

TEACHING PORTFOLIO

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Kansas State University

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1. TEACHING PHILOSOPHY

My teaching philosophy is shaped by diverse experiences, from tutoring assignments at Washington State University's Department of Economics in Pullman to leading formal courses at Kansas State University. Recognizing the varied academic skills, learning needs, backgrounds, and interests students bring to the university environment, I am committed to fostering skill development and active learning opportunities.

Firstly, I prioritize offering skill development opportunities tailored to each student's level. Working with real-world data enhances understanding of economic concepts and hones data management skills. Additionally, I encourage collaborative case studies, where students are assigned to groups to explore economic topics and present findings. This exercise nurtures public speaking skills and deepens comprehension of economic principles.

Secondly, I incorporate active learning methods to bridge the gap between theory and application. I have observed that students often need help to apply theoretical knowledge to empirical questions, leading to frustration during assignments. To address this, I organize practice sessions after each chapter's lecture. These exercises align with topics covered in class, enhancing familiarity with course content and assignment performance. Real-world videos complement learning, linking economic models to practical examples.

Prioritizing universal learning design, I create adaptable learning environments catering to diverse student preferences. Recognizing that note-taking styles vary, I accommodate printed lecture slides and handwritten notes. Student feedback guides these adjustments, allowing me to strike a balance that supports effective learning. By engaging in brief post-class discussions, I continuously gather insights and evaluations to refine my teaching approach.

Moreover, I acknowledge the diverse backgrounds of my students, leading to varying paces of progress within the class. Every student possesses the capability to grasp the course material; they require different amounts of time. Given the constrained duration of each semester, students need to demonstrate their commitment to learning. Recognizing and celebrating their diligence holds significance. This approach alleviates potential frustration among students, encouraging their continued pursuit of economics courses in the future. It's imperative not to set limitations on students but instead provide them with a sense of accomplishment following their dedicated efforts. This, too, is a fundamental aspect of my role as an educator.

Ultimately, my pedagogical strategies aim to equip students with a solid understanding of economic concepts, empowering them to evaluate complex economic issues and thrive in their professional endeavors.

2. TEACHING EXPERIENCES

As an instructor at Kansas State University, I have taught six courses during the periods from Fall 2019 to Spring 2022. These courses encompassed both face-to-face and online formats, catering to varying class sizes ranging from 5 to 166 students.

2.1 TEACHING HISTORY

Currently was assigned to teach *graduate level course* ECON 681 International Trade

- Spring 2023: Principles of Microeconomics, 11 students
- Fall 2022: Principles of Macroeconomics, 22 students
- Spring2022: Intermediate Macroeconomics, 24 students
- Fall2021: Principles of Macroeconomics, 166 students
- Spring2021: Intermediate Macroeconomics, 42 students
- Fall2020: Principles of Macroeconomics, 76 students
- Spring 2020: Principles of Microeconomics, 27 students
- Fall2019: Intermediate Microeconomics, 5 students

2.2 TEACHING ASSISTANTSHIP

- Economic Applications of Game Theory and Strategic Behavior (Fall 2018)
- Comparative Economic Systems (Fall 2018)
- Principle of Macroeconomics (Fall 2018, Spring 2019)
- Intermediate Macroeconomics (Spring 2019)
- Intermediate Microeconomics (Spring 2019)

Economics Department tutoring (Fall 2018, Spring 2019)

Kansas State University, Economics Department (Manhattan, KS)

- Conducted tutorials twice a week for ECON 110, ECON 120, ECON 510, ECON 520.

2.3 WORKSHOPS/OTHER EXPERIENCES

- Preparing for the First Day and Syllabus Workshop (Fall 2022)
- Faculty Orientation meeting. This Primer session is an essential meeting for teaching within K-State First. (Fall 2022)
- Give lectures to international students regarding school and academic life, English Language Program, Kansas State university, Manhattan, KS (Spring 2019)

3. EVIDENCE OF EFFECTIVENESS TEACHING

3.1 TEACHING EVALUATIONS

	ECON 120 Spring 2023	ECON 110 Fall 2022	ECON 510 Spring 2022	ECON 110 Fall 2021	ECON 510 Spring 2021	ECON 110 Fall 2020	ECON 120 Spring 2020	ECON 520 Fall 2019
Overall effectiveness								
Overall effectiveness as a teacher	4.3	2.9	4.2	3.9	4	4	3.6	4.5
Increased desire to learn about the subject	4.3	2.9	4.5	3.2	3.8	3.9	2.9	3.5
Amount learned in the course	3.5	3.3	3.8	3.5	3.8	4	3.4	4.5
Establishing a Learning Climate								
Made the course goals and objectives clear	4.3	3.4	4.5	4.4	3.8	4.3	3.8	4.5
Well prepared for class	4.5	4.1	4.3	4.4	4	4.3	3.9	5
Interest in helping students learn	4	3.7	4.7	3.8	4	4.1	4.8	4.5
Willingness to help outside of class	4.8	3.9	4.2	4	4	4.2	4.6	4.5
Facilitating Student Learning								
Explained the subject clearly	4	3.1	4.2	3.4	3.8	4	3	4
Stimulated thinking about the subject	4.3	3.9	4.2	3.6	3.8	4	3.3	4.5
Made helpful comments on student work	4.5	3.2	4	3.2	4.2	3.7	3.4	4.5
Grading procedures fair and equitable	4.8	4.3	4.7	4.5	4.2	4.3	4.6	4.5
Realised when students did not understand	4.3	3.4	4.2	3.5	4	3.9	3	4.5
Number of students	11	22	24	166	42	76	27	5

Notes:

1. The scale is from 1 to 5 with 5 being the highest. Some ratings are adjusted for individual and cohort attributes.
2. ECON510 (Spring 2021) is a distance (online) class.
3. The courses are defined as follows: ECON 510: Intermediate Macroeconomics, ECON520: Intermediate Microeconomics, ECON 110: Principles of Macroeconomics, ECON 120: Principles of Microeconomics
4. Complete copies of my TEVALS are attached in the appendix.

3.2 SAMPLE STUDENTS COMMENTS

Spring 2022 (Intermediate Macroeconomics):

- Very good!
- Loved her she was the best!
- I am extremely thankful for how Ailun Li conducted this class. With her posting content online, and not making attendance to class completely required outside of test days, I was able to work through this class at my own pace. What was made out to be a hard class by others, she reassured all of us on the first day that she would be understanding of what content we just couldn't understand. It is a hard class, and she understood that. She helped us. She has a kindness that other professors don't have, and I am extremely thankful for that.

Fall 2021(Principles of Macroeconomics):

- Ailun is an amazing professor who gave as many resources as possible available to pass the course. although at times she was difficult to understand, she made sure we could still learn. she is literally so sweet its crazy
- Ailun was very straightforward in the class and even threw some comedy in the mix so I was very engaged throughout the semester.
- Ailun worked very hard to help my class understand. There were times I didn't completely understand, but she tried very hard to help me understand.
- She's a great competent instructor

Spring2021 (Intermediate Macroeconomics (online course))

- After struggling with this course a few times in the past due to other circumstances in my life, this session was extremely helpful for me. Instructor Li was always on-time and willing to help with anything I was unsure about throughout the whole course. Although towards the end, many students were simply not showing up to many of the Zoom meetings, opting for the optional recording instead I assume, Instructor Li always provided assistance and worked through the problems with me in a way that was easy to understand. She was an excellent instructor and I was able to comprehend the information in this course more than I have in the past.

Fall2020 (Principles of Macroeconomics)

- She is great! Love the class so far. It is giving me a great basis for my future econ classes
- It is very hard to teach in an online environment. I think Professor Li did a good job with the circumstances. It is hard to engage students in a virtual assignment. I think the class was very reasonable. Nothing has been too hard, and all the topics were covered in class. I like the course. Online is just very difficult for both sides.

Spring2023 (Principles of Microeconomics)

- Ailun was a very respectful teacher who showed she cared about her students. Always making sure everyone understood a topic before we moved on

4. SAMPLE COURSE MATERIALS

4.1 SAMPLE SYLLABUS

Kansas State University

Department of Economics

Intermediate Macroeconomics

ECON 510 SPRING 2022

<u>Class Information:</u>	<u>Instructor Information:</u>
<u>Name/Number:</u> Econ 510 D	<u>Name:</u> Ailun Li
<u>Meeting Times:</u> TU 11:30 a.m.– 12:45 p.m.	<u>Office:</u> Waters 244
<u>Classroom:</u> Calvin Hall 116	<u>Office Hours:</u> TU 10:20 a.m. – 11:20 a.m.
	<u>Email:</u> ailun@ksu.edu

Learning Outcomes for this Course

By the time you finish this course, you should be able to:

- Measure and interpret important macroeconomic variables such as GDP, the CPI, and those related to employment and unemployment
- Distinguish between the short run and the long run and apply these concepts to policy, growth, employment, and so forth
- Work with and understand various macroeconomic models, and use those models to explain past behavior and predict future behavior
- Measure and interpret key variables related to the money supply and use them to assess policy
- Explain the most important factors that contribute to economic growth, and use algebra and growth tables (the Solow growth model) to find “steady state” and “golden rule” values
- Analyze and assess the role government plays in the economy
- Model and explain aggregate economics using both static and dynamic models.

Prerequisites, Mathematics and Graphs

The economics prerequisites for this course are ECON 110 and ECON 120 (or AGE 120 or AGE 121).

Math and graphs help us to clearly identify what we are talking about and to be consistent in our reasoning. Even though we will spend considerable time on math, our primary objective is an **intuition** regarding the essence of macroeconomic theory. The math and graphs are just tools. They will help you to think through interesting economic problems and communicate complex economic ideas with clarity and specificity.

Essential Course Information

Course Announcements

Check course announcements at least twice a week. **Please, please check the announcements and syllabus before asking about due dates, grade postings, etc.** If what you seek isn't there, please send me an email.

I can only assume you read the course announcements, just like I can only assume you read the course syllabus, and so I must operate with the assumption that you do. Not reading the syllabus or course announcements is not an excuse for, well, anything – **please check in and keep up, and ask questions if anything is unclear!**

Recommended Textbook

Macroeconomics Tenth Edition by N.Gregory Mankiw 2019; ISBN: 9781319105990 (Textbook only). It's no big deal to go back an edition or so to save money, but intermediate macro textbooks vary considerably from author to author, so be careful that the author is Mankiw. And make sure the title is not Principles of Macroeconomics by the same author; that's an ECON 110 textbook!

Lectures and PowerPoints

Pre-recorded videos will be posted on Canvas-Modules section. If you cannot attend the class in person, these are good recourses to help you catch up.

Homework Posting/Due Dates and Times, Single-Take Policy, and Grade

All assignments in the course posted are due at 11:59 pm.

All assignments in the course are single submission only. If for any reason the system glitches and you are able to take the assignment multiple times (this shouldn't happen),

please email me your solution and I will updated the grade.

Your assignment will be divided into two parts, multiple choice and short questions. Multiple choice will be graded by Canvas automatically. For short questions, please take a picture or scan it and submit on Canvas.

Contacting Me

1. Contact me through Email.
2. Contact me directly through Canvas. When in Canvas, click on your Inbox (it's on the left-hand side of my screen, under several other icons). Click the Compose button, and then click on our course (ECON 510)- Teachers -Ailun Li.

Never send me or any other instructor an email from a non-KSU account such as Gmail or Hotmail. Instructors cannot answer anything specific about courses in response to queries from these accounts because, under FERPA privacy law, these accounts are not considered sufficiently private. This law exists to protect you! See here (<http://www.k-state.edu/registrar/ferpa/>) for more about FERPA and confidentiality rights.

Grades, Exams, and Homework

Grading in this course will be standard (90%+ = A, 80%+ = B, etc.), although a curve may be applied as necessary. The curve, of course, would only be applied if it would be beneficial for your grade. It would never make it harder to get a letter grade by raising the minimum percentages!

Your grade will be calculated as follows:

Examinations – This class has two Midterms (100 points each). Final exam (150 points) covers the entire course material. The date for exams will be determined during class in the first week and will be posted later in Announcement section.

Grade Appeal: If there is any questions about the grading of the homework, please contact me within **TWO** week after the score is posted.

Online Homework – The homework will include two parts: multiple choices and short answers. You can complete multiple choices using K-State Online Canvas. For the short answers, you can do it manually and then take a picture and upload through the homework window. Homework assignments are open-book, open-note assignments for you to complete on your own time. You may feel free to work with other students as well on these homework assignments, with two cautions:

- 1) Make sure you understand the assignment; you'll be on your own on examinations.

2) Some assignments may be algorithmic (this is also true of test questions). In other words, although all students will work with the same concepts, numbers may differ in math problems or the order of questions/answer choices may be different. This will often happen on exams and is just another reason never to work together on tests or print out the test for another student.

3) Please remember to show the results step by step to earn the full points. If you just give me a number without any steps, then I will take some points from your answers.

There will be seven homework assignments worth 30 points each. The lowest two homework score will drop automatically at semester end, leaving you with 150 homework points total possible.

Grade Appeal: If there is any questions about the grading of the homework, please contact me within **TWO** week after the score is posted.

More detailed information on coverage will be given in the course announcements.

Homework	150 points	Five Highest
Exam 1	100 points	Time to be determined
Exam 2	100 points	Time to be determined
Final	150 points	Time to be determined
Total	500 points	

Optional Course Resources:

- Department Tutoring: Time will be announced later until I receive further information from Econ department.

Tentative Course Outline

Math Review

Chapter Two: The Data of Macroeconomics

Chapter Three: National Income

Chapter Four: The Monetary System

Chapter Five: Inflation

Chapter Eight: Economic growth (I)

Chapter Nine: Economic growth (II)

Chapter Ten: Business Cycle AD-AS model;

Aggregate Demand , Government Spending, Public Budgeting

Chapter Eleven: Aggregate Demand (I) : IS-LM model (I)

Statement Regarding Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for Salina campus, contact the Academic and Career Advising Center at acac@k-state.edu, 785-826-2649.

Academic Freedom Statement

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Face Masks Policy

The university has implemented a temporary face mask requirement. Everyone must wear face masks over their mouths and noses in all indoor spaces on university property unless alone in their own private offices or workspaces.

4.2 SAMPLE HOMEOWRK PROBLEMS

ECON 510: Intermediate Macroeconomics

HW1, Due: 9/8/2021

Multiple choice (60 points)

Indicate the answer choice that best completes the statement or answers the question.

1. If nominal GDP grew by 5 percent and real GDP grew by 3 percent, then the GDP deflator grew by approximately _____ percent.
 - a. 2
 - b. 3
 - c. 5
 - d. 8

2. In the circular flow model, the flow of dollars from firms to households is paid _____, and the flow of dollars from households to firms is paid _____.
 - a. as wages, capital income, and profits; for goods and services
 - b. for value added; as imputed values
 - c. in current dollars; in constant dollars
 - d. as interest and dividends; for depreciation and taxes

3. To avoid double counting in the computation of GDP, GDP includes only the value of _____ goods.
 - a. final
 - b. used
 - c. intermediate
 - d. investment

4. The amount of capital in an economy is a(n) _____, and the amount of investment is a(n) _____.
 - a. flow; stock
 - b. stock; flow
 - c. final good; intermediate good
 - d. intermediate good; final good

5. When a firm sells a product out of inventory, GDP:

- a. increases.
 - b. decreases.
 - c. is not changed.
 - d. increases or decreases, depending on the year the product was produced.
6. Real GDP means the value of goods and services is measured in _____ prices.
- a. current
 - b. actual
 - c. constant
 - d. average
7. Assume that a firm buys all the parts that it puts into an automobile for \$10,000, pays its workers \$10,000 to fabricate the automobile, and sells the automobile for \$22,000. In this case, the value added by the automobile company is:
- a. \$10,000.
 - b. \$12,000.
 - c. \$20,000.
 - d. \$22,000.
8. If GDP measured in billions of current dollars is \$5,465 and the sum of consumption, investment, and government purchases is \$5,496, while exports equal \$673, imports are:
- a. \$673.
 - b. -\$673.
 - c. \$704.
 - d. -\$704.
9. An economy's _____ equals its _____.
- a. consumption; income
 - b. consumption; expenditure on goods and services
 - c. expenditure on goods; expenditures on services
 - d. total income; total expenditure on goods and services
10. The CPI is determined by computing:
- a. an average of prices of all goods and services.
 - b. the price of a basket of goods and services that changes every year, relative to the same basket in a base year.

- c. the price of a fixed basket of goods and services, relative to the price of the same basket in a base year.
- d. nominal GDP relative to real GDP.

11. If 7 million workers are unemployed, 143 million workers are employed, and the adult population equals 200 million, then the unemployment rate equals approximately _____ percent.

- a. 3.5
- b. 4.7
- c. 4.9
- d. 7

12. If the unemployment rate is 6 percent and the number of employed is 188 million, then the labor force equals _____ million.

- a. 11.28
- b. 176.72
- c. 188
- d. 200

13. Assume that apples cost \$0.5 in 2010 and \$1 in 2009, whereas oranges cost \$1 in 2010 and \$0.5 in 2009. If 5 apples and 10 oranges were purchased (basket), what is the cost for base year 2009.

- a. 10
- b. 12.5
- c. 15
- d. 7

14. Assume that apples cost \$0.5 in 2010 and \$1 in 2009, whereas oranges cost \$1 in 2010 and \$0.5 in 2009. If 5 apples and 10 oranges were purchased (basket), what is the cost for year 2010.

- a. 10
- b. 12
- c. 12.5
- d. 9

15. Assume that apples cost \$0.5 in 2010 and \$1 in 2009, whereas oranges cost \$1 in 2010 and \$0.5 in 2009. If 5 apples and 10 oranges were purchased (basket), what is the CPI for 2010 (base year is 2009).

- a. 80
- b. 125
- c. 1.25
- d. 0.8

16. Exhibit: Quantity Consumed and Price of Good

	Base Year	Later Year
Price of good A	100	200
Quantity of good A	100	200
Price of good B	100	100
Quantity of good B	100	100

In the exhibit, the citizens of country XYZ come to desire more of good A. As a result, the quantity and price of the good both rise.

- a. Compute nominal GDP in the base year and later year. (6 points)
- b. Compute real GDP in the base year and later year. (6 points)
- c. Compute the GDP deflator in the base year and later year, using your answers to a and b. (6 points)
- d. Compute the inflation rate from base year to later year (2 points)

17. An economy has 380 people divided among the following groups: 200 have full-time jobs, 80 have one part-time job, 20 have two part-time jobs, 40 would like to work and looking are looking for jobs, 40 would like to work but are discouraged they have given up looking.

- a. calculate the labor force and the labor-force participation rate (6 points)
- b. Calculate the number of unemployed and the unemployment rate (6 points)
- c. Calculate the number of employed and the employment rate (6 points)
- d. What is the relationship between employment rate and unemployment rate? (Hint: $L = U + E$) (2 points)

Section B. Short Answer Question (2 Questions, 40 Points in Total)

Q16 (20 points), Q17 (20 points)

Maximum Total Score: 40 points*0.3=12

HW1(30 points) = MC(18 points) + SQ(12 points)

16. Exhibit: Quantity Consumed and Price of Good

	Base Year	Later Year
Price of good A	100	200
Quantity of good A	100	200
Price of good B	100	100
Quantity of good B	100	100

In the exhibit, the citizens of country XYZ come to desire more of good A. As a result, the quantity and price of the good both rise.

- Compute nominal GDP in the base year and later year. (6 points)
- Compute real GDP in the base year and later year. (6 points)
- Compute the GDP deflator in the base year and later year, using your answers to parts (a) and (b). (6 points)
- Compute the inflation rate from base year to later year (2 points)

17. An economy has 380 people divided among the following groups: 200 have full-time jobs, 80 have one part-time job, 20 have two part-time jobs, 40 would like to work and looking are looking for jobs, 40 would like to work but are discouraged they have given up looking.

- calculate the labor force and the labor-force participation rate (6 points)
- Calculate the number of unemployed and the unemployment rate (6 points)
- Calculate the number of employed and the employment rate (6 points)
- What is the relationship between employment rate and unemployment rate? (Hint: $L = U + E$) (2 points)

4.3 SAMPLE EXAM

ECON 510 Intermediate Macroeconomics Final Exam

Name:

ID

Instructions:

- No help from colleagues, two page two-sided reference paper is allowed.
- The examination is for a total of 110 minutes.
- The first section includes 25 multiple choice questions.
- The second section includes 7 short answer questions.
- Answers to the short answer questions must appear in the space provided on the examination sheet.

Tips:

- **Pace yourself.**
- **If you get stuck on a question for too long, move on to another one.**
- **Make sure to go over the exam before handing it back, in case you forgot a question.**

Good luck!

Section 1 (75 points)

Multiple Choices: Choose the one alternative that best completes the statement or answers the question. (25 questions, 3 point each)

Note: Please write down your answer to each question in the corresponding place of the following table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25					

1. When a firm sells a product out of inventory, GDP:
 - a. increases.
 - b. decreases.
 - c. is not changed.
 - d. increases or decreases, depending on the year the product was produced.
2. Assume that a firm buys all the parts that it puts into an automobile for \$10,000, pays its workers \$10,000 to fabricate the automobile, and sells the automobile for \$22,000. In this case, the value added by the automobile company is:
 - a. \$10,000.
 - b. \$12,000.
 - c. \$20,000.
 - d. \$22,000.
3. If 7 million workers are unemployed, 143 million workers are employed, and the adult population equals 200 million, then the unemployment rate equals approximately _____ percent.
 - a. 3.5

- b. 4.7
- c. 4.9
- d. 7

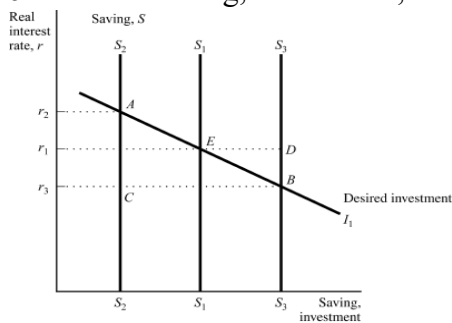
4. If the production function describing an economy is $Y = 100 K^{.25} L^{.75}$, then the share of output going to labor:

- a. is 25 percent.
- b. is 75 percent.
- c. depends on the quantities of labor and capital.
- d. depends on the state of technology.

5. If income is 4,800, consumption is 3,500, government spending is 1,000, and taxes minus transfers are 800, private saving is:

- a. 300.
- b. 500.
- c. 1,000.
- d. 1,300.

6. Exhibit: Saving, Investment, and the Interest Rate 1



The economy begins in equilibrium at point E, representing the real interest rate r_1 at which saving S_1 equals desired investment I_1 . What will be the new equilibrium combination of real interest rate, saving, and investment if the government increases spending, holding other factors constant?

- a. point A
- b. point B
- c. point C
- d. point D

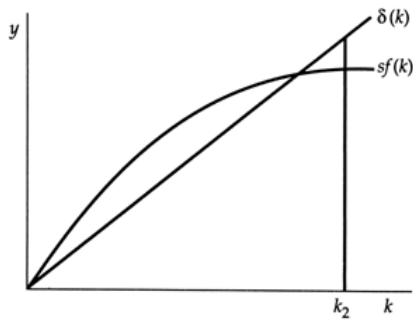
7. When a pizza maker lists the price of a pizza as \$10, this is an example of using money as a:
- store of value.
 - unit of account.
 - medium of exchange.
 - flow of value.
8. In a 100-percent-reserve banking system, if a customer deposits \$100 of currency into a bank, then the money supply:
- increases by \$100.
 - decreases by \$100.
 - increases by more than \$100.
 - remains the same.
9. If the Federal Reserve wishes to increase the money supply, it should:
- decrease the discount rate.
 - increase interest paid on reserves.
 - sell government bonds.
 - decrease the monetary base.
10. When people want to hold _____ money, the income velocity of money increases, and the money demand parameter k _____.
- more; increases
 - less; increases
 - more; decreases
 - less; decreases
11. The opportunity cost of holding money is the:
- nominal interest rate.
 - real interest rate.
 - federal funds rate.
 - prevailing Treasury bill rate.
12. When $f(k)$ is drawn on a graph with increases in k noted along the horizontal axis, the slope of the curve denotes:
- output per worker.

- b. output per unit of capital.
- c. the marginal product of labor.
- d. the marginal product of capital.

13. According to the quantity theory of money and the Fisher equation, if the money growth increases by 3 percent and the real interest rate equals 2 percent, then the nominal interest rate will increase:

- a. 2 percent.
- b. 3 percent.
- c. 5 percent.
- d. 6 percent.

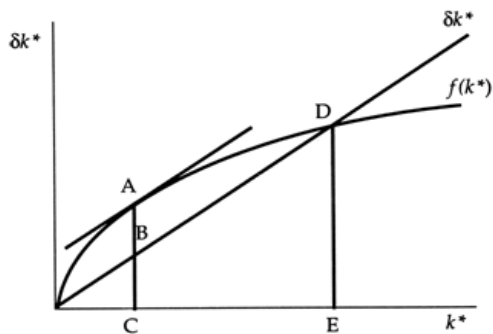
14. Exhibit: Capital per Worker and the Steady State



In this graph, capital–labor ratio k_2 is not the steady-state because:

- a. the saving rate is too high.
- b. the investment ratio is too high.
- c. gross investment is greater than depreciation.
- d. depreciation is greater than gross investment.

15. Exhibit: Steady-State Consumption II



The Golden Rule level of steady-state investment per worker is:

- a. AC.
- b. AB.
- c. BC.
- d. DE.

16. In the Solow growth model of an economy with population growth but no technological change, if population grows at rate n , total output in the steady state grows at rate _____, and output per worker grows at rate _____ in the steady state.

- a. n ; n
- b. n ; 0
- c. 0; 0
- d. 0; n

17. With population growth at rate n and labor-augmenting technological progress at rate g , the Golden Rule steady state requires that the marginal product of capital (MPK):

- a. net of depreciation be equal to $n + g$.
- b. net of depreciation be equal to the depreciation rate plus $n + g$.
- c. plus n be equal to the depreciation rate plus g .
- d. plus g be equal to the depreciation rate plus n .

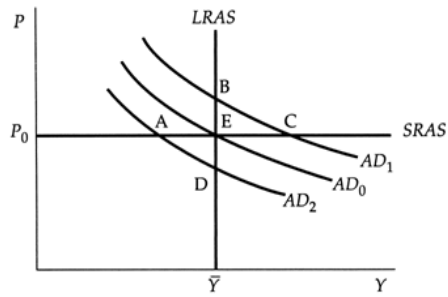
18. For a fixed money supply, the aggregate demand curve slopes downward because at a lower price level, real money balances are _____, generating a _____ quantity of output demanded.

- a. higher; greater
- b. higher; smaller
- c. lower; greater
- d. lower; smaller

19. If a short-run equilibrium occurs at a level of output below the natural rate, then in the transition to the long run prices will _____, and output will _____.

- a. increase; increase
- b. decrease; decrease
- c. increase; decrease
- d. decrease; increase

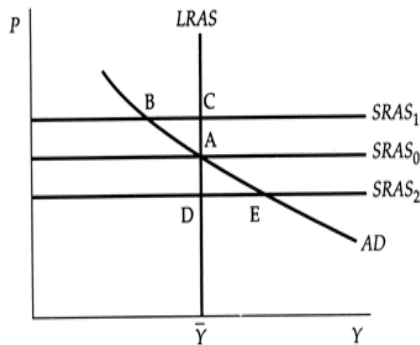
20. Exhibit: Shift in Aggregate Demand



Assume that the economy is initially at point A with aggregate demand given by AD_2 . A shift in the aggregate demand curve to AD_0 could be the result of either a(n) _____ in the money supply or a(n) _____ in velocity.

- a. increase; increase
- b. increase; decrease
- c. decrease; increase
- d. decrease; decrease

21. Exhibit: Supply Shock



Assume that the economy starts at point A, and there is a drought that severely reduces agricultural output in the economy for just one year. In this situation, point _____ represents the short-run equilibrium immediately following the drought, and point _____ represents the eventual long-run equilibrium.

- a. B; C
- b. B; A
- c. E; D
- d. D; A

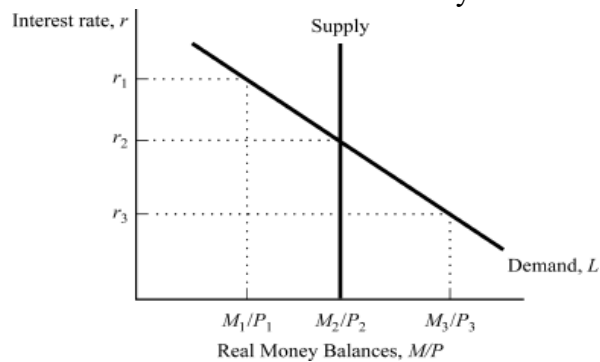
22. In the Keynesian-cross model, fiscal policy has a multiplying effect on income because fiscal policy:

- a. increases the amount of money in the economy.

- b. changes income, which changes consumption, which further changes income.
- c. is government spending and, therefore, more powerful than private spending.
- d. changes the interest rate.

23. An increase in government spending generally shifts the *IS* curve:
- a. downward and to the left.
 - b. upward and to the right.
 - c. upward and to the left.
 - d. downward and to the right.

24. Exhibit: Market for Real Money Balances



Based on the graph, if the interest rate is r_1 , then people will _____ bonds, and the interest rate will _____.

- a. sell; rise
- b. sell; fall
- c. buy; rise
- d. buy; fall

25. A decrease in the real money supply, other things being equal, will shift the *LM* curve:
- a. downward and to the left.
 - b. upward and to the left.
 - c. downward and to the right.
 - d. upward and to the right.

Section II Short Answers (75 points)

Question 1. (20 points)

	<i>2010:</i> <i>P</i>	<i>2010:</i> <i>Q</i>	<i>2016:</i> <i>P</i>	<i>2016:</i> <i>Q</i>
Good A	\$6	400	\$10	410
Good B	\$5	380	\$7	400

- Compute nominal GDP in each year. (6 points)
- Compute real GDP in each year, using 2010 as the base year. (6 points)
- Use your previous answers to compute the GDP deflator in each year. (6 points)
- Use the GDP deflator to compute the inflation rate from 2010 to 2016. (2 points)

Question 2. (10 points)

Suppose the production function in medieval Europe is

$Y = K^{0.4} L^{0.6}$, where K is the amount of land and L is the amount of labor. The economy begins with 300 units of land and 700 units of labor.

- What are the real wage and the real rental price of land (Hint: calculate MPK and MPL)? (6 points)
- What is total income of capital? (2 points)
- What is the share of output does capital receive? (2 points)

Question 3. (10 points)

In the nation of Wiknam, people hold \$2,000 of currency and \$8,000 of demand deposits in the only bank, Wikbank. The reserve-deposit ratio is 0.3.

What are the (i) money supply, (ii) Reserves, (iii) the monetary base, (iv) currency-deposit ratio, and (v) the money multiplier?

Question 4. (8 points)

An economy has the following money demand function $\left(\frac{M}{P}\right)^d = 0.4 \frac{Y}{i^{\frac{1}{2}}}$.

- a. Derive an expression for the velocity of money. What does velocity depend on? Explain why this dependency may occur. (5 points)
- b. Calculate velocity if the nominal interest rate i is 4 percent. (3 points)

Question 5. (7 points)

Assume that production is a function of capital and labor, and that the rate of savings and depreciation are constant, as described in Chapter 8's version of the Solow Model. Further, assume that the production function can be described by the function:

$$Y = K^{\frac{1}{2}} L^{\frac{1}{2}}$$

where K is capital and L is labor.

- a. What is the per-worker production function $y=f(k)$? Show your work. (3 points)
- b. Solve for steady-state (i) capital per worker, (ii) production per worker, (iii) saving per worker, and (iv) consumption per worker with $s = 0.3$, $\delta=0.1$? (Note: you need to set $\Delta k = 0$, to get an equation in s , δ , and k , and then solve for k). (4 points)

Question 6. (10 points)

Suppose the Fed decrease the money supply. Assume the velocity of man is constant.

- a. What happens to the aggregate demand curve? Use the aggregate demand - aggregate supply model to illustrate graphically (4 points).
- b. What happens to output and the price level in the short run and in the long run? Use the aggregate demand - aggregate supply model to illustrate graphically (6 points).

Question 7. (10 points)

In the Keynesian cross model, assume that the consumption function is given by

$$C = 100 + 0.5(Y-T).$$

Planned investment is 200; government purchases is 280 and taxes is 300.

- a. Calculate planned expenditure as a function of income. (3 points)
- b. What is equilibrium income? (2 points)
- c. If government purchases increase to 320, the new equilibrium income ____ (increase/decrease). Graph Keynesian cross model to show the changes? (5 points)

5. APPENDIX: RAW COPIES OF TEVAL



Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course #: ECON 520
Hr./Days: 1730 MW On Campus	College: Arts and Sciences
	Term: Fall 2019

Responses from 2 of the 5 enrolled (40%)

Offered: In Class

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	0	1	1	0	0.5	4.5
11. Increased desire to learn about the subject	0	0	1	1	0	0	0.5	3.5
14. Amount learned in the course	0	0	0	1	1	0	0.5	4.5
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.5			4.8			HM	H
11. Increased desire to learn about the subject	3.5			3.8			M	M
14. Amount learned in the course	4.5			4.8			H	H

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	0	1	0	1	0	0	1.0	3.0
13. Effort to learn in the course	0	0	0	1	1	0	0.5	4.5
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	1	1	0	0.5	4.5
3. Well prepared for class	0	0	0	0	2	0	0.0	5.0
5. Interest in helping students learn	0	0	0	1	1	0	0.5	4.5
10. Willingness to help outside of class	0	0	0	1	1	0	0.5	4.5
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	1	0	1	0	1.0	4.0
6. Stimulated thinking about the subject	0	0	0	1	1	0	0.5	4.5
7. Made helpful comments on student work	0	0	0	1	1	0	0.5	4.5
8. Grading procedures fair and equitable	0	0	0	1	1	0	0.5	4.5
9. Realized when students did not understand	0	0	0	1	1	0	0.5	4.5

Instructor's Description of Class
A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

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³ ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Prin/Microeconomics(14388)	Course #: ECON 120
Hr./Days: 930 TU On	College: Arts and Sciences	Term: Spring 2020
Campus		

Responses from 8 of the 27 enrolled (30%)

Offered: 05/04/20 - 05/05/20

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	4	3	1	0	0.7	3.6
11. Increased desire to learn about the subject	0	4	2	1	1	0	1.1	2.9
14. Amount learned in the course	0	1	4	2	1	0	0.9	3.4
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	3.6			4.0			LM	M
11. Increased desire to learn about the subject	2.9			3.2			L	LM
14. Amount learned in the course	3.4			3.2			LM	L

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	1	1	2	3	1	0	1.2	3.3
13. Effort to learn in the course	1	0	0	3	4	0	1.3	4.1
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	5	0	3	0	1.0	3.8
3. Well prepared for class	0	1	3	0	4	0	1.2	3.9
5. Interest in helping students learn	0	0	0	2	6	0	0.4	4.8
10. Willingness to help outside of class	0	0	0	3	5	0	0.5	4.6
B. Facilitating Student Learning								
4. Explained the subject clearly	1	2	2	2	1	0	1.2	3.0
6. Stimulated thinking about the subject	1	1	3	1	2	0	1.3	3.3
7. Made helpful comments on student work	0	2	3	1	2	0	1.1	3.4
8. Grading procedures fair and equitable	0	0	1	1	6	0	0.7	4.6
9. Realized when students did not understand	1	1	4	1	1	0	1.1	3.0

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

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³ ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Prin/Macroeconomics(10954)	Course #: ECON 110
Hr./Days: 805 TU On	College: Arts and Sciences	Term: Fall 2020
Campus		

Responses from 27 of the 76 enrolled (36%)

Offered: 11/13/20 - 11/20/20

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	1	5	12	8	1	0.8	4.0
11. Increased desire to learn about the subject	1	2	6	7	10	1	1.1	3.9
14. Amount learned in the course	0	0	6	14	6	1	0.7	4.0
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.0			4.4			M	HM
11. Increased desire to learn about the subject	3.9			4.4			M	HM
14. Amount learned in the course	4.0			4.2			M	HM

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	4	4	7	7	4	1	1.3	3.1
13. Effort to learn in the course	0	0	5	16	5	1	0.6	4.0
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	3	13	10	1	0.7	4.3
3. Well prepared for class	0	0	4	9	13	1	0.7	4.3
5. Interest in helping students learn	0	2	4	9	11	1	0.9	4.1
10. Willingness to help outside of class	0	0	7	7	12	1	0.8	4.2
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	7	9	9	1	0.9	4.0
6. Stimulated thinking about the subject	0	3	5	7	11	1	1.0	4.0
7. Made helpful comments on student work	2	2	7	7	8	1	1.2	3.7
8. Grading procedures fair and equitable	0	1	4	6	15	1	0.9	4.3
9. Realized when students did not understand	0	1	9	8	8	1	0.9	3.9

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

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Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Intermed Macroecon(10857)	Course #: ECON 510
Hr./Days: 1130 MWF On Campus	College: Arts and Sciences	Term: Spring 2021

Responses from 7 of the 42 enrolled (17%)

Offered: 05/03/21 - 05/07/21

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	2	2	2	1	0.8	4.0
11. Increased desire to learn about the subject	0	0	3	1	2	1	0.9	3.8
14. Amount learned in the course	0	0	3	1	2	1	0.9	3.8
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.0			4.2			M	M
11. Increased desire to learn about the subject	3.8			4.3			M	HM
14. Amount learned in the course	3.8			4.5			M	H

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	1	1	2	2	0	1	1.1	2.8
13. Effort to learn in the course	1	1	2	1	1	1	1.3	3.0
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	3	1	2	1	0.9	3.8
3. Well prepared for class	0	0	2	1	2	2	0.9	4.0
5. Interest in helping students learn	0	0	2	2	2	1	0.8	4.0
10. Willingness to help outside of class	0	0	2	2	2	1	0.8	4.0
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	3	0	2	2	1.0	3.8
6. Stimulated thinking about the subject	0	0	3	1	2	1	0.9	3.8
7. Made helpful comments on student work	0	0	2	1	3	1	0.9	4.2
8. Grading procedures fair and equitable	0	0	2	1	3	1	0.9	4.2
9. Realized when students did not understand	0	0	2	2	2	1	0.8	4.0

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

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Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Prin/Macroeconomics(10921)	Course #: ECON 110
Hr./Days: 1030 MWF On Campus	College: Arts and Sciences	Term: Fall 2021

Responses from 45 of the 166 enrolled (27%)

Offered: 12/07/21 - 12/10/21

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	3	14	9	14	5	1.0	3.9
11. Increased desire to learn about the subject	5	6	14	5	10	5	1.3	3.2
14. Amount learned in the course	2	4	14	12	8	5	1.1	3.5
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	3.9			4.3			M	HM
11. Increased desire to learn about the subject	3.2			3.9			LM	M
14. Amount learned in the course	3.5			3.6			LM	LM

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	5	13	8	8	6	5	1.3	2.9
13. Effort to learn in the course	0	3	13	12	12	5	0.9	3.8
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	4	5	13	18	5	1.0	4.1
3. Well prepared for class	0	0	5	14	21	5	0.7	4.4
5. Interest in helping students learn	4	3	6	11	16	5	1.3	3.8
10. Willingness to help outside of class	2	3	7	7	20	6	1.2	4.0
B. Facilitating Student Learning								
4. Explained the subject clearly	4	5	13	7	11	5	1.3	3.4
6. Stimulated thinking about the subject	3	5	12	7	13	5	1.3	3.6
7. Made helpful comments on student work	5	9	9	6	10	6	1.4	3.2
8. Grading procedures fair and equitable	1	1	2	8	28	5	0.9	4.5
9. Realized when students did not understand	5	5	10	6	14	5	1.4	3.5

Instructor's Description of Class
A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

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Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Intermed Macroecon(10730)	Course #: ECON 510
Hr./Days: 1130 TU On Campus	College: Arts and Sciences	Term: Spring 2022

Responses from 7 of the 24 enrolled (29%)

Offered: 05/02/22 - 05/06/22

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	1	3	2	1	0.7	4.2
11. Increased desire to learn about the subject	0	0	1	1	4	1	0.8	4.5
14. Amount learned in the course	0	0	2	3	1	1	0.7	3.8
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.2			4.3			M	HM
11. Increased desire to learn about the subject	4.5			4.9			H	H
14. Amount learned in the course	3.8			4.1			M	M

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	0	1	3	2	0	1	0.7	3.2
13. Effort to learn in the course	0	0	3	2	1	1	0.7	3.7
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	3	3	1	0.5	4.5
3. Well prepared for class	0	0	1	2	3	1	0.7	4.3
5. Interest in helping students learn	0	0	0	2	4	1	0.5	4.7
10. Willingness to help outside of class	0	0	2	1	3	1	0.9	4.2
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	2	1	3	1	0.9	4.2
6. Stimulated thinking about the subject	0	0	2	1	3	1	0.9	4.2
7. Made helpful comments on student work	0	0	2	1	2	2	0.9	4.0
8. Grading procedures fair and equitable	0	0	0	2	4	1	0.5	4.7
9. Realized when students did not understand	0	0	2	1	3	1	0.9	4.2

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

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³ ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Prin/Macroeconomics(12324)	Course #: ECON 110 H
Hr./Days: 1130 MWF On Campus	College: Arts and Sciences	Term: Fall 2022

Responses from 10 of the 22 enrolled (45%)

Offered: 11/28/22 - 12/02/22

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	5	3	0	2	0	1.1	2.9
11. Increased desire to learn about the subject	1	3	1	2	1	2	1.3	2.9
14. Amount learned in the course	0	3	3	2	2	0	1.1	3.3
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	2.9			2.9			L	L
11. Increased desire to learn about the subject	2.9			2.9			L	L
14. Amount learned in the course	3.3			3.4			LM	LM

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	1	2	2	5	0	0	1.0	3.1
13. Effort to learn in the course	0	0	4	5	1	0	0.6	3.7
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	2	4	2	2	0	1.0	3.4
3. Well prepared for class	0	1	2	2	5	0	1.0	4.1
5. Interest in helping students learn	1	1	1	4	3	0	1.3	3.7
10. Willingness to help outside of class	0	1	3	1	4	1	1.1	3.9
B. Facilitating Student Learning								
4. Explained the subject clearly	0	4	3	1	2	0	1.1	3.1
6. Stimulated thinking about the subject	0	1	2	3	3	1	1.0	3.9
7. Made helpful comments on student work	2	2	0	2	3	1	1.6	3.2
8. Grading procedures fair and equitable	1	0	0	2	6	1	1.2	4.3
9. Realized when students did not understand	0	3	2	1	3	1	1.3	3.4

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

¹ STANDARD DEVIATION

² RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

³ ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



Teval Report: Student Ratings of Instruction
Teaching and Learning Center | Kansas State University

Faculty Member: Li, Ailun	Course Name: Prin/Microeconomics(14699)	Course #: ECON 120
Hr./Days: 530 MW On Campus	College: Arts and Sciences	Term: Spring 2023

Responses from 4 of the 11 enrolled (36%)

Offered: 04/26/23 - 05/01/23

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	1	1	2	0	0.8	4.3
11. Increased desire to learn about the subject	0	0	1	1	2	0	0.8	4.3
14. Amount learned in the course	0	0	3	0	1	0	0.9	3.5
	Statistics						Comparative Status ²	
	Raw			Adjusted ³			Raw	Adjusted ³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.3			4.4			HM	HM
11. Increased desire to learn about the subject	4.3			4.5			HM	H
14. Amount learned in the course	3.5			3.3			LM	LM

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	0	0	2	2	0	0	0.5	3.5
13. Effort to learn in the course	0	0	1	1	2	0	0.8	4.3
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	3	1	0	0.4	4.3
3. Well prepared for class	0	0	1	0	3	0	0.9	4.5
5. Interest in helping students learn	0	0	1	2	1	0	0.7	4.0
10. Willingness to help outside of class	0	0	0	1	3	0	0.4	4.8
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	1	2	1	0	0.7	4.0
6. Stimulated thinking about the subject	0	0	1	1	2	0	0.8	4.3
7. Made helpful comments on student work	0	0	0	2	2	0	0.5	4.5
8. Grading procedures fair and equitable	0	0	0	1	3	0	0.4	4.8
9. Realized when students did not understand	0	0	1	1	2	0	0.8	4.3

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
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