Learning Goals

We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click HERE to answer one question.

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.

How well did you achieve the learning goals of this course?

<table>
<thead>
<tr>
<th>How well you achieved the learning goals</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>Extremely well</td>
<td>64% (16)</td>
<td>86%</td>
<td>4.5</td>
<td>5</td>
<td>0.7</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Very well</td>
<td>24% (6)</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderately well</td>
<td>12% (3)</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly well</td>
<td>0% (0)</td>
<td>0%</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Not well at all</td>
<td>0% (0)</td>
<td>0%</td>
<td></td>
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</table>

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

Attendance and Engagement
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?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>64% (16)</td>
<td>64% (16)</td>
</tr>
<tr>
<td>A lot</td>
<td>20% (5)</td>
<td>20% (5)</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>16% (4)</td>
<td>16% (4)</td>
</tr>
<tr>
<td>A little</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Nothing</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Responses</th>
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<th>Course Mean</th>
<th>Course Median</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>
How much did you learn from this course?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>25</td>
<td>86%</td>
</tr>
<tr>
<td>4.5</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0.8</td>
<td>64%</td>
<td></td>
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<td>0%</td>
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</tbody>
</table>

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

(11 comments)

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

1. I learnt a huge amount economic history and I also learnt a lot about how to approach research and how to present well.
2. Learned about the methods of economic history and some papers in the field.
3. Context is important. It enriches economics papers. Probably this is the most important thing I got.
4. This course provided an interesting overview of the field of economic history, which I knew little about coming in. I also learned general tips on producing research that will be helpful in the future. The idea that you should "know what you're talking about" with regards to the context of what you're researching is certainly applicable outside of history, for example.
5. Mostly to think about the context/historical settings when writing a research paper in economic history but also in other fields.
6. Importance of history and institutional details in studying economic questions.
7. Role of economic history in economics research.
8. Presentation skills, what is and how to think about economic history, general useful things about applied micro research, how to write presentations.
9. Understanding the importance of institutional context in any research that I undertake.
10. Presentation skills, thinking about new ideas, critically reading research, understanding the use of historical data in economics.
11. Research questions and topics in economic history.

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

- Extremely organized: 58% (14)
- Very organized: 38% (9)
- Moderately organized: 4% (1)
- Slightly organized: 0% (0)
- Not organized at all: 0% (0)

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

- Excellent: 80% (20)
- Very good: 20% (5)
- Good: 58% (14)
- Fair: 38% (9)
- Poor: 0% (0)
- Very poor: 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 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 and write to VPTLevaluations@stanford.edu.

(9 comments)

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

1. This class is incredibly well-taught and includes a fascinating selection of topics. Ran also really goes out of his way to teach everyone how to approach research and give a good presentation. I think it's a great class for second-year economics students to take to meet
their history requirement because it's really helpful for making the transition to doing research and you get a huge amount out of the class.

2 Great class for econ history. Paper based with a wide variety of papers. A little too much on the industrial revolution for my tastes. Ran is really enthusiastic and good at communicating the main ideas of a paper and why it is important.

3 It's great for economists but also for general interest.

4 This is a fantastic course. It is clear that the professor cares a lot about the students and is passionate about the field.

5 It's a great course for all students from different fields. Ran is a very good instructor, and cares a lot about his students and supporting them by commenting and answering their questions.

6 Useful if you are interested in history or economics research

7 Take it. Ran is great.

8 It's a great survey course that allows one to spend as much time on what interests them as possible in the topic.

9 My favorite class at Stanford so far. Ran is such a thoughtful and caring lecturer. There's a fair bit of work in preparing papers, but I feel like I learned a lot in doing so.

(6 comments)

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

1 This was an outstanding class. Ran really went above and beyond in terms of making himself available to everyone in the class and putting together an extremely high-quality course that's just so useful for all students.

2 More papers by women and people of color please

3 I really liked that this course covers different approaches/topics within economic history. It would also be nice to cover one trade/macro paper in economic history (e.g. one of Dave Donaldson's paper) since this kind of research seems to be missing from the syllabus now (i.e. model-based empirical work in historical settings). It seems to me that these articles would fit nicely in-between game theory papers (mostly theory with some empirical evidence) and more applied papers (mostly empirical evidence related to a theory).

4 Ran is an enthusiastic professor, entertaining lectures

5 Ran is great.

6 Ran is such a great lecturer. The course was really geared towards making us better researchers, and I feel like I learned a lot during the course.

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://vptl.stanford.edu/getting-started-vptl)