

ROBERT PAUL HARTLEY

Teaching Evaluations

The following sections document evidence of teaching effectiveness via narrative form as well as summary statistics. In order to provide a broad evaluation of my teaching, the sections include: 1) faculty evaluation, 2) student evaluation, 3) midterm student comments, and 4) end-of-term student comments.

1 Faculty Evaluation

1.1 Formal Classroom Observation

A faculty teaching evaluation is available upon request from Gail Hoyt, Professor of Economics and Gatton College Teaching Fellow. The evaluation is based on a formal classroom observation of my guest lecture for a graduate labor economics course in which I covered static labor supply estimation methods. Hoyt has also previously supervised me as a teaching assistant, as a research assistant, and as a student in her graduate-level course “Teaching Methods in Economics,” which was co-taught with Bob Gillette.

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1.2 Microteaching Instructor

During the summer of 2014, I was competitively selected by the University of Kentucky Graduate School to train incoming graduate teaching assistants on how to be successful university instructors. As a *Microteaching Instructor*, I led a three-day, intensive teaching lab where I taught and modeled pedagogical techniques for graduate students from disciplines across the university. The immersive teaching experience also involved evaluating students’ short presentations in their subject areas, as well as personal mentoring that extended beyond the program into the Fall semester. In the following year, Dr. Morris Grubbs, Assistant Dean of the Graduate School, called me personally to invite me to help guide new microteaching instructors given that I was, per his follow-up email, “one of the very best.”

2 Student Evaluation: ECO 202-020, Principles of Economics II (Macroeconomics)

The summary statistics below are based on a 100-percent response rate for a Summer 2017 class of 6 students including sophomores, juniors, and a senior. The 5-point evaluation scale is given by:

Strongly Disagree = 1, Disagree = 2, Neither Disagree nor Agree = 3, Agree = 4, Strongly Agree = 5.

Table 1: Course-Specific Questions

	Course	Department	College
The course was well organized.	4.50 (0.55)	4.14 (0.86)	4.29 (0.78)
Class meetings contributed to my learning of the course content.	4.33 (0.52)	4.15 (0.97)	4.18 (0.99)
Grading in the course was fair.	4.83 (0.41)	4.20 (0.87)	4.34 (0.85)
Assessments reflected course material.	4.50 (0.55)	4.23 (0.85)	4.33 (0.87)
I understand how the final grade will be calculated in the course.	4.50 (0.55)	4.27 (0.85)	4.48 (0.71)
I consider ECO 202-020 to be a quality course.	4.67 (0.52)	4.23 (0.91)	4.24 (0.96)

Course: ECO 202-020 (Robert Paul Hartley). Department: Economics. College: Business and Economics.
Standard deviations shown in parentheses.

Table 2: Instructor-Specific Questions

	Course	Department	College
The instructor was well prepared for class.	4.50 (0.55)	4.42 (0.80)	4.50 (0.74)
The instructor presented material clearly.	4.17 (0.41)	3.99 (1.01)	4.24 (1.01)
The instructor responded to questions in a manner that aided my understanding of the material.	4.33 (0.52)	3.89 (1.16)	4.18 (1.08)
The instructor provided material at an appropriate pace.	4.50 (0.84)	4.10 (0.96)	4.25 (0.95)
The instructor treated students with respect.	4.83 (0.41)	4.39 (0.77)	4.50 (0.75)
The instructor asked questions that stimulated deep consideration of the course content.	4.67 (0.52)	4.17 (0.93)	4.22 (0.97)
The instructor provided quality teaching.	4.67 (0.52)	4.21 (0.92)	4.30 (0.92)

Course: ECO 202-020 (Robert Paul Hartley). Department: Economics. College: Business and Economics.
Standard deviations shown in parentheses.

3 Student Comments: Midterm Review

Midway through a course, I solicit anonymous student feedback so that I can make adjustments. Below are all of the questions and comments received for ECO 202-020, Summer 2017. Where applicable, I include my response in order to demonstrate how any course corrections were applied.

Do you have any concerns about course organization, content, or grading?

- Not a single concern. This class is perfectly set up for me to learn.
- Overall I am enjoying the course quite a bit. The only concern that I do have is writing intensity of the exam. Although it is manageable, I think one less writing question would be nice and it could be replaced by a couple more multiple choice questions or made up for else where.

[Adjustment: Subsequent exams were modified, partially to encourage students' ownership of the assessment process and to encourage continued feedback.]

How well do class meetings contribute to your understanding of macroeconomics? Would you change anything about the pace or structure of classes?

- Extremely well. I wish homework assignments were given on Friday prior to the due date, so I can look over them and learn ahead.

[Adjustment: Homeworks were given out on Saturdays (for this 4-week intensive course) and graded based on effort. I re-emphasized homework as a collaborative learning process intended for low-stakes practice, and I encouraged a somewhat flipped classroom environment by which students could engage a problem by writing out questions within their submitted work that I would later address in class.]

- I think the class structure is perfectly fine, I have no issues with it.

Do you have any comments about my preparation for class or how clearly material is presented?

- You're doing a great job. I've yet to have a "What is going on moment," even after I zone out I can pick it up pretty well.
- I think the presentations are very clear and the assignments are good reinforcement.

Do you have any feedback about my response to questions/concerns, or generally treating students with respect?

- You're doing great, keep up the good work
- I have no concerns. I feel as though all students are treated with respect.

In general, how have I been doing so far in providing quality teaching, or specifically in stimulating interest or deeper consideration of issues in macroeconomics?

- Extremely well! In two weeks I've learned more about Macro than in a whole semester and I've retained most of it as well
- I think the quality of teaching is excellent. I very much appreciate the real world examples that can really provide a great perspective on the concepts.

Would you recommend any changes in how we do any of the following: [listed separately]?

- Ask an Economist—No change; Assignments—Given out Friday prior to Wednesday due date; Quizzes—No change; Exams—No change
- The only changes I would recommend is the one I made in the first question about the exam. Other than that I think everything else is fine.

4 Student Comments: Teacher Course Evaluation

The following comments were obtained via the anonymous, end-of-term teacher course evaluation for ECO 202-020, Summer 2017. The questions and comments below are comprehensive for all respondents.

Which aspects of the course were most helpful? Why?

- The Assignments, I was able to learn at home and then be reassured during class
- The instruction was quite good and the class was organized very well.
- The daily quizzes were helpful given the speed of the course. I also thought the ask-an-economist sessions were beneficial to applying economics in the real world.

Which aspects of the course would you change? How and why?

- Nothing
- There are really no major things I can think to change about the course.
- I would assign homework earlier in each period so that students have a longer time to complete the assignments, as opposed to just a couple days.

Which aspects of the instructor were most helpful? Why?

- His availability to answer questions
- He was a very engaging professor who was not afraid to add aspects to the class such as Ask an Economist. There were a few times that explanation were not as clear as I would have hoped for, but overall he is a good professor.
- Rob was very knowledgeable and always seemed to push the students to the logical conclusions of the topics discussed in class.

Which aspects of the instructor would you change? How and why?

- Nothing
- I think that somethings could have been covered in greater detail, but overall there is not much to recommend to change.
- I would say that Rob, if anything, can get a bit off topic, but rarely.