fluctuations with stocks in real time
I learned a lot during the stock market game as there's not much courses in university or in general, help student with real-life example on how to buy stocks, etc.
Practice questions
The lecture because we went through concepts and examples.
recorded lectures and practice midterm
Midterm re-do
The interactive stock market game and risk game were super engaging.
Tutorial were pretty useful
I liked the stock market game the best. Kept me interested and is a new concept that isn't really explored in other classes. The mandatory tutorials where something was actually going on in each one were helpful.
Related to real life
The stock market game and the problem questions were useful.
Lecture
Good
slides
about how risks is related with some financial assets and preferences
How to minimize profits and minimize the risk of investments.
Very good lectures, explained concepts well.
SMG
I believe any course has something to learn. What I liked the most in this course is how the professor teaches. He was loud and clear. Easy to understand.
the stock market game , assignments, lecture
Understanding the finance in real life.
Learn more about the stocks and insurance
Which help me to improve my Econ 302 this semester
group work is interesting

**2.7 How would you improve ECON 383 for future students?**

Comments
Kevin is the best
I would not change anything
No restrictions on percentage of portfolio you can invest in a single equity – i.e. if someone wants to put all their money in Nvidia, it should be allowed as it also reflects risk.
No other way
Only take it with Kevin because his the best for this course
Add a 5–10 minute break to split up the 2hour lecture. As I was studying for the midterm I realized that the material that I had the best grasp on was always the ones covered in the first half of the lecture, and that I had lost a bit of focus towards the end. Could just be a me problem though. Also it would be good for a bathroom break so students won't feel as though they're missing any information
I would restructure group project assignments so that they are better structured for groups. Each section should be a similar level of difficulty so that it's easier to spread out work in a fair and organizationally easy way.
this course is not too difficult but you need to understand how does the stock operate in financial market
Dont miss this course if u really interested in financial and risk model.
I found the tutorials to be underwhelming. It was the most useful to go through practice questions but that wasn't often and sometimes felt rushed or underexplained.
I think it's great as it is
Adding a ten minute break in lecture
As part of the stock market game, maybe give assignment for student to research on one of the stock they choose (maybe based on the company finance or reputation, etc). So, the research is just their explanation on why they choose certain stock.
Add reading material
Let us have more examples (practice problems) to cover in tutorial,
more practice answer keys
It's pretty good to me. Not much else to say.
Not much. Course is well put together and feels like effort and engagement is the key to success in this course.
I would put in a break half way through the lecture. Sometimes hard to absorb information for the entire length of the class. I also think assignment 1 and 3 were a bit mid. I get the idea but this isn't an R or statistics class. I would rather see the data and regression results given and ask questions about it. This way the results can be more complex than a simple regression because the prof/TA would be doing it. Could find more unique results.
Maybe get rid of group work, and make some more concepts more simple and understanding.
Is very good
More problem solving in tutorials
It's already fine
Good
the book sucked. To technical not ment for undergraduate studies.
maybe get the requierend content to do well in the course
You could learn how to invest in real life is helpful for the course. I have no experience of investing anything, and it was hard for me following the course.
based on the prerequisites, I wouldn't have expected such a heavy math based course. I also think that having Econ 201 as a pre req would help students be more prepared.
Strongly recommend other students to take the course.
i would change the groups in group work for every assignment
By having a chance to work with other students as well.
I think it is really great now
So far so good
Can encourage students to do group activities and also punish harder to free riders

## Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.



## Section 4 – Instructor Selected Questions

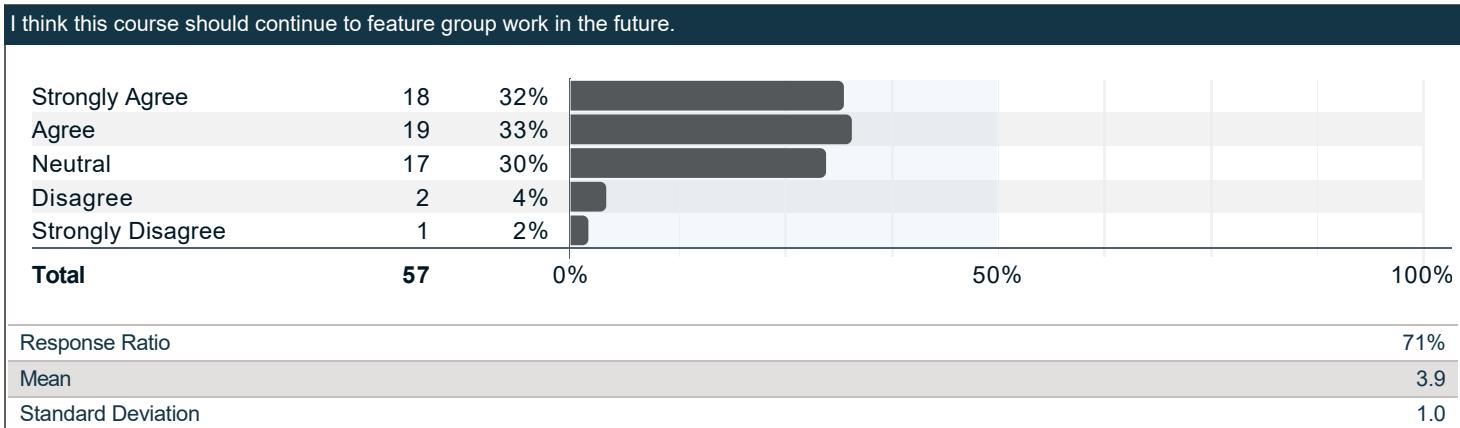
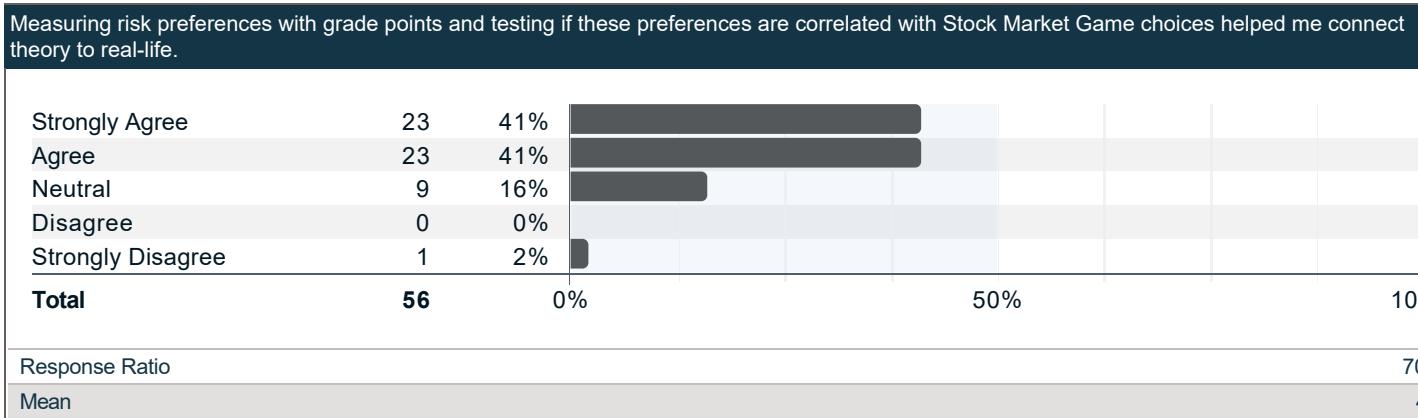
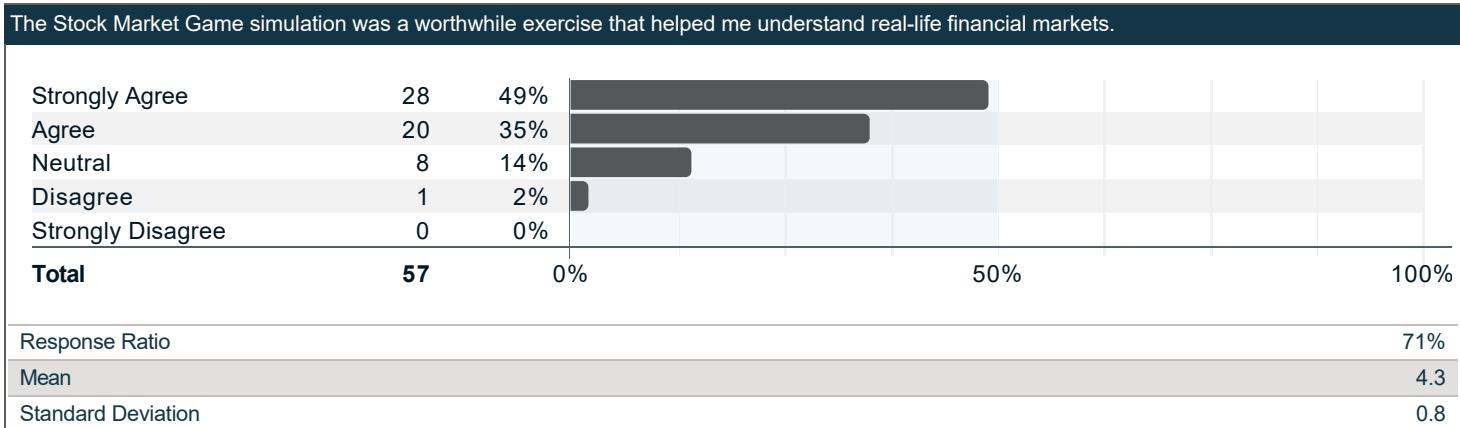
This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

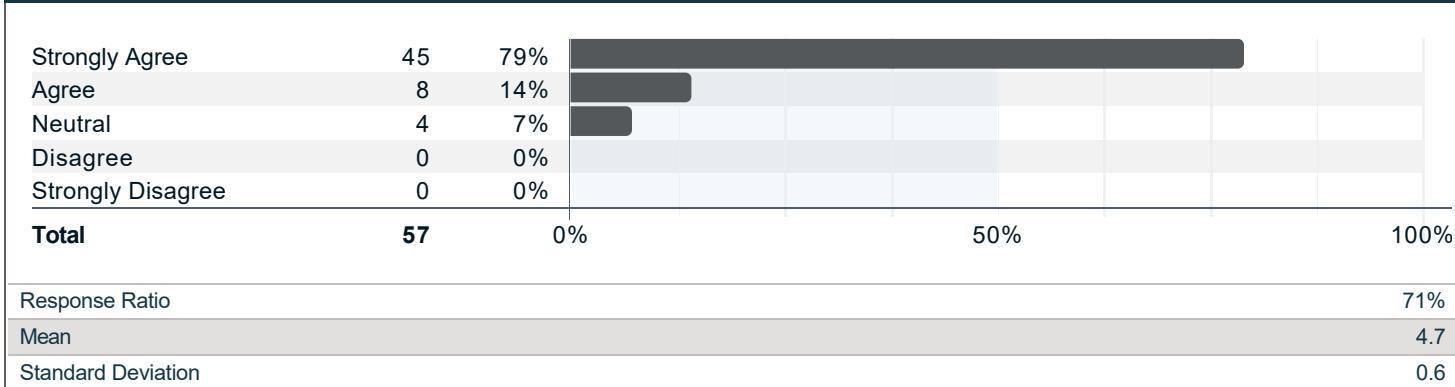
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

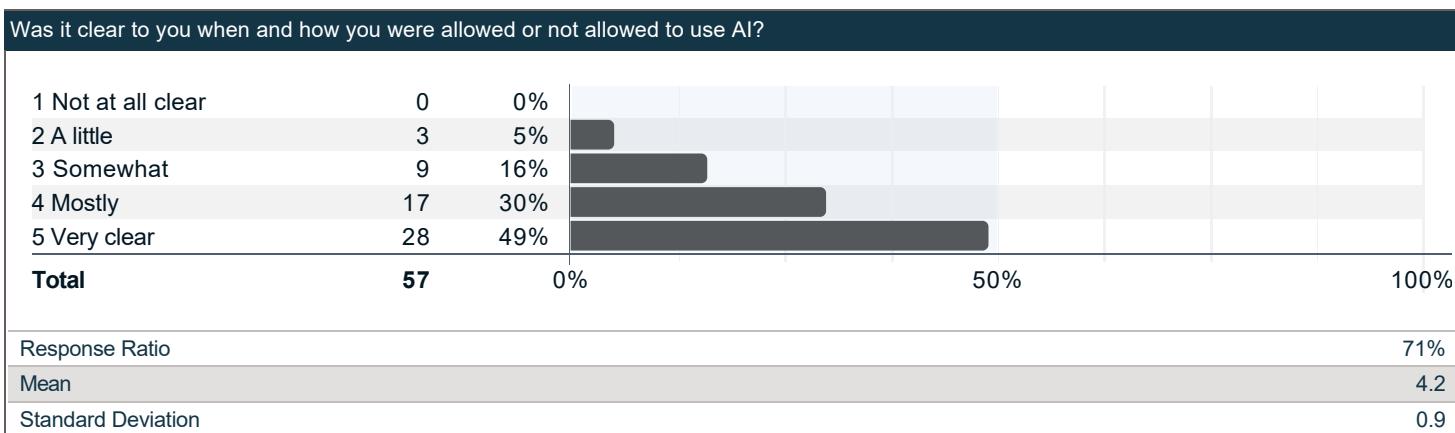


I think this course should continue to feature the midterm re-do exercise in the future.

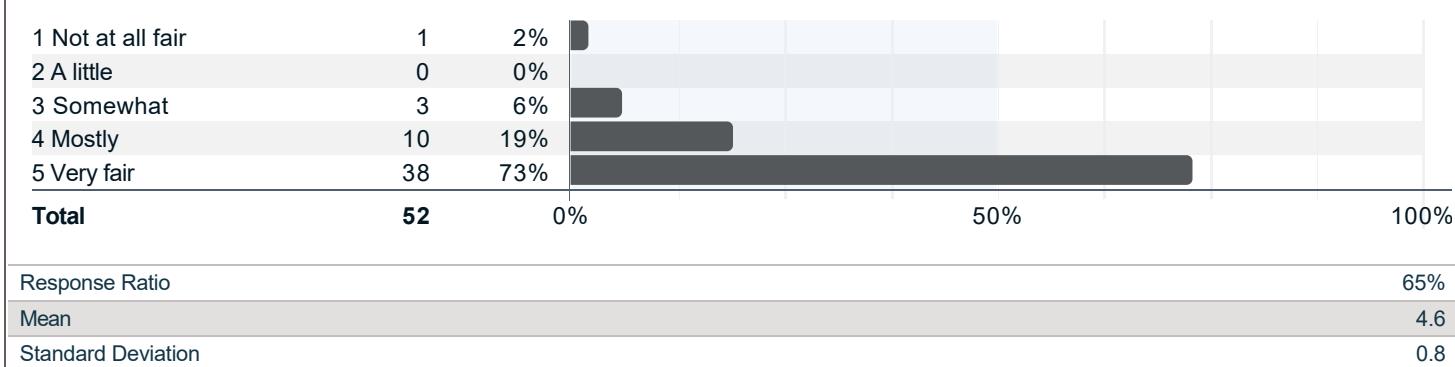


## Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.



I felt like Kevin Laughren was fair in the way they regulated AI use and misuse.



**Do you have any further comments about how AI impacted your experience?**

Comments
Nop
n/a
No
AI helped supplement learning for me
Hmm, I think most of courses in sfu dont need to use AI , it's enough to study by watching recordings, reading lecture slides and notes. So, AI is kinda useless for me
No
No
There's nothing much in the course that needs AI anyway
None
No.
no
I think AI helped. Given the weighting of the course being favoured towards tests, AI is forced to be used as more of a learning tool rather than an "easy way out" tool
I only use it for practice
no
no
Close this course! This course is so tough.
This course really is not related to AI
no
No
no