

Jeremy Garrison

Department of Economics | Colorado State University
1771 Campus Delivery, Clark C 311C, Fort Collins, Colorado 80523
jeremy-garrison.github.io | jeremy.garrison@colostate.edu | +1-918-313-4098

Teaching Effectiveness

I have served as a graduate teaching instructor for ECON 202 (Principles of Microeconomics) for the past five semesters and as a graduate teaching assistant for ECON 202 or ECON 204 (Principles of Macroeconomics) each semester for the three years before that. Over these past six years of teaching, I have consistently received positive feedback from students in course surveys as well as from peers and mentors in observations and evaluations. Below, I present survey data from the most recent semester, select comments from students and teaching observers, and every mentor and peer teaching evaluation I have received during my time at CSU.

1. General student feedback

1.1 Survey feedback from Fall 2025

| | Students | Impact | No impact |
|----------|----------|-----------|-----------|
| Lectures | 152 | 93% (141) | 7% (11) |

1.2 Student comments from course surveys

Jeremy was an amazing professor! It was clear he was a master of the subject and was really good at explaining economics! I liked the format of the in class activities. They kept me engaged and checked my understanding. Jeremy was good at coming up with creative in class activities

Jeremy is a great teacher, I highly recommend to take this course with him, I am thinking about changing my concentration to economy, he inspires students to do their best and support them through the process, he's very passionate about economy, and try his best to make sure that everyone understands and feels included in the discussions.

I am not an Econ major or business but I enjoyed this class. Topics are relevant to everyday life and support an understanding of how our world works. Jeremy is very passionate and it show in his teaching.

Thank you for a class that I really enjoyed. I only took this class because I had to, but I'm happy to say I learned a lot and I'm walking away with some very useful perspectives and information. If Construction Management doesn't work out I'd consider pursuing economics.

Very passionate about the topic. I didn't want to take this class but was mandatory and the instructor made it interesting.

He was always engaging the class and making sure that everyone knew what was going on.

I think Jeremy wants to see us succeed and shows it in class with the enthusiasm showed during the lectures.

The instructor was great and very helpful. Even though almost all of the content was confusing to me, he really took the time to understand my questions and explain them in various ways until I actually understood. He was very nice and I loved his energy. I would absolutely take his class again.

he did a wonderful job and is a great instructor and person. i enjoyed having him.

He is a great professor, knowledgeable, down to earth and I love how it's not just death by power points, the fact that he goes off and does his own thing on the overhead projector teaching and doing it in real time was pretty useful for me to see how to set up the problems from scratch and how to see how the graphs should look like.

awesome professor, i took AREC last year and this course was structured way better and i enjoyed learning the concepts

Amazing professor very passionate and easy to listen and find engaging

I love microeconomics with Jeremy! Such an interesting and well laid out class!

Very much enjoyed this class and gained a lot from it.

He was great! He made the lectures fun and understandable.

Professor Garrison is a great professor and cares that everyone is actually learning!

This instructor was cool. They were reasonable and nice to everyone. They kept me engaged and the information made sense. It made the class feel nice to be in class.

I think he is the best professor. I love the way he teaches in [in-class activities].

Mr. Garrison is a great professor. He is also very nice and respectful.

it's evident jeremy loves his work! it was great to be in his class

Jeremy is great at answering questions and helping people understand the content.

I thought he was very knowledgeable and kind and he made Econ an enjoyable class

I have enjoyed your class, and I have learned even more about economics than I did in high school. This class was one of my favorites. Thank you for a great semester.

I think he's a great instructor, the more interactive nature of the lectures and not just reading off the slides helps to better understand the material and stay engaged.

he did a great job trying to help all students and get them engaged

This has been a great class, and I found all of the material to be presented in a meaningful way that was easy to understand.

Great class, great professor. It felt challenging at first, but I found the flow quickly.

he is passionate about what he teaches and wants others to know more about it

he cares a lot about this class, and so he does a great job teaching.

I loved this class so much! Such an amazing professor!

He was great, and I enjoyed the way he does his lectures. There is a good amount of lecture and discussion.

Big Love for Jeremy.

2. Learning environment

2.1 Survey feedback from Fall 2025

| | Students | Strength | Not a strength |
|------------------------------|----------|-----------|----------------|
| <i>Inclusive environment</i> | 149 | 97% (145) | 3% (4) |

2.2 Student comments from course surveys

Jeremy is great. He makes a great learning environment and he is passionate about what he is teaching, I really liked this course!

Jeremy was great and understanding. Really elaborated on the discussion and facilitated a great learning space by incentivizing group work.

A very active instructor who had always intended to provide students with an environment that was informative and engaging.

[The learning environment] was good, very inclusive and conducive to my learning as a person with a disability.

The learning environment is great. Everyone in class is willing to learn and everyone helps each other if needed. The environment is a nice environment and nothing about it doesn't make me wanna learn.

My class environment feels safe and open to communication, and I am not scared to speak up/ ask questions.

The learning environment is supportive and the professor is good at teaching.

Professor Garrison create an inclusive and welcoming environment. He did not judge people for who they were but supported everyone for who they were and supported whatever they identified with. I felt comfortable coming to class and speaking up. The course was challenging, but with all of the support that was provided, I was able to do well.

He wants you to learn in a fun and great environment and he does a grate job on it

3. Communication and support from instructor

3.1 Survey feedback from Fall 2025

| | Students | Strength | Not a strength |
|---------------------------------|----------|-----------|----------------|
| <i>Support from instructor</i> | 149 | 93% (138) | 7% (11) |
| <i>Instructor communication</i> | 149 | 91% (136) | 9% (13) |

3.2 Student comments from course surveys

The instructor was very helpful. He goes over everything until everyone understands. Stops every now and then to ask if anyone is lost or has questions. He has office hours and always reachable. Great professor overall. Made a hard concept easy.

This instructor has been such a big help to me, I have been recently going through some physical barriers and he has never stopped helping me and being understanding no matter how many people are in his lecture.

Jeremy is an outstanding professor and is very helpful! I'm glad I took this class. I was very intimidated to come to college because I thought the professors would be mean, but Jeremy changed my mind.

The instructor does a great job of explaining concepts and assignments. He does a great job of presenting information and clearly explaining what's required for each assignment.

I really enjoyed Jeremy as an instructor, and he was very good at communicating and supporting his students.

Probably the fastest replies I have received from a teacher which is much appreciated.

Jeremy was a good professor and was good at communicating and explaining expectations.

I have really enjoyed this class this semester and have learned a lot! Professor garrison is very supportive and understanding!

Jeremy was great. Very informative, made himself accessible. I liked his style of teaching very much.

The timeliness of your responses in emails was always super helpful and you are super understanding and willing to help us when we make an error. You were always teaching us with timeliness and the lectures were always engaging.

4. Instructor's expectations

4.1 Survey feedback from Fall 2025

| | Students | Low | Reasonable | High | Very high |
|----------------------------------|----------|--------|------------|----------|-----------|
| <i>Instructor's expectations</i> | 147 | 1% (2) | 83% (124) | 14% (21) | 1% (1) |

4.2 Student comments from course surveys

Jeremy expects us to contribute during lecture and he liked it when we worked together with our peers on in-class activities. This was great though, because it helped me succeed in this course.

The instructor expected us to participate in class and have a good understanding of the topics each week. The instructor also expects us to be respectful and inclusive.

Prof. Garrison expected that we be present in class and encouraged group discussion. This often helped comprehension. He wanted us to come to class already had read the week's reading and learn what else he had to teach us.

He wants us to share our thoughts, whether they are just answers to questions, critiques, agreements, or our own questions. He wants the best for us and truly wants to see us succeed. Just turn stuff in! I really enjoyed being his student!

He was understanding but challenged us to do our best. He would engage students in class if he felt they were distracted, but in a responsible manner.

The instructors expectations were high because he expects us to be engaged and want to learn and he gives us opportunities to do that.

I think professor Garrison expected me to be engaged and to think about the deeper meaning of the material and the bigger picture.

Professor Garrison expected us to show up and try our best. He expected us to learn, pay attention, and to contribute to group activities. He was reasonable and offered a lot of help outside of class time.

5. Peer and mentor teaching evaluations

5.1 Select comments

Jeremy is an engaging lecturer and a very strong public speaker. He did a great job of having the students build out the model step by step instead of simply regurgitating the information from slides. Jeremy dealt with the constraints of the classroom (time, group work agreeability, etc.) creatively and effectively. He did multiple laps around the classroom to ensure everyone had a chance to ask him a question if they had one. I'd be thrilled to have Jeremy as my own Econ 202 instructor as he is highly skilled in presenting complex concepts in a straightforward and engaging manner. – Thomas Gifford, Fall 2025

Jeremy does a great job checking in with the room as he lectures, giving students plenty of space to ask questions along the way. I found that this was an effective way to minimize confusion and answer the most frequently asked questions in a group setting. Jeremy doesn't simply present the information, but has the class assist him in building out the lesson. – Thomas Gifford, Fall 2025

Very good job teaching today's session. The step-by-step walkthrough made the Power and Distribution model feel more manageable. The ICA groups were productively engaged, and the classroom climate was supportive. Your explanations and questions were intuitive and nudged students to think a bit deeper, and you responded with patience and positivity. – Jackie Young, Fall 2025

Overall, a well-planned, student-centered session. You've done a phenomenal job as a GTI guiding GTAs, delivering clear lectures, and supporting students. – Jackie Young, Fall 2025

Students were taking notes during class, especially when the instructor was using graphs to explain the topic. I think the in-class discussion is a better way to engage students in class which I might borrow from this class. – Arifa Shabnum, Fall 2024

In Fall 2021, he first served as a Graduate Teaching Assistant in ECON 202: Principles of Microeconomics. He quickly connected with the students and the course material, and he has been teaching Principles of Microeconomics ever since. Last semester, Jeremy served as the instructor for over 300 students in 2 sections of ECON 202, and this semester he eagerly requested the same, challenging assignment. – Prof. Anders Fremstad, Spring 2024

I observed Jeremy's teaching several times as a GTA in ECON 204 and ECON 202. He consistently impressed me with his ability to engage his students. Depending on the content he was teaching, he made use of a wide range of classroom technologies, including the white board, the doc cam, PowerPoint slides, and Desmos' graphing calculator. Jeremy also facilitated participation by nurturing a healthy classroom climate. He encouraged his students to respectfully challenge him and each other, and to avoid "self-segregating" into opposing camps. He effectively broke his students up into small groups to solve problems and share their solutions with the class. – Prof. Anders Fremstad, Spring 2024

Jeremy served as Jackie Young's GTA last spring when they experimented with a more interactive version of ECON 202. In each class, students completed and submitted an in-class activity, giving them hands-on experience and encouraging them to attend class. Between Jackie's short lectures, students broke up into their regular groups of 3-5 students to complete a section of that day's worksheet. Over the course of the 50-minute class, Jackie and Jeremy checked in on every single group, providing their students with an impressive amount of personalized feedback. Those recurring interactions with group members and brief interactions with the professor also helped build a strong classroom community. – Prof. Anders Fremstad, Spring 2024

Jeremy has been an Outstanding Graduate Teacher for the Economics Department for the last 4 years, first as a GTA and now as a GTI. He loves teaching and is devoted to his students. He has invested serious time into making his courses engaging and participatory. – Prof. Anders Fremstad, Spring 2024

Jeremy's eye contact with students is great, especially given the size of the classroom. Rephrasing your students' response after he asks questions is a good way to get students to talk and reaffirm that they were heard, and their response was validated/ appreciated. – Jackie Young, Fall 2023

I commend your approach in guiding students towards the correct answer without explicitly stating "you are wrong" when their responses are insufficient. Encouraging participation, even when answers might be incorrect, is crucial for fostering a positive learning environment. – Jackie Young, Fall 2023

Jeremy primarily uses the PowerPoint slides but can switch over to different modality such as DocCam when he finds it to be more effective to teach in such way. – Jackie Young, Fall 2023

I felt that the class seemed incredibly engaging, especially given the class size and the structure during both observations. – Jackie Young, Fall 2023

Excellent performance throughout the term: strong classroom presence, clear explanations, effective teaching, and a supportive teammate. You work well with students, provide very timely and constructive feedback, and keep grading turnarounds within stated timelines. Consistently reliable, collaborative, and fully aligned with course objectives. – Jackie Young, Spring 2023

Great use of activity, slides, and doccam! It was a tricky module to get across to the students and you made it clear and fun. You also got questions that you handled well within the scope of the course which is quite limited. – Bhavya Sinha, Fall 2022

5.2 Complete record of full-length observation and evaluation forms

I include here copies of the forms from every peer and mentor observation and evaluation I have received in reverse order (most recent first). Note that I have not been observed or evaluated every semester.

Fall 2025: GTI for ECON 202: Principles of Microeconomics



GTI EVALUATION FORM Department of Economics

Respond on the following criteria :

E = Exceptional ; S = Satisfied ; N = Needs Improvement ; N/A = Not applicable

Date: 10/1/2025

GTI: Jeremy Garrison

GTI Mentor: Jackie Young

I. In the Classroom

- | | | |
|----------|------------|----------------------------------------------------------------------|
| <u>E</u> | <u>1.</u> | The GTI appears organized and prepared. |
| <u>E</u> | <u>2.</u> | The GTI speaks clearly and can be understood by students. |
| <u>E</u> | <u>3.</u> | The GTI addresses the class rather than the board. |
| <u>E</u> | <u>4.</u> | The GTI explains material accurately and completely. |
| <u>E</u> | <u>5.</u> | The GTI encourages students to ask questions. |
| <u>E</u> | <u>6.</u> | The GTI responds effectively to student questions. |
| <u>E</u> | <u>7.</u> | The GTI fosters a positive and respectful classroom environment. |
| <u>E</u> | <u>8.</u> | The GTI carries out their assignments as expected by the instructor. |
| <u>E</u> | <u>9.</u> | The GTI can explain material in an intuitive manner. |
| <u>E</u> | <u>10.</u> | The GTI understands and teaches according to the course objectives. |
| <u>E</u> | <u>11.</u> | The GTI is able to manage the class. |

II. Outside the Classroom

- | | | |
|------------|-----------|-----------------------------------------------------------------------------|
| <u>E</u> | <u>1.</u> | The GTI carries out their responsibilities in a timely and complete manner. |
| <u>E</u> | <u>2.</u> | The GTI prepares lecture materials thoroughly and ahead of time. |
| <u>E</u> | <u>3.</u> | The GTI receives and applies feedback constructively. |
| <u>E</u> | <u>4.</u> | The GTI keeps office hours as posted. |
| <u>E</u> | <u>5.</u> | The GTI communicates with students effectively and in a timely manner. |
| <u>N/A</u> | <u>6.</u> | The GTI grades fairly and consistently. |
| <u>E</u> | <u>7.</u> | The GTI provides a clear rubric to the GTAs (if applicable). |
| <u>E</u> | <u>8.</u> | The GTI communicates effectively with GTAs (if applicable). |
| <u>E</u> | <u>9.</u> | The GTI works with GTAs in a professional manner (if applicable). |

III. Overall Assessment

- | | | |
|----------|-----------|---------------------------------------------------------------------|
| <u>E</u> | <u>1.</u> | The GTI relates well to students. |
| <u>E</u> | <u>2.</u> | The GTI explores different teaching strategies to improve teaching. |

IV. Improvement Suggestions

Working with first-year GTAs can be challenging, and I appreciate your patience and kindness with them. They naturally require more communication and feedback, and you've set a supportive tone. Please continue encouraging them, and guide your GTAs to circulate during ICAs so they engage more actively with students throughout the room.

V. Comments from the Graduate Teaching Mentor

Very good job teaching today's session. From the beginning, you set a calm, supportive tone by talking through exam results and reminding students that their grades aren't set, which I think helps lower stress and keep the class focused. Your mix of DocCam and slides worked well. The step-by-step walkthrough made the Power and Distribution model feel more manageable. The ICA groups were productively engaged, and the classroom climate was supportive. Your explanations and questions were intuitive and nudged students to think a bit deeper, and you responded with patience and positivity. One small logistics note: if this room has a microphone, using it would help your explanations carry to the back (it is a very large lecture hall). Overall, a well-planned, student-centered class. Overall, this was a well-planned, student-centered session. You've done a phenomenal job as a GTI guiding GTAs, delivering clear lectures, and supporting students.



Section 2: Peer Observation

To be filled out by the Observer

Beginning of Class/Module

Describe how the instructor **begins** the class session/module. Does the instructor follow-up from a previous class or homework? Does it appear that they are using a specific feedback or assessment strategy? Please describe.

Jeremy begins his class with a brief recap of the discussion from the previous lecture, and then quickly jumping into an in-class activity to dust off the synapses and get them engaged with the day's material. This week is the Angela-Bruno model, so the class begun with a discussion and ICA covering the concept of an allocation and an activity that helps them dissect the graph of this week's model. Throughout the class he works with both slides and the document cam to build out the week's model and answer questions as they arise.

Teaching the Class

1. Describe and comment on ways throughout the class session/module in which the instructor checks for student understanding.

The ICAs are a great way to check in with students in a large lecture hall. It was clear from the back of the classroom that some students had a firm understanding and others were completely lost when class begun, but once the ICA was on the board, most students seemed to engage with one another and help each other out in understanding the material. Jeremy and his teaching team walk around the classroom during the ICAs and can handle several questions from individuals while the students also help each other.

2. Describe how the instructor responds to/addressess an instance of student question, confusion and/or feedback (if applicable).

Jeremy does a great job checking in with the room as he lectures, giving students plenty of space to ask questions along the way. I found that this was an effective way to minimize confusion and answer the most frequently asked questions in a group setting. Jeremy doesn't simply present the information, but has the class assist him in building out the lesson and while some students avoided eye-contact, it paced the lesson in a way that was conducive for the large lecture hall.

3. Describe the teaching techniques that are similar or different from your own and the effectiveness of such techniques.

Jeremy and I both use in-class-activities to break up the lectures and to get the students to engage directly with the material for the week. This give him the opportunities to walk around the classroom and answer questions from people in the front of the class as well as people who are perhaps a little more reticent to ask questions in a large group setting in the back.

One thing that is different from my approach is Jeremy's use of the document camera. I think he did a great job drawing graphs on the fly and that by drawing the graphs one component at a time, it allowed for a clear explanation of a relatively complicated/convoluted model. It made me rethink about how I might incorporate the document cam into my own lectures.

4. Do you have any TILT courses you would like to recommend to the instructor (from the courses/seminars you have taken)?

Can't say I do.

5. Comment on the instructor's specific goals/concerns (that were specified in the pre-observation form) you observed in class.

Getting engagement from a large class in an intro course can be incredibly difficult, and Jeremy puts a lot of effort into making the class as interactive as possible given the time and classroom constraints. He is constantly asking students to help him build out the model during lecture and then use ICAs to hammer home those concepts.

One small improvement I would suggest is the way Jeremy ask questions occasionally. Most of the time, he can get good answers from the students, but sometimes you would end sentences with a question and it would lead to a prolonged silence (e.g. this line is showing us.... ____"). I find the 'complete the sentence' structure of posing questions usually ends in more blank stares than a more open ended framing of the question (e.g. what is this line showing us?). Not a major note, only happened a couple of times. But its something I notice myself doing from time to time as well.

6. Please comment on the overall experience of the observation and clarify any points above if needed.

Jeremy is an engaging lecturer and a very strong public speaker. He did a great job of having the students build out the model step by step instead of simply regurgitating the information from slides. Jeremy dealt with the constraints of the classroom (time, group work agreeability, etc.) creatively and effectively. He did multiple laps around the classroom to ensure everyone had a chance to ask him a question if they had one. I'd be thrilled to have Jeremy as my own Econ 202 instructor as he is highly skilled in presenting complex concepts in a straightforward and engaging manner.

Fall 2024: GTI for ECON 202: Principles of Microeconomics



Section 2: Peer Observation

To be filled out by the Observer

Beginning of Class/Module

Describe how the instructor **begins** the class session/module. Does the instructor follow-up from a previous class or homework? Does it appear that they are using a specific feedback or assessment strategy? Please describe.

Before the class, the teacher asked the students if they had any questions that they wanted to discuss. Then, started the class with some announcements about the exam and assignments.

Teaching the Class

1. Describe and comment on ways throughout the class session/module in which the instructor checks for student understanding.

The instructor asked questions after explaining the topic to check for students' understanding.

2. Describe how the instructor responds to/addressess an instance of student question, confusion and/or feedback (if applicable).

The instructor's response to questions asked by the student was clear.

3. Describe the teaching techniques that are similar or different from your own and the effectiveness of such techniques.

The use of doc cam to explain graphs is what I don't use in my class, and I think it is a more efficient way of explaining graphs.

There was an in-class group activity that encouraged the students to discuss the questions/topics with their peers. This was a very engaging activity.

I use iclicker questions in class to check for students' understanding and occasionally have discussion-type questions, this technique would be a good addition to my class.

4. Do you have any TILT courses you would like to recommend to the instructor (from the courses/seminars you have taken)?

No

5. Comment on the instructor's specific goals/concerns (that were specified in the pre-observation form) you observed in class.

I think the in-class group activity was a good way to engage students in class.

6. Please comment on the overall experience of the observation and clarify any points above if needed.

It was a good experience observing another instructor's teaching style. Students were taking notes during class, especially when the instructor was using graphs to explain the topic. I think the in-class discussion is a better way to engage students in class which I might borrow from this class.

Fall 2023: GTI for ECON 202: Principles of Microeconomics



Section 2: Mentor Observation

To be filled out by Graduate Teaching Mentor

Beginning of Class/Module

Describe how the instructor **begins** the class session/module. Does the instructor follow-up from a previous class or homework? Does it appear that they are using a specific feedback or assessment strategy? Please describe.

Jeremy starts the class off by making announcements to the class regarding upcoming exam, review session, and tutor center. Good job on clarifying housekeeping before class starts and capturing their attention on you and shifting their focus to Econ 202. The lecture started with the grazing game, which is standard with Core 202, and I think it is a good way to start the class with a game or a fun activity like this.

The second observation also started off great – some announcements and housekeeping. I think it was fantastic how you started a lecture with a question that a lot of students participated in.

Teaching the Class

1. Describe and comment on ways throughout the class session/module in which the instructor checks for student understanding.

Jeremy's eye contact with students is great, especially given the size of the classroom. Rephrasing your students' response after he asks questions is a good way to get students to talk and reaffirm that they were heard, and their response was validated/ appreciated.

2. Describe how the instructor responds to/address an instance of student question, confusion and/or feedback (if applicable).

I appreciated observing the various setups for In-Class Activities. These activities serve as a platform to gauge students' understanding and address questions, they might be hesitant to raise in the larger lecture setting.

I commend your approach in guiding students towards the correct answer without explicitly stating "you are wrong" when their responses are insufficient. Encouraging participation, even when answers might be incorrect, is crucial for fostering a positive learning environment.

3. Describe the teaching techniques and the effectiveness of such techniques.

Jeremy primarily uses the PowerPoint slides but can switch over to different modality such as DocCam when he finds it to be more effective to teach in such way.

A great comparison of elasticity to a rubber band! I would like to use this in my class as well.

4. Comment on the instructor's specific goals/concerns (that were specified in the pre-observation form) you observed in class.

You were concerned about conducting ICAs in such a large lecture setting and I am fully aware that the size of the class and the setup of the classroom could be challenging. But you did a great job incorporating ICAs in your class despite those obstacles. Students seem to be active in their discussion and it looks like you have the system down with having GTAs walk around and answer questions and offer help throughout the big classroom. Students seem engaging in the ICAs although I wish you were able to allocate more time to it. Encourage your GTAs and LA to connect with students and ask students questions even when the students are working on ICAs but not asking questions. Students often respond better to teacher's initiatives when they are unsure about where are lost on.

5. Please comment on the overall experience of the observation and clarify any points above if needed.

I felt that the class seemed incredibly engaging, especially given the class size and the structure during both observations. Thank you so much for trying out ICAs in your classrooms despite some of challenges you are facing in terms of size, structure, and support system.

Spring 2023: GTA for ECON 202: Principles of Microeconomics

GTA EVALUATION FORM
Department of Economics

Respond on the following criteria :

E = Exceptional ; S = Satisfied ; N = Needs Improvement ; N/A = Not applicable

Date: 5/9/2023
Instructor: Jackie Young
GTA: Jeremy Garrison

I. In the Classroom

- | | | |
|----------|-----|-----------------------------------------------------------------------|
| <u>E</u> | 1. | The GTA appears to be organized and prepared. |
| <u>E</u> | 2. | The GTA speaks clearly and can be understood by the students. |
| <u>E</u> | 3. | The GTA speaks to the class, not the blackboard. |
| <u>E</u> | 4. | The GTA explains the material accurately and completely. |
| <u>E</u> | 5. | The GTA encourages the students to ask questions. |
| <u>E</u> | 6. | The GTA is responsive to student questions. |
| <u>E</u> | 7. | The GTA fosters a positive and respectful classroom environment. |
| <u>E</u> | 8. | The GTA carries out his/her assignment as expected by the instructor. |
| <u>E</u> | 9. | The GTA can explain the material in an intuitive fashion. |
| <u>E</u> | 10. | The GTA is supportive of the instructor and the course objectives. |
| <u>E</u> | 11. | The GTA is able to control the class. |

II. Outside the Classroom

- | | | |
|----------|----|-----------------------------------------------------------------------------------|
| <u>E</u> | 1. | The GTA carries out his/her responsibilities in a timely and complete fashion. |
| <u>E</u> | 2. | The GTA attends all lectures. |
| <u>E</u> | 3. | The GTA attends all meetings with the instructor and participates constructively. |
| <u>E</u> | 4. | The GTA keeps office hours as posted. |
| <u>E</u> | 5. | The GTA grades fairly and consistently. |
| <u>E</u> | 6. | The GTA follows instructions when grading. |
| <u>E</u> | 7. | The GTA alerts the instructor to any problems which come to his/her attention. |
| <u>E</u> | 8. | The GTA is able to write useful exam questions. |

III. Overall Assessment

- | | | |
|----------|----|------------------------------------------------------------------|
| <u>E</u> | 1. | The GTA relates well to the students. |
| <u>E</u> | 2. | The GTA relates well to the instructor. |
| <u>E</u> | 3. | The GTA is ready to move on to the next level of responsibility. |

IV. Improvement Suggestions (please provide your feedback on possible improvement on areas with "N" scale.)

N/A

V. Comments from the course Instructor

Excellent performance throughout the term: strong classroom presence, clear explanations, effective teaching, and a supportive teammate. You work well with students, provide very timely and constructive feedback, and keep grading turnarounds within stated timelines. Consistently reliable, collaborative, and fully aligned with course objectives. Thank you for partnering on our first flipped-classroom trial with the In-Class Activities. Your role as a GTA, helping me prepare materials and facilitate the in-class work, was a major part of the success, and I hope you'll build on this experience and further develop the flipped model in your future course.

VI. Comments from the Graduate Teaching Mentor

See above comments as the course instructor. Jeremy consistently demonstrates GTI-level readiness and I fully endorse him to teach his own course.

VII. Signatures (after GTA and instructor have discussed evaluation)

Instructor: _____
Jackie Young

date:

To be filled out by **Graduate Teaching Mentor/ Instructor**

1. Comments on Introduction:

I liked how you pulled up the textbook unit review and gave them autonomy to ask you about the different concepts – I think this allows them to think about those concepts on their own.

I would love to learn about how you are taking your attendance. It looked like you were using iclicker, how does it work?

2. Comments on Engagement of the class:

It looks like you have about 6 out of 12 students actively engaging in answering/asking questions for 4pm class and 4 students out of 7 for 5pm class. This is great! What else can we do to encourage more students to participate? I understand that this class was unusual given that I threw some slides at you to cover – sorry, and thank you! During your “usual” class, do you have them work/study on their own (or in groups)? Given that you have 7 students in the class, you could easily have them work in small groups and still give them plenty of help and guidance. I would like to encourage you to take advantage of small class size by having them work on things and providing a more “hands-on” help.

3. Comments on Teaching Method:

While I think your teaching method of walking them through the homework together is great, I think it is so important for them to try the homework on their own. It would be ideal if they all came prepared, but we know this doesn't happen. One suggestion I would have for you is to try “small group” work – having them work on the homework in 3-4 people group and you can go around and help/encourage them to digest the material.

4. Additional Comments:

Thank you for making the announcement about the midterm and the essay!

Vocabulary – there are times that your economist vocabulary slip (be careful of this especially for our ESL folks).

What I found really interesting is that those students who do not necessarily speak up in the lecture are really participative whereas the students who tend to talk during the lecture do not talk as much. Why do you think this is?

I noticed that you introduce Pareto criterion to talk about Pareto efficiency (and improvement). I would like to chat with you about this for our future direction for Econ 202 with CORE. (We currently “omit” Pareto criterion in the lecture.) Do you find that it is necessary and useful to add this discussion in the lecture? We may have to cut out some things to fit this in but I would like your opinion on this.

Fall 2022: GTA for ECON 202: Principles of Microeconomics



To be filled out by **Graduate Teaching Mentor/ Instructor**

1. Comments on Introduction:

Great variation of the game to warm them up! It got them talking and thinking. I wish I could see the outcomes of the game!

2. Comments on Engagement of the class:

You had them engaged with the game from the get-go! It might also be interesting to check and relate their discussion posts to their recitation activity. You're also great at checking in for comments and questions.

3. Comments on Teaching Method:

Great use of activity, slides, and doccam! It was a tricky module to get across to the students and you made it clear and fun. You also got questions that you handled well within the scope of the course which is quite limited.

A general suggestion would be to survey the students after our first exam on whether they'd like to continue as is or whether they'd like to weight HW/review/discussion more.

4. Additional Comments:

Your teaching almost made me miss teaching recitation myself!

Spring 2022: GTA for ECON 202: Principles of Microeconomics

GTA EVALUATION FORM Department of Economics

Respond on a 1-5 scale, with 1 = strongly disagree and 5 = strongly agree; NA = not applicable

Date: 4/6/2022
Instructor: Anders Fremstad
GTA: Jeremy Garrison

I. In the Classroom

- | | | |
|----------|-----|-----------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA appears to be organized and prepared. |
| <u>5</u> | 2. | The GTA speaks clearly and can be understood by the students. |
| <u>5</u> | 3. | The GTA speaks to the class, not the blackboard. |
| <u>5</u> | 4. | The GTA explains the material accurately and completely. |
| <u>5</u> | 5. | The GTA encourages the students to ask questions. |
| <u>5</u> | 6. | The GTA is responsive to student questions. |
| <u>5</u> | 7. | The GTA fosters a positive and respectful classroom environment. |
| <u>5</u> | 8. | The GTA carries out his/her assignment as expected by the instructor. |
| <u>5</u> | 9. | The GTA can explain the material in an intuitive fashion. |
| <u>5</u> | 10. | The GTA is supportive of the instructor and the course objectives. |
| <u>5</u> | 11. | The GTA is able to control the class. |

II. Outside the Classroom

- | | | |
|----------|----|-----------------------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA carries out his/her responsibilities in a timely and complete fashion. |
| <u>4</u> | 2. | The GTA attends all lectures. |
| <u>5</u> | 3. | The GTA attends all meetings with the instructor and participates constructively. |
| <u>5</u> | 4. | The GTA keeps office hours as posted. |
| <u>5</u> | 5. | The GTA grades fairly and consistently. |
| <u>5</u> | 6. | The GTA follows instructions when grading. |
| <u>5</u> | 7. | The GTA alerts the instructor to any problems which come to his/her attention. |
| <u>4</u> | 8. | The GTA is able to write useful exam questions. |

III. Overall Assessment

- | | | |
|----------|----|------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA relates well to the students. |
| <u>5</u> | 2. | The GTA relates well to the instructor. |
| <u>5</u> | 3. | The GTA is ready to move on to the next level of responsibility. |

IV. Comments (please provide written comments below or in a memo)

I had the pleasure of observing your recitation section early this semester. You offer your students a lot in recitation. You naturally engage a number of students in your presentation

of the material. I appreciate your suggestion for students to disagree with one another rather than “self-segregate” into their camps. I also like how you review the key definitions using the projector to show them those terms in the book and, hopefully, empower them to do the same on their own.

I’ve never used Desmos before, but it looks like it could be useful to incorporate into our teaching. It is a nice way to graph the Malthusian trap (perhaps you could add the “subsistence” needs graphically.) It might also be helpful for students to graph supply and demand in HW3.1 and MPC and MSC in HW3.3. Let me know if you find it is a good complement to drawing it by hand.

I generally encourage GTAs to facilitate discussion at the beginning of class, because I’ve observed students resist it at the end of class (presumably because they want to leave). That said, your break-out groups seem to work very well, perhaps because you give them a clear instruction that you want to hear from each group afterwards.

It's been great working with you this semester, and I wish you a safe, happy, restful summer.

V. Signatures (after GTA and instructor have discussed evaluation)

Instructor: Anders Fremstad

date: 4/6/2022

GTA: Jeremy Harrison

date: 4/6/2022

5.2.1 Spring 2021: GTA for ECON 204: Principles of Macroeconomics

GTA EVALUATION FORM Department of Economics

Respond on a 1-5 scale, with 1 = strongly disagree and 5 = strongly agree; NA = not applicable

Date: 2/26/2021
Instructor: Nina Poerbenegoro
GTA: Jeremy Garrison

I. In the Classroom

- | | | |
|----------|-----|-----------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA appears to be organized and prepared. |
| <u>5</u> | 2. | The GTA speaks clearly and can be understood by the students. |
| <u>4</u> | 3. | The GTA speaks to the class, not the blackboard. |
| <u>4</u> | 4. | The GTA explains the material accurately and completely. |
| <u>5</u> | 5. | The GTA encourages the students to ask questions. |
| <u>5</u> | 6. | The GTA is responsive to student questions. |
| <u>5</u> | 7. | The GTA fosters a positive and respectful classroom environment. |
| <u>5</u> | 8. | The GTA carries out his/her assignment as expected by the instructor. |
| <u>4</u> | 9. | The GTA can explain the material in an intuitive fashion. |
| <u>5</u> | 10. | The GTA is supportive of the instructor and the course objectives. |
| <u>5</u> | 11. | The GTA is able to control the class. |

II. Outside the Classroom

- | | | |
|----------|----|-----------------------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA carries out his/her responsibilities in a timely and complete fashion. |
| <u>5</u> | 2. | The GTA attends all lectures. |
| <u>5</u> | 3. | The GTA attends all meetings with the instructor and participates constructively. |
| <u>5</u> | 4. | The GTA keeps office hours as posted. |
| <u>5</u> | 5. | The GTA grades fairly and consistently. |
| <u>5</u> | 6. | The GTA follows instructions when grading. |
| <u>5</u> | 7. | The GTA alerts the instructor to any problems which come to his/her attention. |
| <u>5</u> | 8. | The GTA is able to write useful exam questions. |

III. Overall Assessment

- | | | |
|----------|----|------------------------------------------------------------------|
| <u>5</u> | 1. | The GTA relates well to the students. |
| <u>5</u> | 2. | The GTA relates well to the instructor. |
| <u>5</u> | 3. | The GTA is ready to move on to the next level of responsibility. |

IV. Comments (please provide written comments below or in a memo)

Nice job teaching about consumption smoothing this week. I think the doc cam worked well, and I'd encourage you to make use of it when it makes sense. You're welcome to switch between the board, doc cam, slides, and laptop projections as needed. Today it might have been useful to take a step back and reflect on why consumption smoothing matters for understanding the macroeconomy. I think Figure 13.19 provides a nice visualization of how business cycles are driven much more by volatile investment than smooth consumption.

Attendance today was low. That may simply reflect the fact they just took their first exam, but if it continues to be an issue, I would recommend that you raise it with your GTI and fellow GTAs to coordinate a solution.

V. Signatures (after GTA and instructor have discussed evaluation)

Instructor: 

date: 4/20/2021

Coordinator: Anders Fremstad

date: 2/26/2021

GTA: Jeremy Garrison

date: 4/20/21