

# University of North Carolina Asheville

Fall 2017, ECON 102 Principles of Microeconomics Section 4

Instructor: Persaud, Alexander (Primary)



	Question Text	N	My Avg	ECON Avg	ECON f17	Div Avg	Div f17	Sch Avg	Sch f17	None	Slight	Mod	Subst	Expt	N/A		
1	Gaining knowledge	24	4.6	4.2		4.3	4.3	4.3	4.4				42%	58%			
2	Understanding ideas	24	4.4	4.1		4.3	4.4	4.2	4.5			8%	46%	46%			
3	Developing creative capacities	24	4	3.7		4.0	4.0	4.0	4.0			8%	13%	38%	33%	8%	
4	Developing speaking/discussion skills	23	3.8	3.5		3.9	4.2	3.8	4.1			13%	26%	17%	35%	9%	
5	Learning to analyze and evaluate ideas, texts, and arguments	24	4.2	4.0		4.1	4.1	4.1	4.2			4%	17%	25%	46%	8%	
										Hardly	Occas	Some	Freq	Always			
8	Explained the course material clearly	24	4.5	4.2		4.3	4.4	4.2	4.4			4%	46%	50%			
9	Created a classroom environment that encourages students to be actively involved	24	4.4	4.1		4.3	4.4	4.3	4.4			8%	42%	50%			
10	Displayed an interest in student learning	24	4.4	4.3		4.5	4.7	4.4	4.6			13%	38%	50%			
11	Was accessible outside of class	24	4.2	4.3		4.3	4.3	4.3	4.3			4%	25%	17%	54%		
12	Gave assignments that contributed to my understanding of the material	24	4.1	4.2		4.2	4.4	4.2	4.4	4%		4%	13%	38%	42%		
13	Provided useful feedback on my performance	24	4.2	4.0		4.1	4.1	4.1	4.2			4%	21%	29%	46%		
14	Helped me develop an appreciation for the subject	24	4.1	3.9		4.2	4.3	4.1	4.3			29%	29%	42%			
15	Made me think	24	4.4	4.2		4.3	4.4	4.3	4.4			4%	8%	33%	54%		
										Poor	Bel Avg	Avg	Abv Avg	Excel			
16	Rating the instructor	24	4.4	4.2		4.3	4.5	4.3	4.5	4%		4%	38%	54%			
17	Rating of the course	24	4.1	3.9		4.1	4.0	4.0	4.0			21%	50%	29%			
										A	B	C	D	F	S	U	AU
18	What grade do you expect to earn in this course?	24								21%	63%	13%		4%			
										1201A - 300A	301A - 600A	601A - 900A	901A - Noon	1201P - 300P	301P - 600P	601P - 900P	901P - 1159P
	What Time Of Day Are You Completing Evaluation?	23											35%	9%	26%	9%	22%

## Text Responses

Question: A. What are the major strengths of the instructor

Very knowledgeable of the material

Explains everything thoroughly and welcomes any questions.

During his lectures he provides good real life situations which helps me better understand the material. He is very accessible and helpful outside of class, and he shows up every class (even if it is at 8 a.m.!) He definitely makes an 8 a.m. fun - super nice and funny guy!

Explanation and making sure the material is clearly explained to everyone.

Very good at explaining things and offering help outside of class. Good at pinpointing problem areas and understanding what I was confused about. Very clear and followed a good path, none of the information seemed jumbled or out of place.

Professor Persaud gives great examples and always tries to relate real life problems with the subject being taught so it is easier to understand.

Very good at engaging the class to participate and learn the materials.

He provided examples and worked through problems during class which provided me with a better understanding of the topics. Also, he encouraged student feedback during class.

Great understanding of the course and ability to explain material.

He has a strong understanding of the concepts and is good at simplifying ideas and putting things into context.

Very knowledgeable and can answer questions well.

Great professor! he likes to get people involved

The major strengths of Persaud in his love for Economics even though the material can sometimes be boring he finds a way to make it interesting.

He explains the textbook because the textbook is very uninteresting. He involves the students to make scenarios to aid in the understanding of the material that can be very memorization based and cut and dry.

He is very clear about what he wants from you. He tells you if you come to class what's going to be exactly on the tests

Knowledge of the information and communication skills

He comes up with applicable scenarios. It's not like textbooks where there isn't a scenario that isn't likely to happen, he shows how it can affect the real world.

He was very good at clearly explaining concepts and giving examples that the class could easily understand

Student engagement, conveying topics, demonstrating concepts, teaching to the students not to the class

Good at Explaining, creating linkable examples, trying to get the class involved.

Communication.

Knows what they are doing. Although, they are fairly new. More math based rather than essay based.

Gives resources (slides), expresses interest in material.

Question: B. What are the major weaknesses of the instructor?

Needs to give more examples of problems that are like the ones in homework and on exams

On the first exam it was way too long and over half the class did not finish and we weren't given any additional time so I got a terrible grade. On the next exam I got an 88 and I've gotten A's on every problem set so I would have an A if it wasn't for that first exam.

I would prefer if he did not read off the slides as much. If there was another weakness, I would say that there is lecture everyday, no other activities. Sometimes the homework he provides does not correspond with his class lecture, therefore exams, which makes it more difficult to understand the material.

Sometimes moved a little quickly but overall wasn't any weaknesses.

Sometimes went a little fast. Because I haven't been in math for a long time some concepts were a bit confusing and I had to spend extra time on them in my room or during office hours.

Uses power points that come straight from the textbook.

Too much lectures on the powerpoint making it a bit boring.

The only weakness I have encountered was with our first exam. The exam was too lengthy to be completed with the time provided, but the grades were curved which helped rectify this problem. The rest of the exams were appropriate.

The factor that made this course difficult to me was the fact that there were very few worksheets over the semester for practice work, and it was sometimes unclear what topics would be on each assignment or exam.

Sometimes rushes through subjects

The major weaknesses of the course is some of the material can be boring.

Too much talking at 8 am

He could nudge us in the right direction a little more when coming up with examples for problems to work on the board

He most at lighting speed when teaching.

I dont have any of the top of my head.

From my experiences, he leaves the questions on things a bit too open ended.

Nothing.

Not the most exciting, was hard to stay awake during the morning lectures.

Seemingly too rigid in class structure

Needs more visuals and examples and guides.

A minor lack of enthusiasm.

#### Question: C. What aspects of this course were most beneficial to you?

How economics can be applied to buisness

Doing the problem sets because it's when I figured out to work everything out myself.

Gaining knowledge of the basics of microeconomics.

availability of the professor outside of class. Problem sets. Slides on moodle really helped for studying and problem sets

The problem sets are very helpful, when studying for tests. Its nice to know what took look for on the exams.

I liked the way he taught the topics such as using the students as examples and their ideas.

The instructor/ student feedback during class while working through examples tremendously helped me understand topics.

I was able to benefit from the way that all of the concepts are related.

In class discussion and further explanation of course material.

Do more examples and explain homework.

To think of things at equilibrium and the greater impacts of peoples actions.

learning about economics at a corporation level

Understanding of how money changes its value and how to maximize profits as a business

I was allowed to speak on a lot of subjects

The in class lectures and the problems sets

I liked the format of 6 big problem sets rather than a ton of small homework assignments

I feel like just the betterment of my understanding of economics was the most beneficial. Not particularly descriptive, I know, but as a whole, I think that I benefited from the entirety of it.

Criteria

The in class lecture and the powerpoints being made available outside of class.

Lectures and problem sets

I know how to profit in a monopoly.

The real world application of the material.

Question: D. What do you suggest to improve this course?

Material taught in class needs to be more like material on homework and exams

The exams need to be short enough to complete.

More learning activities rather than just a slideshow everyday. Use of book material more often

I should've taken a math class before it.

Maybe give more examples in class and use other examples outside of the textbook on the power points.

There should be less powerpoints so that you do not lose the students attention.

I do not have any suggestions. Dr. Persaud worked very hard to ensure the success of all of his students.

I would suggest that there should be more homework or worksheets. This would be beneficial to the students' understanding of concepts and make studying easier. Also, this could keep students from falling behind and raise grades.

Change the homework

I would make it less conceptual and more math based.

make this class at a later time. 8 am is too early to teach econ and expect everyone to be involved

More explanation of the graphs from the textbook

Slow down when teaching

Nothing comes to mind.

The first exam was a little to long for the time allocated

Honestly, nothing comes to mind. The class, and the professor that teaches it are both great. Not perfect, but I struggle to come up with any significant improvements that need to be made.

Nothing

I don't know if its possible but to not schedule this lecture heavy class early in the morning, or to make it not as lecture heavy.

Something to help if a student messes up one assignment

More essays as tests like the other micro classes.

Perhaps emphasizing more on the real world applications.

Question: Please type in the course and instructor that you are evaluating on this form. Example: MATH 101 Mary Smith

ECON 102 Alexander Persaud

ECON 102, Dr. Alexander Persaud

Econ 102 Alexander Persaud

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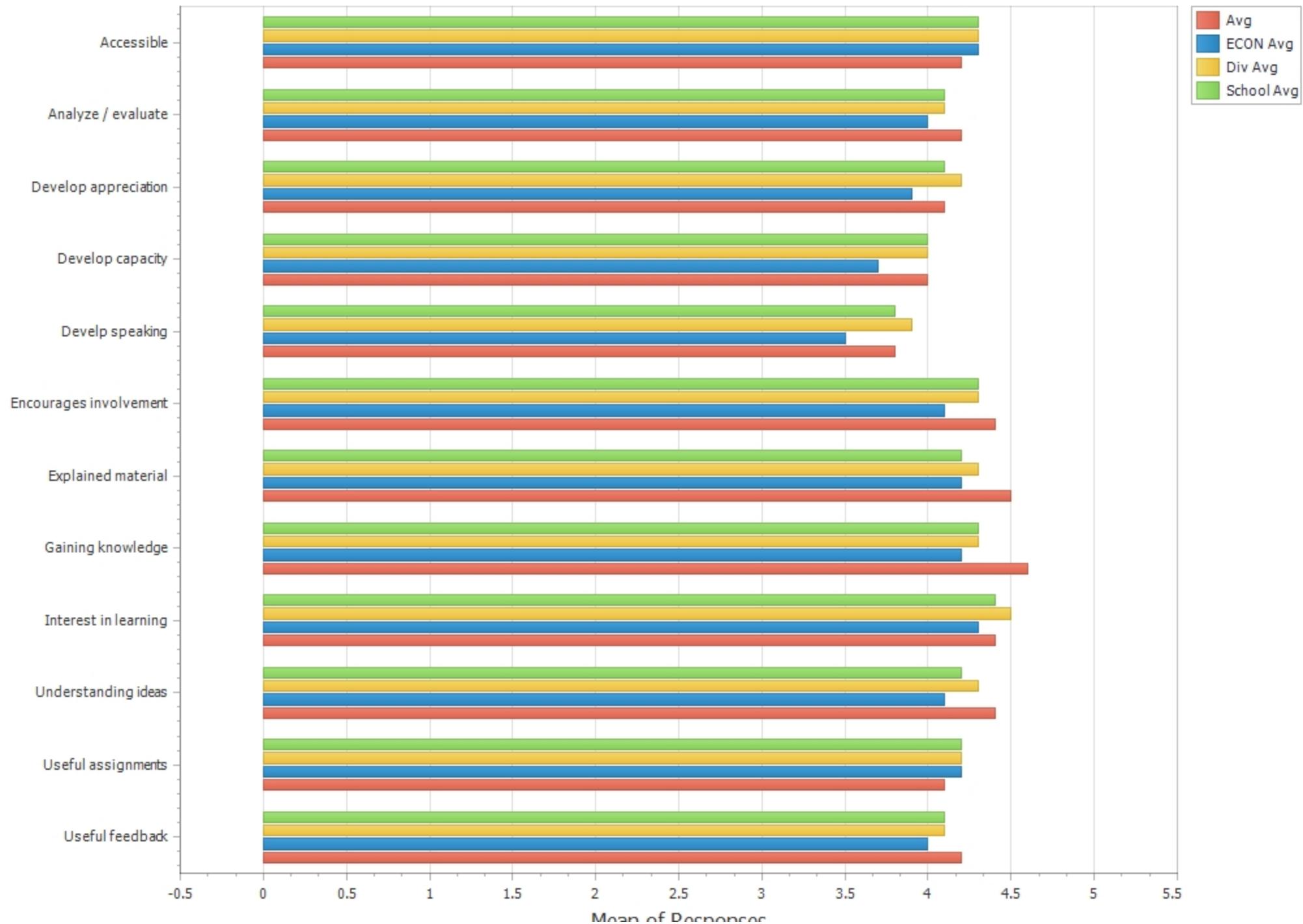
ECON 102 Alexander Persaud

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## Question Averages





# University of North Carolina Asheville

## Fall 2017, ECON 102 Principles of Microeconomics Section 5

Instructor: Persaud, Alexander (Primary)



	Question Text	N	My Avg	ECON Avg	ECON f17	Div Avg	Div f17	Sch Avg	Sch f17	None	Slight	Mod	Subst	Expt	N/A		
1	Gaining knowledge	22	4.1	4.2		4.3	4.3	4.3	4.4			18%	50%	32%			
2	Understanding ideas	22	4.1	4.1		4.3	4.4	4.2	4.5			23%	41%	36%			
3	Developing creative capacities	22	3.9	3.7		4.0	4.0	4.0	4.0		5%	18%	50%	18%	9%		
4	Developing speaking/discussion skills	22	3.4	3.5		3.9	4.2	3.8	4.1	5%	5%	32%	32%	9%	18%		
5	Learning to analyze and evaluate ideas, texts, and arguments	22	3.9	4.0		4.1	4.1	4.1	4.2	5%		14%	55%	18%	9%		
										Hardly	Occas	Some	Freq	Always			
8	Explained the course material clearly	21	4.1	4.2		4.3	4.4	4.2	4.4			14%	62%	24%			
9	Created a classroom environment that encourages students to be actively involved	21	4.3	4.1		4.3	4.4	4.3	4.4			14%	43%	43%			
10	Displayed an interest in student learning	21	4.4	4.3		4.5	4.7	4.4	4.6			10%	43%	48%			
11	Was accessible outside of class	21	4.1	4.3		4.3	4.3	4.3	4.3		10%	10%	38%	43%			
12	Gave assignments that contributed to my understanding of the material	21	4	4.2		4.2	4.4	4.2	4.4		10%	10%	48%	33%			
13	Provided useful feedback on my performance	21	4	4.0		4.1	4.1	4.1	4.2		10%	14%	43%	33%			
14	Helped me develop an appreciation for the subject	21	4	3.9		4.2	4.3	4.1	4.3	5%	5%	10%	52%	29%			
15	Made me think	21	4.2	4.2		4.3	4.4	4.3	4.4		5%	14%	38%	43%			
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16	Rating the instructor	22	4.1	4.2		4.3	4.5	4.3	4.5		14%		45%	41%			
17	Rating of the course	22	3.6	3.9		4.1	4.0	4.0	4.0	5%	5%	32%	45%	14%			
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18	What grade do you expect to earn in this course?	22								18%	55%	18%	9%				
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	What Time Of Day Are You Completing Evaluation?	22										18%	36%	18%	9%	18%	

### Text Responses

Question: A. What are the major strengths of the instructor

Knows the subject well Provides detailed problem sets Assigns relevant coursework

he really enjoys the subject and teaching

Very helpful outside of class

Gives a lot of examples that connect to the topic. Explains the course material very well.

Keeps class interesting. Encourages students to be active in class rather than simply lecturing for entire class period.

Provides unique ideas and goes into great detail on subjects.

Great understanding of the subject. Provided lots of examples to help the class with the material. Provided enjoyable real life connections to the material.

Very engaging, frequently linked concepts to real-world situations.

Dr. Persaud is very knowledgeable of this subject and answers students' questions in a concise and positive way.

He understands the subject very well and the course was overall well planned.

Using examples to help the class understand the concept

Always engaging everyone and explaining using various methods

He really wanted everyone to understand the concepts and be able to do the math. He also had pretty much just review days before tests to make sure we knew what the test was on.

Very intelligent, certainly knows what he is talking about

Dr. Persaud is the smartest damn person I have ever met in my life. The man knows everything about everything.

He clearly has passion for his subject. He is very articulate.

Very intelligent, over explains content in a way that is conducive to learning.

The instructor applied our thoughts and daily routines to the lectures.

He understands his subject so well that he can reword ideas on the spot to help individual students fully understand the ideas being presented over the course of the semester.

Not afraid to stop to answer questions. Almost always available for questions outside of class.

Explains concepts through examples and real world problems.

Question: B. What are the major weaknesses of the instructor?

Lectures felt unclear most of the time Didn't engage students in meaningful ways

he doesn't explain things very well and can't always make things make sense or properly answer questions

Listen to in-class questions more closely

Goes through the slides very fast, there's not enough time to copy down the material or even the main points.

Examples can sometimes be confusing.

Goes into too great of detail that can at times feel a little overwhelming but I understood the concepts.

Problems sometimes given in class were poorly made. This sometimes confused me on how to make models or figure out an answer to a question.

None.

I feel we could have gone over more of the calculations over the course. Also, I felt like we went over the powerpoints too quickly.

Leaving out material that appears on homework.

new to teaching, simply needs time

He genuinely wanted people to be interested in what we were learning, but most of us really only took it because we have to. I'm not sure if that's a weakness but it's something that he was wrong about.

Understanding what his questions is asking

None

Sometimes he does not convey an idea or concept that is easy to grasp. He is an inexperienced professor.

None.

Spent lots of class time on topics, examples and ideas that are easily explained in a shorter time.

Tests are odd but he discusses the rules.

Going through the math too fast.

Question: C. What aspects of this course were most beneficial to you?

Problem sets

nothing

Office hours

Having the problem sets connect with the exams.

The class period and the problem sets were both very helpful.

The unique tests it was different than what I was expecting. i kinda liked it gave me opportunities in case i didn't know the answer for a particular part.

Problem sets, in-class lectures

The problem sets assigned were very beneficial to ideas presented in the lectures and were relevant to the course and exams.

I do have a much better understanding of economics after this course.

The examples at the end of class

Not the textbook.

I mean the problem sets could be like an extra credit thing because they were mainly annoying and most students (esp. the engineering students) would just copy off each other, but they really were really good to study when a test was coming up.

Maths piece

Supply and Demand curves

Learning concepts that have changed the way I have seen in past or have never much thought.

Thinking about markets in a socially beneficial mindset.

I really enjoyed learning the concepts behind real world economics and think the professor did a great job explaining them.

Helped progress my degree

The conceptual ideas of how basic economics work.

Question: D. What do you suggest to improve this course?

Find better ways to lead students to the answers Remember the class demographic (i.e. most students had to take the course for a major outside of econ, so finding easier ways to explain concepts would be helpful) Show problems similar to the PS in class so students don't struggle so much

this class was far too complex for a 100 level class. there were things we went over that econ majors couldn't even explain because they had just started going over it in their 3 and 400 level class. dumb it down.

tutoring

More problems on the problem sets made up by Dr. Persaud and less from the textbook.

More time too take the test them or make the problems shorter. Also don't be afraid to mention the low hanging fruit in the test especially the first test of the semester.

Create the in-class problems before class rather than during class. This could save some class time and made give problem-solving methods more clarity.

make Algebra a pre-req.

Nothing.

Just slow down the powerpoints in class and also go over the calculations more in class. Maybe post a 20-minute power point on Moodle for the students to do before class and have the students do the assignments in class while they are able to ask you questions.

Cover the concepts more clearly that appear on the homework.

More lenient grading

I don't think it was a bad course, and it really can't be any more interesting just because of the subject matter. I would say maybe like more/some extra credit but if you do decent on the exams then it isn't a problem.

Working with my professor more

More office hours

I wish the homework was online so I didn't have to rely on office hours to receive help on a problem

He expected many of the students to already have some algebraic knowledge. A reasonable idea. However, I felt that some students were too shy to ask for the steps to solve some of the earlier math present in the subject.

I think that the amount of work present in the problem sets was too high. Too many problems and parts of problems stop being beneficial at some point.

Multiple choice is the biggest comfort that doesn't have a place in the classroom

Use more numbers and math to show how and why things work.

Question: Please type in the course and instructor that you are evaluating on this form. Example: MATH 101 Mary Smith

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ECON 102 ALEXANDER PERSAUD

ECON 102 Alexander Persaud

Principles of Microeconomics 102 Alexander Persaud

Econ 101 Alexander Persaud

ECON 102 Alexander Persaud

ECON 102 Alexander Persaud

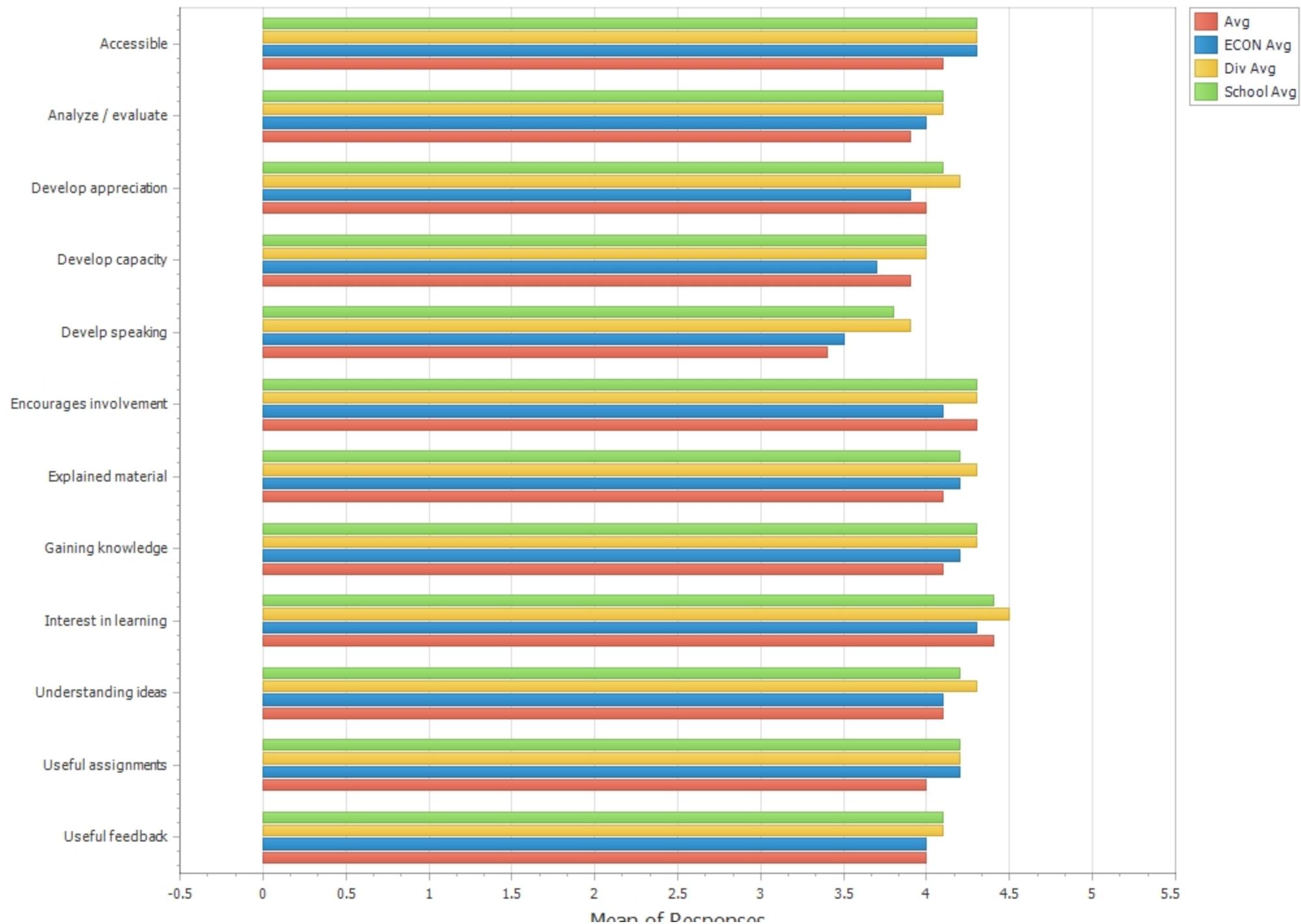
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Econ 102.005 Dr Persaud

ECON 102 Alexander Persaud



## Question Averages





# University of North Carolina Asheville

## Fall 2017, ECON 450 Seminar in Economics: Information Economics Section 1

Instructor: Persaud, Alexander (Primary)



	Question Text	N	My Avg	ECON Avg	ECON f17	Div Avg	Div f17	Sch Avg	Sch f17	None	Slight	Mod	Subst	Expt	N/A		
1	Gaining knowledge	8	4.5	4.2		4.3	4.3	4.3	4.4			13%	25%	63%			
2	Understanding ideas	8	4.2	4.1		4.3	4.4	4.2	4.5			13%	50%	38%			
3	Developing creative capacities	8	3.4	3.7		4.0	4.0	4.0	4.0			63%	13%	13%	13%		
4	Developing speaking/discussion skills	8	4	3.5		3.9	4.2	3.8	4.1			38%	25%	38%			
5	Learning to analyze and evaluate ideas, texts, and arguments	8	4.6	4.0		4.1	4.1	4.1	4.2			38%	63%				
										Hardly	Occas	Some	Freq	Always			
8	Explained the course material clearly	8	4.2	4.2		4.3	4.4	4.2	4.4			13%	50%	38%			
9	Created a classroom environment that encourages students to be actively involved	8	4.6	4.1		4.3	4.4	4.3	4.4			38%	63%				
10	Displayed an interest in student learning	8	4.8	4.3		4.5	4.7	4.4	4.6			25%	75%				
11	Was accessible outside of class	8	4	4.3		4.3	4.3	4.3	4.3		13%	13%	38%	38%			
12	Gave assignments that contributed to my understanding of the material	8	3.9	4.2		4.2	4.4	4.2	4.4		13%	25%	25%	38%			
13	Provided useful feedback on my performance	8	4.2	4.0		4.1	4.1	4.1	4.2			13%	50%	38%			
14	Helped me develop an appreciation for the subject	8	4.6	3.9		4.2	4.3	4.1	4.3			38%	63%				
15	Made me think	8	4.8	4.2		4.3	4.4	4.3	4.4			25%	75%				
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	What Time Of Day Are You Completing Evaluation?	8								13%		13%	50%	25%			

### Text Responses

Question: A. What are the major strengths of the instructor

Actively showed interest in student learning and created an environment where it was fun and helpful to get involved through examples. Was open to help students outside of class

Obviously knows the material thoroughly and will help when asked.

Has great examples and makes the class very interesting.

He explains material clearly and makes a lot of his grade participation based.

Created a fun and enjoyable classroom which made learning and group discussions very easy.

Passionate about the material, making material interesting

The instructor is a wealth of knowledge and has been blessed with the ability to share that knowledge in a way that students understand. He is easy to relate to and makes his students feel comfortable in class. UNCA is lucky to have gotten Dr. Persaud and I believe he will continue to be an excellent fit for the economics department at this institution.

Very knowledgeable and easy to talk to

Question: B. What are the major weaknesses of the instructor?

Office hours were at weird times and were not very long, wasn't very accessible, seemed to never be in office. Had unclear expectations. Problem sets contained a lot of information that was not gone over in class or was discussed briefly, seemed harsh to grade thoroughly due to nature of the problem set.

Sometimes the material is quite literally over the heads of the students

Very hard tests.

I think that this class relies a little too much on discussion and not enough on actual lecture.

Some students may have trouble following mathematical/higher level concepts, and these may need to be broken down/explained more.

Being a young instructor, Persaud has not learned yet how to guide discussions in a way that gets the information out of students that the professor wants while also maintaining a flow within the discussion. This creates discussions which are choppy and do not flow well which makes them prone to shutting down.

Sometimes hard to interpret questions on tests and problem sets. The questions are not necessarily correlated to the language we use in class.

Question: C. What aspects of this course were most beneficial to you?

He heightened students understanding through getting students involved in examples.

The ideas about information and the game theory

The in class discussions.

I thought the use of actual articles are very interesting and makes the course applicable to reality.

Discussing ideas as a class while the teacher lectures. I thought it was a great learning environment.

The information aspect of being able to learn about so many different economic core theories while understanding how they work in the real world.

Core theory and post-graduate information

Question: D. What do you suggest to improve this course?

Shorten exams so that they can be finished in time allowed. No one finished the exam which resulted in major stress through the whole class and made everyone uneasy.

an early section of the class spent on a number of examples - not simple ones - that really show the use of algebra as a means to understand the problem.

Move a bit slower and lecture a bit more.

A study guide, and more warning before tests.

Work on more problems in class that are similar to the problem sets and exams.

Discussion should be set to one day of class per week which gives students more time to prepare and makes them more prone to do the reading.

Prepare more for tests and problem sets. Have a more explanatory style to describe mathematical concepts that may not be common knowledge amongst the class. It is difficult to assume mathematical processes on a test or problem set if we do not talk about it in class

Question: Please type in the course and instructor that you are evaluating on this form. Example: MATH 101 Mary Smith

Econ 450 Alexander Persaud

ECON 450

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ECON 450 Alexander Persaud

Econ. 450 Dr. Alexander Persaud

ECON 450 Alexander Persaud

## Question Averages

