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).

How well did you achieve the learning goals of 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 well did you achieve the learning goals of this course?</td>
<td>14</td>
<td>87%</td>
<td>4.9</td>
<td>5</td>
<td>0.3</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: 5: Extremely well; 4: Very well; 3: Moderately well; 2: Slightly well; 1: Not well at all;
Attendance and Engagement

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

Responses 0 10 20 30 40 50 60 70 80 90 100 110
Percent of Class Sessions Attended

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

Responses 0 10 20 30 40 50 60 70 80 90
Percent of Class Sessions Attended

Student Learning

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?

How much did you learn from this course?

<table>
<thead>
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<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>14</td>
<td>87%</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
<td>79%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Q: What skills or knowledge did you learn or improve?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I felt like I gained a better understanding of how historical events can provide us with opportunities to test economic theories, and how we can use economic analysis to gain better insight into what was actually driving these events: what were their causes, and what were their consequences?</td>
</tr>
<tr>
<td>2. Methodology and insights from economic history research.</td>
</tr>
<tr>
<td>3. I learned not only how to do proper empirical analysis but also what questions are worth pursuing for and how to come up with new and exciting ideas.</td>
</tr>
<tr>
<td>4. Knowledge: overview of the topics and methods of economic history; empirical applied micro methods in general. Skills: develop research idea and effectively present the idea to the audience; give constructive feedback to the presenters.</td>
</tr>
<tr>
<td>5. Presentation skills, research proposal, history knowledge.</td>
</tr>
<tr>
<td>6. This class is phenomenal - I learned a lot about a field of economics that is underappreciated, yet completely relevant to me as an applied economist.</td>
</tr>
<tr>
<td>7. Understanding of economic history; the ability to discuss and think about economics more generally; presentation skills.</td>
</tr>
<tr>
<td>8. The importance of giving attention to historical context. Bring perspective to your research.</td>
</tr>
<tr>
<td>9. My knowledge of economic history literature.</td>
</tr>
<tr>
<td>10. 1. The importance of knowing very well the context you are studying. 2. A new perspective on how to frame my research questions.</td>
</tr>
<tr>
<td>11. Evaluating research ideas presentation.</td>
</tr>
<tr>
<td>12. I improved my ability to read and to motivate an economic history paper, understanding what distinguishes excellent work. I also improved my ability to give constructive feedback to my colleagues through paper and project presentations.</td>
</tr>
<tr>
<td>13. I learned a lot about how to approach empirical projects and how to determine what is interesting and valuable in terms of a paper’s contribution.</td>
</tr>
</tbody>
</table>
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**: 93%
- **Very organized**: 7%
- **Moderately organized**: 0%
- **Slightly organized**: 0%
- **Not organized at all**: 0%

### Overall, how would you describe the quality of the instruction in this course? (continued)

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

### How organized was the course? (continued)

- **Extremely organized**: 93%
- **Very organized**: 7%
- **Moderately organized**: 0%
- **Slightly organized**: 0%
- **Not organized at all**: 0%

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**Course Elements**

No Data.
**Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under “Questions or concerns?” at http://evals.stanford.edu/results/respond-feedback (http://evals.stanford.edu/results/respond-feedback) and write to VPTLevaluations@stanford.edu (mailto:vptlevaluations@stanford.edu).**

(11 comments)

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

1. This is an excellent course. All of the papers are extremely interesting and make you think deeply about how studying specific events in the past can yield economic insights. The discussions were lively, and Ran is an excellent teacher- very passionate about his work and very easy to talk to.

2. This class is amazing - take it!

3. This has been by far my favorite course at Stanford. It is not only very interesting but you also get the chance to learn about top of the field research. What else can you ask for? Also the class dynamic was excellent, with classmates helping each other and providing absolutely fantastic feedback.

4. This class had arguably the best format and level of instruction of any class I have ever taken, at any level. Ran is an incredibly gifted and caring instructor, and I found the class engaging and very productive, despite the fact that I am not particularly interested in economic history. I would highly recommend this course.

5. Take it. Excellent class

6. Take it!!

7. Take it

8. Don't miss it!! One of the best classes ever taken. Ran is extremely passionate and helpful and engages the whole class in inspiring discussions.

9. This course succeeds in building a safe community to discuss research ideas and give one another constructive feedback. The comments I received on my project presentation were thoughtful and are influencing the direction of my next steps. The course has made me excited to read papers in economic history and produce one of my own.

10. Take it! Ran is an amazing prof and gives great advice and support for new ideas.

11. Take this class. Anyone can benefit from it, including people not interested in history. Besides being very interesting material, the class is very well-designed and geared towards generating research ideas and improving applied research skills. I have never seen a class that was more engaged with the material. I think largely this was due to how well the class was taught.

(8 comments)

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

1. Simply a great course!

2. Take it! Take it! Take it!

   And if you do...

   You better work!

3. Take this course! It is fantastic

4. Inspiring professor. Great lecturer and even better person

5. Ran is an amazing teacher.

6. Thanks for an amazing experience!

7. Having a designated notetaker and using Google Docs to record comments was very effective. I noticed that after the first round of project presentations the student feedback outside of class began to lag, meaning that for a given paper there were typically several classmates who did not have comments in the Google Doc. I felt disappointed by this and would like a stronger incentive for everyone to participate.
8 This was the best course I've taken at Stanford. Ran is a great teacher.

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_78KtbL61clEWsO9)