Learning Goals

Students are most likely to say their learning goals have been met when

- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/writing-learning).

No Data.

Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?

Responses

Percent of Class Sessions Attended

About what percent of the class meetings did you attend online?

Responses

Percent of Class Sessions Attended
For information on factors that contribute to students’ learning, please see Interpreting Your Course Evaluation Report (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations).

### How much did you learn from this course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>70%</td>
</tr>
<tr>
<td>A lot</td>
<td>30%</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>0%</td>
</tr>
<tr>
<td>A little</td>
<td>0%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Question and Response Analysis

**How much did you learn from this course?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Responses</th>
<th>Response Rate</th>
<th>Course Mean</th>
<th>Course Median</th>
<th>STDEV</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did you learn from this course?</td>
<td>10</td>
<td>83%</td>
<td>4.7</td>
<td>5</td>
<td>0.5</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: 5: A great deal; 4: A lot; 3: A moderate amount; 2: A little; 1: Nothing;

(6 comments)

**Q: What skills or knowledge did you learn or improve?**

1. Broad overview of economic history and equally important how economic history is researched and studied.
2. I learned how to read papers more analytically and how to feel more comfortable presenting and commenting seminars.
3. A lot of different approaches to research that I had not been exposed
4. The importance of context, how to present clearly
5. Econ history in general. I also learned a lot from Ran, from doing research to ways of doing things, both are really helpful
6. Overview of types of historical and empirical research steps to approach an empirical question presentation skills core economic history literature
Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies).

Overall, how would you describe the quality of the instruction in this course?

Excellent: 100%
Good: 0%
Fair: 0%
Poor: 0%
Very poor: 0%

How organized was the course?

Extremely organized: 60%
Very organized: 40%
Moderately organized: 0%
Slightly organized: 0%
Not organized at all: 0%

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Question | Number of Responses | Response Rate | Course Mean | Course Median | STDEV | 5 | 4 | 3 | 2 | 1
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
Overall, how would you describe the quality of the instruction in this course? | 10 | 83% | 5.0 | 5 | 0.0 | 100% | 0% | 0% | 0% | 0%
How organized was the course? | 10 | 83% | 4.6 | 5 | 0.5 | 60% | 40% | 0% | 0% | 0%

Note: 5: Excellent; 4: Good; 3: Fair; 2: Poor; 1: Very poor.

Course Elements

No Data.
Additional Student Comments

Answers to this question will be viewable by the Stanford student community in four weeks. If you believe that a comment does not meet Stanford’s Terms of Use for Sites (https://www.stanford.edu/site/terms.html), you may write to VPTLevaluations@stanford.edu (mailto:vptlevaluations@stanford.edu).

(5 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

1. Greta fun/ really interesting topics, great instruction, how much work effort one invests (thankfully) depends a lot on how much one is interested in the topic each week. I learned a lot in a very efficient way.

2. This course is awesome. It's by far my favorite class of my PhD thus far. It's enjoyable work and I have definitely improved my speaking abilities. Ran is a fantastic teacher and so supportive.

3. Highly recommend, even if you aren't especially into economic history

4. This is one of the best courses I have taken (wish there could be more class sessions). Ran is a great mentor, and the course content is very interesting. I like the design and organizations of the class, and the workload is just the right amount. Highly recommend it!

5. If you want to get a frame of applied work this course will be very helpful. Ran puts a lot of effort into useful feedback for his students. The more you will invest in the proposal, the higher return you will get from this course in the form of feedback

(3 comments)

Q: Would you like to provide any other comments about this course?

1. Liked the class a lot when spent more time on broader picture / narratives about history of economic growth.

   Also wished was more socratic seminar style, especially during the first half.

2. Ran is an amazing professor and this class was so enjoyable. It's the one class so far in my first year of my PhD that actually makes me feel smart and empowered.

3. Everything is great! The only small issue:the class time this quarter is not the best. 6pm is better than 9am, but is a little embarassing for dinner arrangement.

Instructor Added Questions

Close-Ended Questions

No Data.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: VPTL Consultation Request Form (https://jfe.qualtrics.com/form/SV_78KtbL61cEWsO9)