TEACHING PORTFOLIO

George Anaman

Kansas State University

1 Contents

1. Teaching Philosophy

1.1 Teaching Statement

My love for teaching has always been the propeller in advancing myself in the academic world. As a graduate student and a primary instructor of record at Kansas State University, I have taught introductory and intermediate economics courses at the undergraduate level. As a result of my teaching abilities, I was awarded the *Thomas Graduate Student Teaching Award in Economics* for excellence in undergraduate teaching in 2022. It is a fact that students are the building blocks of any academic institution; thus, the onus is on us as stewards of higher education to promote the success of students irrespective of the career path they choose. To this end, my pedagogical strategies focus on actively engaging students in a supportive learning environment to ensure punctuality and a successful completion rate of the classes I teach. My pedagogic approach to teaching rests on four fundamentals.

First, I create a stimulating, inclusive, and diverse learning environment where students feel confident and comfortable participating and interacting with their peers in the classroom. At the beginning of the semester, I ask students to describe themselves and their expectations for the class. To build a strong interpersonal relationship with my students, I try to learn and use their first names in and outside class sessions. Before I begin lectures, I ask my students to share with the class how their week is going and what they did for fun during the weekend. I also share my week with them to promote the teacher-student cordial relationship. To ensure inclusiveness and diversity, I identify and engage international students in my classes by strongly encouraging them to share their opinions, experiences, and examples from their countries on course concepts and discussion topics. Discussion topics include: Should China and the United States continue to trade? Why is the United States rich while others have stayed mired in poverty? How do European labor market experiences compare to those in the United States? A byproduct of this strategy is that students become aware and learn to embrace diverse viewpoints and perspectives, which aids them in becoming well-informed citizens. In addition, I create think-pair-share groups to facilitate discussions. Each group selects, reviews, and shares an academic article that relates to the material(s) covered in class. This activity allows students to develop critical thinking and decision-making skills in small and diverse groups. In my experience, small group discussions further foster an awareness and respect for differing viewpoints and experiences.

Second, I promote active learning in a fun way. Many students (especially students from the engineering, natural, and physical sciences) hold a common notion that economic philosophies and theoretical models are abstract, technical, and difficult to assimilate. To break this jinx, I design my class to integrate practical exercises to help my students connect with the material rather than making the course recitational. For example, from the FRED database, I obtain data on macroeconomic variables like GDP, Unemployment rate, and CPI during class. As a class, we compare the movement of these variables over the business cycle and how shocks (for example, COVID-19) affected some key macro indicators. I also play video clips (such as "EcoBus Updates"

and "Economics Explained") that build on concepts taught in the class. My classes also use an interactive learning tool called *Packback Questions* to make learning more fun. The *Packback Questions* platform is an online community where students can be fearlessly curious and ask open-ended questions to build on top of what they covered in class. This platform allows critical thinking of students through inquiry-driven discussion in a low stake environment. There is nothing like a right or wrong answer on the platform since questions are conceptually open, allowing students to give the best of both worlds' scenarios. At the end of each week, I highlight and discuss posts with a high curiosity score and response rate. Students enjoy this interactive medium as they track their progress in real-time and relate questions to their personal experiences. I have also found a strong positive correlation between students' test performance and their level of engagement with this online resource.

Third, I involve students in the structure and operations of the class over the semester. My experience as a teacher has taught me that students are very heterogeneous in their needs and demands. What might work for one class cohort might not necessarily work for the others. To make the classes dynamic, I administer surveys at periodic intervals asking students to anonymously provide feedback on the class's progress and the challenges they face. I highlight the recurring comments and adjust the class to accommodate their needs. Additionally, I keep track of and reach out to underperforming students to find ways to assist them in performing better in the course – one well-appreciated way is having personalized tutoring sessions.

Lastly, I meticulously prepare my lecture materials. I firmly believe that a potent input in the production function for effective teaching is class preparation. Before each lecture, I carefully consider how to present important assumptions and theoretical models, how to break the models down in a sequential manner, how to explain each of these in a simple and unambiguous way, and how to incorporate relatable examples and applications. I provide detailed and precise solutions to problem sets and exams to help students in their learning process. The product of my conscious effort in preparing well for the class is evidenced by my consistently high TEVAL scores for the item "*Well prepared for class*" (4.7/5, on average) on the teaching evaluations.

I have served as an honors student mentor at K-State. To stimulate intellectual curiosity and add relevance and meaning to learning, I guide honors students to creatively develop a research idea that will allow them to employ the tools and theoretical models I taught in class to address important macroeconomic problems. For example, in Fall 2020, I supervised an honors student to investigate her research titled "Exploratory Analysis of COVID-19 on U.S. Labor Market." Honors students present their research to the class at the end of the semester. The presentations culminate their experiences and help them showcase their public speaking abilities and growing skills as scholars. The positive feedback I get from my honors students indicates that they feel a sense of accomplishment and a deeper understanding of economics.

My teaching philosophy has proven to be effective in helping students. When COVID-19 disrupted the mid-Spring 2020 semester, I was challenged to learn and adapt to a virtual learning environment quickly. To maintain the in-classroom feel, I used tools such as *notability* to serve as a whiteboard for solving mathematical and graphical problems online. In Fall 2020, I switched to

a hybrid/blended delivery method. For each lecture day, one group attended the class in person while the rest joined the class virtually via ZOOM. After each class meeting, I posted the live session recording on Canvas to ensure a rich mix of synchronous and asynchronous modalities. As the teaching field keeps evolving, I hope to keep learning and improving as an instructor. I am optimistic that I will remain as zealous and committed to my teaching responsibilities.

2 Teaching Experience

As an instructor of record at Kansas State University, I have taught three sections of ECON 510: Intermediate Macroeconomics and six sections of ECON 110: Principles of Macroeconomics from Fall 2019 to Summer 2022. The class sizes range from 21 – 144 students, and the instructional modality includes in-person, hybrid, and global distance. Before being a primary instructor, I was the teaching assistant for Money and Banking, Intermediate Macroeconomics, and Principles of Microeconomics and Macroeconomics. My dual position as a graduate student and an instructor has offered me a unique perspective in developing my teaching skills. Thus, I can connect more with students and integrate their perspectives when designing my class.

My pedagogic approaches focus on actively engaging students in a supportive learning environment to ensure they appreciate the course materials and complete the class as fun but challenging. In the proceeding section, I list my teaching history and show a summary of my teaching evaluations in Table 3.1.

2.1 Teaching History

Beginning with my current teaching assignment, my teaching history as an instructor is as follows:

-	ECON 110: Principles of Macroeconomics	Summer 2022 (Online)	26 students
-	ECON 110: Principles of Macroeconomics	Spring 2022	47 students
-	ECON 110: Principles of Macroeconomics	Fall 2021	112 students
-	ECON 110: Principles of Macroeconomics	Summer 2021 (Online)	27 students
-	ECON 110: Principles of Macroeconomics	Spring 2021 (Hybrid)	141 students
-	ECON 110: Principles of Macroeconomics	Fall 2020 (Hybrid)	144 students
-	ECON 510: Intermediate Macroeconomics	Summer 2020 (Online)	21 students
-	ECON 510: Intermediate Macroeconomics	Spring 2020	33 students
-	ECON 510: Intermediate Macroeconomics	Fall 2019	38 students

2.2 Teaching Interests

My interests primarily lie at the intersection of Macroeconomics and Labor Economics. Owing to my strong mathematics background and teaching experiences, I can teach any undergraduate Economics course. Nevertheless, I would be particularly interested in teaching Principles of Economics, Macroeconomics, Statistical Methods in Economics, Econometrics, Labor Economics, or special topics in Immigration policy.

2.3 Training and Future Goals

I am a lifelong learner, continually seeking ways to improve my teaching and communication skills and to keep myself abreast of the ever-evolving teaching field. To this end, I have attended and participated in several teaching workshops and training courses, such as the Graduate Teaching Assistant (GTA) Professional Development Series and "Effective Teaching Practices," organized by Kansas State University. I also attended the "Cengage Economics Teaching" workshop by the National Economics Teaching Association (NETA). As part of my future goals, I plan to learn and utilize new state-of-the-art interactive tools, such as ActivePresenter and Poowton, to boost student engagement and remote learning via animated presentations and videos.

3   Evidence of my Teaching Experience

3.1   Summary of Teaching Evaluation

Student rating of instructors at Kansas State University is assessed on a five-point Likert scale with 1 indicating "Very Low" and 5 meaning "Very High." It is instructive to know that some ratings are adjusted to account for student characteristics and class size. My average "*overall effectiveness as a teacher*" stood at 4.58/5 (92% out of 100%) over my teaching period. This average score indicates that I am in the top 8 percentile of effective instructors at Kansas State University on comparative statistics, reinforcing my teaching skills and abilities. See below for the summary of student ratings:

Table 3.1: Student Ratings of Instruction

	S 2022	SP 2022	ECON 110 F 2021	S 2021	SP 2021	F 2020	ECON 510 S 2020	SP 2020	F 2019
Teaching effectiveness									
Overall effectiveness as a teacher	5	4.8	4.5	4.3	4.7	4.7	4.3	4.5	4.4
Increased desire to learn about the subject	5	4.6	4.2	3.8	4.1	4.4	4.3	4.3	4.2
Amount learned in the course	4.9	4.5	4.3	4.4	4.1	4.4	3.9	4.0	4.3
Establishing a learning climate									
Made the course goals and objectives clear	5	4.7	4.5	4.7	4.2	4.5	4.1	4.3	4.4
Well prepared for class	5	4.8	4.8	4.8	4.5	4.7	4.5	4.7	4.7
Interest in helping students learn	4.9	4.6	4.5	4.3	4.4	4.5	4.3	4.6	4.6
Willingness to help outside of class	4.9	4.6	4.1	4.5	4.6	4.4	4.5	4.5	4.6
Facilitating student learning									
Explained subject clearly	4.9	4.6	4.1	4.3	4.1	4.4	4.3	4.3	4.1
Stimulated thinking about the subject	4.9	4.4	4.3	3.8	4.1	4.5	4.1	4.3	4.2
Made helpful comments on student work	4.9	4.0	3.6	3.5	3.6	4.0	3.7	4.3	3.9
Grading procedures fair and equitable	5	4.4	4.5	4.7	4.6	4.7	4.4	4.7	4.6
Realized when students did not understand	4.9	4.4	4.1	3.3	3.8	4.2	3.9	4.1	4.0
Total enrollment	26	47	112	27	141	144	21	33	38

Notes:

1. Scale is from 1 to 5 with 5 being the highest. Some ratings are adjusted for individual and cohort attributes.
2. Classes are defined as follows: ECON 110: Principles of Macroeconomic; ECON 510: Intermediate Macroeconomics.
3. Semesters are defined as follows: F: Fall semesters; SP: Spring semesters; S: Summer semesters.
4. Complete copies of my TEVALS are attached in the section 5.

3.2 Sample of Students' Feedback

For brevity, this section reports a brief list of feedback from students. Comments are organized by semester and written verbatim. Full comments from students are shown in the actual teaching evaluation report, which is provided at the end of section 5.

- Summer 2022
  - Fantastic job on this course. I had little interest in taking this class and now I am very glad I did. Very relevant information, thank you!
  - Very helpful and quick response times for any questions. Always very clear in any issues or questions over the material. Great use of the notes/blackboard for extra examples in lecture.
  - I enjoyed this class more than I thought I would as I typically do not like math classes. It was set up in a way that I could better understand the material and I did not feel so lost throughout the course. I feel that the feedback given on quizzes and exams was very helpful and I appreciate the time taken to really look at my work and give constructive help.
  - I felt really comfortable with the way the class was handled. Answers to my questions came really quickly, and the videos overall were pretty clear.
  - This class is just a requirement for my major but definitely very interesting and learning a lot.

- Spring 2022
  - george is a great teacher.. my favorite of the year!
  - George is an amazing teacher. He carters to his students needs and cares about his students
  - George centered the course around what works for his students and also offers good practice in class.
  - A good Teacher who cares about his students and can understand when they are struggling and help them out. Starts off every class by asking how his students are and even learned almost all of his students by name.
  - He is such a good teacher and works very well with his students. This is the second time I have taken this course and have better learned the material thanks to George.

- Fall 2021
  - George is a great teacher and makes sure everyone understands the concepts before moving on. He teaches the class in a way that is fun and easy to understand.
  - I believe that George has done a great job with our class. He makes sure that the students understand the material and is more than happy to review something if a student doesn't understand it.
  - Would definitely recommend to someone needing to take the course.

- I really like the instructor, he makes the topics clear and easy to understand and he is very passionate about the subject.
- Professor Anaman was a very thoughtful instructor and is clearly very passionate about Economics in general. I was unsure at first about this class but he will answer all of your questions and help you reach an understanding.
- George does a great job taking an active role in helping his students. He is always prepared for class and really goes in depth when he teaches. I can see that he cares for his students when it comes to us learning the material.

- Spring 2021
  - Keep doing you! I appreciate you telling us to have a good day or taking a break! Thanks!
  - Awesome teacher!
  - Mr. Anaman is a very good teacher.
  - Great teacher, made me want to work harder in this class.
  - Really liked Professor Anaman, he is very understanding and is there to explain anything
  - Mr. Anaman was honestly great. He always had enthusiasm and made sure to explain in a way we would understand. For example, doing examples with us so that we could understand in real time. He also always tried to get us more involved, though I understand it can be hard because most students in this course were required to take it. Thanks Mr. Anaman!

- Fall 2020
  - Mr. Anaman was an excellent teacher. Very fun class to take
  - I have recommended George Anaman to a lot of my friends. Great teacher!
  - This was a great course and the instructor did an excellent job.
  - Economics is not a subject I'm particularly interested in but I enjoy the class and professor Anaman makes it very clear that he is always available to answer questions.
  - I enjoyed the class with Prof. Anaman. Every day no matter what was going on In his life, he came prepared and with the energy to teach us something new. He always asked how we were doing and by doing so he established a great environment. He made us feel respected and also showed that he cared to teach us not just make us pass the class. Every topic we covered he made sure we understand everything so that no matter what the question was, we could answer it correctly. He used real life examples in class what made me more engaged and showed how these theoretic principles can be applied in real life. Overall he is a great professor and I hope he continues that way because I benefited a lot from his class.
  - I appreciate how Mr. Anaman holds himself accountable, he shares criticism of the students and makes changes appropriately. I believe the changes applied are fair to him

and the students and its great to see. I think he has earned the respect of the class and we feel very comfortable participating in class and contributing to the lectures. I just really enjoy Mr. Anaman's teaching style.

- Summer 2020
  - I enjoyed your class.
  - I have learned a lot more from this class than I thought I would and I would recommend this class with George Anaman as the professor.

- Spring 2020
  - You were such an amazing teacher and I was so lucky to have you!
  - I really enjoyed this class. I learned quite a bit and enjoyed the teacher.
  - George did a great job with his class. He asked for feedback throughout the semester because he wanted to be the best teacher he could be. He was fair with the amount of homework he gave and difficulty of the tests. Overall, he did a great job.
  - George is a great instructor. He explains every topic in details and he make sure that every student understand the topic before he moves on to the next. He always comments on your work and willing to help.
  - Very good teacher George, both in class and online. You may want to consider being a full time professor after you finish your PhD.
  - He put in a lot of effort in this class. One of the most prepared teachers I've had. Always had all the writings on the white board before we got there, and on online class was a smooth transition. He held it like normal class which made it easier than some other teachers changing everything.
  - George put a lot of work into the class and you could tell he cares about his students. Very effective teacher overall!
  - A+ job

4   Teaching Methods

4.1   Showing Video Clips

In my experience as a teacher, few students respond very well to using text alone in the classroom. To grab my students' attention, I visually stimulate their memory by playing short media clips before introducing concepts in class. On top of the materials taught in class, the video clips create a more significant memory imprint in the students' minds, thereby enhancing information retention.

See below for a sample of videos I use in class:

- To introduce **consumer and producer surplus**, I play the Economics Mafia video
  https://www.youtube.com/watch?v=jNdXt5GqoMI

- To explain the **real business cycle**, I use this video:
  https://www.youtube.com/watch?v=_lsbJRmNcic

- To explain how the **spending multiplier** works in the real world, I play this clip
  https://www.youtube.com/watch?v=L2KqQC2I6VQ

- To help students visualize the **economic growth model**, I use this clip
  https://www.visualcapitalist.com/animation-the-worlds-10-largest-economies-by-gdp-1960-today/

4.2   Group Projects

To help my students connect to materials taught in class, I create think-pair-share groups to facilitate discussions. Each group selects, reviews, and shares an academic article related to the material(s) covered in class. This activity allows students to develop critical thinking and decision-making skills in small and diverse groups. Additionally, the group project exposes students to the empirical application of some of the theoretical models we build in class. The projects give students a better grip on the workings of the economy on the aggregate level and analyze and criticize policies constructively.

DEPARTMENT OF ECONOMICS – KANSAS STATE UNIVERSITY
ECON 510: Intermediate Macroeconomics

Spring 2020   *George Anaman*
Group Project

I have posted selected articles related to what we have studied so far in this class. The articles can be found on canvas under the folder titled "Group project". The purpose of this project is to expose you to the empirical application of some of the theoretical models we build in class. This way, you get to appreciate and have a better grip of the workings of the economy on the aggregate level and to constructively analyze and criticize policies.

Guidelines & Requirements

- Each group is to select **<u>one</u>** of the referenced articles listed below (the articles are already posted on canvas).
- Members in each group are supposed to work together remotely to write a review of the selected article by incorporating some of the theoretical concepts learned in class.
- The summary should be **<u>at least two pages long</u>**, word processed, double-spaced, with a 12-font size.
- No group should copy from any other group as well as plagiarize. This would automatically result in a failing grade for the project.
- Any group member who refuses to partake or contribute to the successful completion of the project upon the report of the group leader would receive a score of zero in the project. In addition, he/she would have his/her overall score for the semester reduced by 50 percent.
- The due date for the project is on **<u>Monday, May 11, 2020</u>** at *11:59 pm*. I will need each group to send me the digital copy via my email.
- Group leaders should make sure to write the names of members who participated when submitting the final project.

The articles on canvas to choose from are referenced below:

Weder di Mauro, B. (2020). *Macroeconomics of the flu* (No. ARTICLE).
Brown, C. (1988). Minimum wage laws: Are they overrated?. *Journal of Economic Perspectives*, *2*(3),   133-145.
UNCTAD (2020). The coronavirus shock: a story of another global crisis foretold and what policymakers   should be doing about it.
Radford, R. A. (1945). The economic organization of a POW camp. *Economica*, 12(48), 189-201.
Baldwin, R., & Tomiura, E. (2020). Thinking ahead about the trade impact of COVID-19. *Economics in the Time of COVID-19*, 59.

4.3   Packback Questions

My classes also use an interactive learning tool called *Packback Questions* to make learning more fun. The *Packback Questions* platform is an online community where students can be fearlessly curious and ask open-ended questions to build on top of what they covered in class. This platform allows critical thinking of students through inquiry-driven discussion in a low stake environment. There is nothing like a right or wrong answer on the platform since questions are conceptually open, allowing students to give the best of both worlds' scenarios.

Participation is a requirement, and *Packback Questions* count toward 20% of the overall course grade. Students have weekly discussion assignments to complete. At the end of each week, I highlight and discuss posts with a high curiosity score and response rate. Students enjoy this interactive medium as they track their progress in real-time and relate questions to their personal experiences. I have also found a strong positive correlation between students' test performance and their level of engagement with this online resource.

4.3.1 Sample Packback Syllabus

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:
Your participation on Packback will count toward <u>20%</u> of your overall course grade.

There will be a Weekly Sunday at 11:59PM CST deadline for submissions. In order to receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 50, worth 50% of each assignment grade
- 1 Response every week with a minimum Curiosity Score of 50, worth 50% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback
Only access Packback through Canvas in order to ensure your grades sync properly (this applies for registration and the remainder of the semester)

1. Go to the course on Canvas
2. Click on the first Packback Assignment to access the community
3. Follow the instructions on your screen to finish your registration.
4. **In order for your grade to be visible in Canvas**, make sure to click each Packback assignment link within the Canvas course as you post your Packback submissions.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact me(ganaman@ksu.edu) or their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

4.3.2   Sample Packback Student Expectations

Why are we using Packback and how do I participate?

Purpose: The goal of the Packback assignment is to help you think about and apply the class lectures, and to identify and demonstrate an understanding of important principles of macroeconomics.

This format allows you to:

1. Consolidate the information/material assigned.
2. Relate/integrate the material to your own experiences to aid in learning.
3. Build a sense of community with your peers
4. Practice thinking analytically and critically about course materials and writing about your ideas in a low stake environment

Assignment requirements:

Every week there will be a Packback discussion/assignment. You are required to:

-Ask **1 question and post 1 response** weekly by **Sunday at 11:59pm CST.**

-Each question with a minimum curiosity score of 50 will be worth 50%

-Each response with a minimum curiosity score of 50 will be worth 50%

-Half credit will be provided for questions and responses that do not meet the minimum curiosity score

How to write a successful post:

1. First, watch the assigned course videos or have enough information from the lectures.
2. Identify areas from the lectures that you find particularly intriguing.
3. Post an original question about the course material /lecture from that week
4. Make certain you aren't repeating the same handful of thoughts in each post.
5. In your answers, make certain you show that you have covered the assigned lecture and have thought about it. Don't forget to include the references where necessary!

OTHER NOTES:

1. I will highlight outstanding posts during the week
2. What to post?
   1. For example, you can
- React to one statement or concept from a reading that you found thought-provoking
- What are your personal takeaways from the lectures?

Connect content to other information you have? (e.g., from other courses, other readings — be specific and cite your source/reference!)

DUE: Sundays by 11:59 pm CST

4.3.3 Sample Packback Discussion

Response to **this Question**:   Replying to ▬▬▬▬

Many places are experiencing staff shortages, is it tied to inflation, job seekers not willing to take jobs or businesses not hiring when they say they are?

Response shared by ▬▬▬▬ **▬▬▬▬**
Student at Kansas State University

★   💡   0

I think it's a combination of things.

I believe that staff shortages are being caused by a multitude of things. Two of the main issues I can see are businesses saying their hiring when their not, and people refusing to work a job that they cannot sustain themselves on. In the article I have posted below, a man app...

Preview Post

10:46 PM, 3/27/2022 💡90 ⚙ Options ▾   🔗   0 Responses   ⊕ **Add Response**

Response to **this Question**:   Replying to ▬▬▬▬

Should the Government change its classification of unemployment due to Covid-19?

Response shared by ▬▬▬▬
Student at Kansas State University

★   💡   0

The federal definition of unemployment should include consideration for personal situations, as seen in the COVID-19 pandemic.

During the COVID-19 pandemic, (literal) unemployment became a widespread issue known to all. Transportation, public spacing, and economic impacts on companies were all factors that caused inaccessibility and even unemployment across the population. Even more individual situati...

Preview Post

‹ **Back to Profile**   **About This Di**

                                                                         This discussi

                                                                         💬 1 Resp

❓ Question

Asked by ▬▬▬▬
Student at Kansas State University
Section: Section 1

✋   ★   💡   0

How are microeconomics and macroeconomics important during COVID-19? Is there one that is better than the other?

Microeconomics is the study of decision making by individual businesses and industries. Macroeconomics is the study of a broader issue in the economy like inflation and unemployment. So how are they important during these impactful times of COVID-19, does one help us study and analysis what we need to do to help our economy more? Has one been extremely more beneficial for our economy?

📖 Source: **https://voxeu.org/article/some-micromacro-insights-economics-coronavirus-part-1** ⧉

> ✋ **George Anaman praised this post!**
> "This is a great question as the pandemic is affecting both micro and macro variables!"
> "By incorporating a resource and citing specific examples, you've made it easy for other students to jump in into the discussion."

4:19 PM, 2/2/2021 💡70 ⚙ Options ▾   ⊕ **Add Response**

5 Sample Course Materials and Raw Copies of TEVAL

This section provides sample course materials and raw copies of the TEVAL.

ECON 510 - Intermediate Macroeconomics
Kansas State University-Department of Economics
Spring 2020

Instructor: George Anaman
Office: Waters 244-C
Email: ganaman@ksu.edu
Phone: 773-943-2746
Office Hours: MW 10:30-11:30 a.m. or by appointment.
Class Schedule & Room: MWF 9:30 a.m. -10:20 a.m. at Waters Hall 348

Prerequisites: Principles of Macroeconomics (ECON 110), Principles of Microeconomics (ECON 120) or (AGECON 120), and Intermediate Algebra (MATH 010). It should however be noted that the needed mathematical tools essential for this course will be given to you in class.

ECON 510 Tutoring: The departmental tutoring starts the second week of the semester and ends a week before finals. See below for schedules and facility:
Tuesdays: 5:30 pm -7:00 pm in Waters 132
Wednesdays: 7:00 pm – 8:30 pm in Waters 132
Other K-State tutoring sessions available:
Tutoring Services:
https://www/k-state.edu/aac/tutoring/
Educational Supportive Services:
https://www.k-state.edu/ess/

Recommended Textbook
N. Gregory Mankiw (2019), Macroeconomics 10th edition, Worth Publishers. ISBN: 9781319258900

Course Objectives
Macroeconomics is the branch of economics that studies the aggregate or macro economy. It attempts to answer questions like why do some countries experience rapid growth while others have stayed mired in poverty, why do some countries have high inflation rates while others maintain stable prices, and why do all countries experience recessions and depressions among other related questions. This course will present a more advanced treatment of economic principles. Additionally, attention is focused on how major policy making institutions like the Federal Reserve Bank and the federal government impact economic performance. Students will be exposed to quantitative economic models to have a deeper understanding of the theoretical frameworks discussed in class.

Grading Scheme
There will be a series of homework assignments, quizzes, and group projects to offer students the opportunity to practice what they have learned in class. In particular, the group projects would not only help students better prepare for midterms and exam but also train students to appreciate diverse ideas and collaborative efforts in solving complex economic problems. Typically course grades are based on a 90-80-70-60 threshold system[1].

Homework & Quizzes	15%
Group projects	10%

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[1] In very rare instances, when something unexpected happens, adjustments to the grading scale might be made.

Midterm 1	25%
Midterm 2	25%
Final Exam	25%

Tentative Course Outline
Part I: INTRODUCTION
— Chapter 1: The Science of Macroeconomics
— Chapter 2: The Data of Macroeconomics
PART II: CLASSICAL THEORY: THE ECONOMY IN THE LONG RUN
— Chapter 3: National Income: Where It Comes From and Where It Goes
— Chapter 4: The Monetary System: What It Is and How It Works
— Chapter 5: Inflation: Its Causes, Effects, and Social Costs
— Chapter 6: The Open Economy
— Chapter 7: Unemployment and the Labor Market
PART III: GROWTH THEORY: THE ECONOMY IN THE VERY LONG RUN
— Chapter 8: Economic Growth I: Capital Accumulation and Population Growth
PART IV: BUSINESS CYCLE THEORY: THE ECONOMY IN THE SHORT RUN
— Chapter 10: Introduction to Economic Fluctuations
— Chapter 11: Aggregate Demand I: Building the IS- LM Model
— Chapter 12: Aggregate Demand II: Applying the IS-LM Model
— Final Exams (Not cumulative)

Tips to perform well in class
— Attend class regularly
— Read textbook before coming to class
— Participate in class and bring calculators with you for the in-class exercises
— Utilize office hours and tutoring sessions
— Take homework, group projects, and practice questions seriously
— Refrain from using social media in class unless instructed by the teacher to do so

Class Attendance
Students are required to attend all class sessions. If you have to miss a class, you need to get approval from the instructor in advance. Excused absences require the submission of proper document (e.g. a doctor's note or letter stating that you will be traveling on behalf of Kansas State University)

Statement Regarding Academic Honesty
Kansas State University has an Honor 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 System. The policies and procedures of the Honor 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 system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor 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
Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services

(dss@kstate.edu) and/or the instructor. Students who require assistance during an emergency evacuation should discuss their needs with their instructors and DSS. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, 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 K-State Polytechnic campus, contact Academic and Student Services at polytechnicadvising@ksu.edu or call 785-826-2974.

Expectations for Classroom Conduct
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

ECON 510: Intermediate Macroeconomics
Spring 2020
Duration of Exam: 11:50 am – 1:50 pm
Date of Exam: 11th May, 2020
Instructor: George Anaman
Final Exam

Instructions: Highlight/circle your answers for the multiple-choice section. For section B, answer _three_ out of the _five_ questions.

There are **23 questions** to be answered. The Multiple-choice constitute 40% and the essays constitute 60% totaling 100%. You have 2 hours to complete the exam. Completed exam should be submitted via Canvas.

Name: _____

I wish you the best!!

Section A

1. As the relative demand for unskilled workers falls, wages for unskilled workers _____,
   and unemployment compensation becomes a _____ attractive option.
   A) fall; more
   B) fall; less
   C) rise; more
   D) rise; less

2. Discouraged workers are counted as:
   A) part of the labor force.
   B) out of the labor force.
   C) employed.
   D) unemployed.

3. Policies to substantially reduce the natural rate of unemployment should be targeted at:
   A) the short-term unemployed.
   B) the long-term unemployed.
   C) discouraged workers.
   D) insiders and outsiders.

4. By paying efficiency wages, firms contribute to higher unemployment because they:
   A) increase the wage bill.
   B) make workers more productive.
   C) keep the wage below the equilibrium level.
   D) keep the wage above the equilibrium level.

5. If wage rigidity holds the real wage above the equilibrium level, an increase in the
   supply of labor will _____ the number unemployed.
   A) increase
   B) decrease
   C) not change
   D) possibly increase, decrease, or leave unchanged

6. Any policy aimed at lowering the natural rate of unemployment must either _____ the
   rate of job separation or _____ the rate of job finding.
   A) reduce; reduce
   B) increase; increase
   C) reduce; increase
   D) increase; reduce

7. When the unemployment rate is at a steady state:
   A) no hiring or firings are occurring.
   B) the number of people finding jobs equals the number of people losing jobs.
   C) the number of people finding jobs exceeds the number of people losing jobs.
   D) the number of people losing jobs exceeds the number of people finding jobs.

8. Sectoral shifts:
   A) lead to wage rigidity.
   B) explain the payment of efficiency wages.
   C) depend on the level of the minimum wage.
   D) make frictional unemployment inevitable.

9. Assume that a country experiences a reduction in productivity that shifts the labor demand curve downward and to the left. If the labor market were always in equilibrium, this would lead to:
   A) a lower real wage and a rise in unemployment.
   B) a lower real wage and no change in unemployment.
   C) a lower real wage and less unemployment.
   D) no change in real wage or in unemployment.

10. Assume that a country experiences a reduction in productivity that lowers the marginal product of labor for any given level of labor. In this case, the:
    A) labor supply curve shifts to the right.
    B) labor supply curve shifts to the left.
    C) labor demand curve shifts upward and to the right.
    D) labor demand curve shifts downward and to the left.

11. Exhibit: Steady-State Consumption II
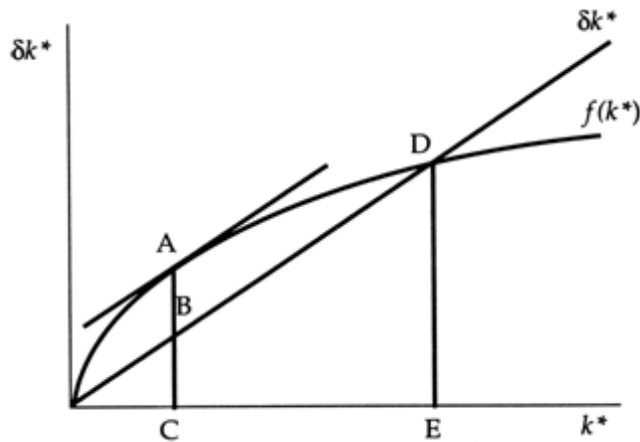
The Golden Rule level of steady-state investment per worker is:
A) AC.
B) AB.
C) BC.
D) DE.

12. If a war destroys a large portion of a country's capital stock but the saving rate is unchanged, the Solow model predicts that output will grow and that the new steady state will approach:
A) a higher level of output per person than before.
B) the same level of output per person as before.
C) a lower level of output per person than before.
D) the Golden Rule level of output per person.

13. If an economy moves from a steady state with positive population growth to a zero population growth rate, then in the new steady state, total output growth will be _____, and growth of output per person will be _____.
A) lower; lower
B) lower; the same as it was before
C) higher; higher than it was before
D) higher; lower

14. Assume that a war reduces a country's labor force but does not directly affect its capital stock. Then the immediate impact will be that:
A) total output will fall, but output per worker will rise.
B) total output will rise, but output per worker will fall.
C) both total output and output per worker will fall.
D) both total output and output per worker will rise.

15. Assume that two economies are identical in every way except that one has a higher population growth rate. According to the Solow growth model, in the steady state, the country with the higher population growth rate will have a _____ level of output per person and _____ rate of growth of output per worker compared to the country with the lower population growth rate.
    A) higher; the same
    B) higher; a higher
    C) lower; the same
    D) lower; a lower

16. With a per-worker production function $y = k^{1/2}$, the steady-state capital stock per worker (k^*) as a function of the saving rate (s) is given by:
    A) $k^* = (s / \delta)^2$.
    B) $k^* = (\delta / s)^2$.
    C) $k^* = s / \delta$.
    D) $k^* = \delta / s$.

17. If an economy with no population growth or technological change has a steady-state MPK of 0.125, a depreciation rate of 0.1, and a saving rate of 0.225, then the steady-state capital stock:
    A) is greater than the Golden Rule level.
    B) is less than the Golden Rule level.
    C) equals the Golden Rule level.
    D) could be either above or below the Golden Rule level.

18. Two economies are identical except that the level of capital per worker is higher in Highland than in Lowland. The production functions in both economies exhibit diminishing marginal product of capital. An extra unit of capital per worker increases output per worker:
    A) more in Highland.
    B) more in Lowland.
    C) by the same amount in Highland and Lowland.
    D) in Highland but not in Lowland.

19. In an economy with no population growth and no technological change, steady-state consumption is at its greatest possible level when the marginal product of:
    A) labor equals the marginal product of capital.
    B) labor equals the depreciation rate.
    C) capital equals the depreciation rate.
    D) capital equals zero.

20. In the Solow growth model, the assumption of constant returns to scale means that:
    A) all economies have the same amount of capital per worker.
    B) the steady-state level of output is constant, regardless of the number of workers.
    C) the saving rate equals the constant rate of depreciation.
    D) the number of workers in an economy does not affect the relationship between output per worker and capital per worker.

Select three out of the five questions. There is a bonus question at the end!

Question 1
Consider an economy with two sectors: agricultural and services. Demand for labor in agricultural and services are described by these equations:

$$L_a = 200 - 6W_a$$

$$L_s = 1000 - 4W_s$$

Where L is labor (in number of workers), W is the wage (in dollars), and the subscripts denote the sectors. The economy has 1000 workers who are willing and able to work in either sector.

a. Suppose workers are free to move between sectors, and wages adjust to equilibrate labor supply and labor demand. Calculate the wage and employment in each sector.
b. Suppose a union establishes itself in the agricultural sector and pushes the agricultural wage to $25. Calculate employment in agricultural sector.
c. In the aftermath of the unionization of the agricultural sector, all workers who cannot get the highly paid union jobs move to the service sector. Calculate the wage and employment in services.
d. Now suppose that workers have a reservation wage of $15 –that is, rather than take a job at a wage below $15, they would rather wait for a $25 union job to open up. Calculate the wage and employment in each sector. What is the economy's unemployment rate?

Question 2
a. What type of unemployment (frictional or structural unemployment) does the policy below target?

   I.   Reducing the generosity of unemployment of unemployment insurance benefits
        _____

   II. Implementing government employment agencies to increase accessibility of information about job vacancies _____

   III. Regulating unions to reduce union's impact on wages
        _____

   IV. Increasing public funding to help retrain workers displaced from jobs in declining industries_____

b. A country has changed its labor laws and decreased the minimum age of working from 21 years to 16 years. What is the effect of this change on equilibrium wages? Explain using a graph.

Question 3

Consider how unemployment would affect the Solow model. Suppose that output is produced according to the production function $Y = K^\alpha[(1-u)L]^{1-\alpha}$, where K is capital, L is the labor force, and u is the natural rate of unemployment. The national saving rate is s, the labor force grows at rate n, and capital depreciates at rate δ.

    a. Express output per worker (y = Y/L) as a function of capital per worker (k = K/L) and the natural rate of unemployment (u).

    b. Write an equation that describes the steady state of this economy. Illustrate the steady state graphically, as we did in Chapter 8 for the standard Solow model.

    c. Suppose that some change in government policy reduces the natural rate of unemployment. Using the graph you drew in part (b), describe how this change affects output both immediately and over time. Is the steady-state effect on output larger or smaller than the immediate effect? Explain

Question 4

Assume that a country's production function is $Y = K^{0.4} L^{0.6}$ and there is no population growth or technological change.

    a. What is the per-worker production function y = f (k)?

    b. Assume that the country possesses 4,000 units of capital and 1,000 units of labor. What is Y? What is labor productivity computed from the per-worker production function? Is this value the same as labor productivity computed from the original production function? (*leave your answer to 4 decimal places where applicable*)

    c. Assume that 10 percent of capital depreciates each year ($\delta = 0.1$). What gross saving rate is necessary to make the given capital–labor ratio the steady-state capital–labor ratio? (*leave your answer to 4 decimal places where applicable*)

Question 5

The economy of the United States can be described by the Solow growth model. The following are some characteristics of the United States economy:

Saving rate(s)	0.10
Depreciation rate (δ)	0.012
Steady-state capital per worker (k)	4
Population growth rate (n)	0.04
Steady-state output per worker	100,000

a. What is the steady-state rate of growth of aggregate output in the United States?
b. What is the rate of growth of output per worker in the United States in the steady-state?
c. What is the level of steady-state investment per worker in the United States?

Bonus Question

a. What would be that one thing you would remember this class for? (Note: *Your feedback will not in any way affect your grade negatively*)

b. Rate the level of difficulty of this class with a brief comment. (Note: *Your feedback will not in any way affect your grade negatively*)

    I. Very easy
    II. Easy
    III. Manageable
    IV. Difficult
    V. Very difficult

ECON 510: Intermediate Macroeconomics

Spring 2020   *George Anaman*

Guidelines for Group Project

I have posted a number of articles related to what we have studied so far in this class. The articles can be found on canvas under the folder titled "Group project". The purpose of this project is to expose you to the empirical application of some of the theoretical models we build in class. This way, you get to appreciate and have a better grip of the workings of the economy on the aggregate level and to constructively analyze and criticize policies.

Guidelines & Requirements

- Each group is to select **one** of the referenced articles listed below (the articles are already posted on canvas).
- Members of each group are supposed to work together remotely to write a summary of the selected article.
- The summary should be **at least two pages long**, word processed, double-spaced, with a 12 font size.
- No group should copy from any other group as well as plagiarize. This would automatically result in a failing grade for the project.
- Any group member who refuses to partake or contribute to the successful completion of the project upon the report of the group leader would receive a score of zero in the project. In addition, he/she would have his/her overall score for the semester reduced by 50 percent.
- The due date for the project is on **Monday, May 11, 2020** at *11:59 pm*. I will need each group to send me the digital copy via my email.
- Group leaders should make sure to write the names of members who participated when submitting the final project.

The articles on canvas to choose from are referenced below:

Weder di Mauro, B. (2020). *Macroeconomics of the flu* (No. ARTICLE).
Brown, C. (1988). Minimum wage laws: Are they overrated?. *Journal of Economic Perspectives*, *2*(3), 133-145.
UNCTAD (2020). The coronavirus shock: a story of another global crisis foretold and what policymakers should be doing about it.
Radford, R. A. (1945). The economic organization of a POW camp. *Economica*, 12(48), 189-201.
Baldwin, R., & Tomiura, E. (2020). Thinking ahead about the trade impact of COVID-19. *Economics in the Time of COVID-19*, 59.

Title of Paper: Macroeconomics of the Flu Summary
ECON 510 Group Project
Semester: Spring 2020
By [*students names were omitted in preparing this document*]

Beatrice Weder di Mauro's article Macroeconomics of the Flu covers the economic effects of the current COVID-19 pandemic's effect on our economy. The author is a Professor of International Economics at the Graduate Institute of Geneva. Mauro has also served as president of the Centre for Economic Policy Research since July 2018. The article examines the global shock of scale, duration, and persistence as well as possible responses policymakers could have in a recession.

Whenever you have the flu, you feel terrible for a few days. Then your sickness goes away, and everything is back to normal. In fact, you may even forget you felt bad at all. This is what we think of for a disruption in an economy. A macroeconomic flu is a temporary negative shock to the economy. The economy will take a hard hit, and then be back to normal just as fast as it went down. However, this is just the case for a normal disruption, not a pandemic.

The economy has been hit by the impacts of COVID-19. The impacts may be similar to a macroeconomic flu, however, they may be worse. The economic impacts of Coronavirus are likely to be large and widespread. These negative impacts will be felt by everyone across the globe. Warwick Mckibbin and Roshen Fernando predict that the average GDP loss will be 8.4% for the United States and Europe.

What determines the size of the economic impact is not necessarily the lethality of the virus itself, more so the severity of social restrictions in place to prevent the spread. With full lockdown measures like those in China being put into effect, it is likely that they will be difficult to consistently enforce. In countries like France and Switzerland, they have taken fewer extreme precautions and merely limited large gatherings of over 5,000 and 1,000 people, respectively. The less intense restrictions allow businesses to operate on a temporarily reduced scale, while some have elected to continue servicing their clientele remotely.

Where a large shock is expected to occur is within global supply and transportation chains. Companies like Maersk have seen drastic reductions in shipping volumes thanks to the workplace

policies that have ceased much production. However, for example, the ultimate supply shock to the economies of European countries has not yet been fully realized, as shipping routes from the Asian-pacific to Europe often take at least 5-6 weeks to travel. It is estimated by the International Chamber of Shipping that the virus is reducing industry revenues by $350m weekly as the number of shipments has nearly been slashed in half.

As well as the supplier's side of the economy being disrupted, so has demand. There are thousands unemployed and less disposable income, the article mentions that the first industries to be hit hard from this are the transportation and hospitality industries. The IATA estimates airline companies could lose up to $29 billion in passenger revenues. Many European industries are dependent on Chinese markets, which have been disrupted. 40% of German car sales are in China normally and since a new car is not essential often this has hurt their sales. Uncertainty is dictating a lot of decisions including consumer demand and only the demand shock will be determined by how effective the measures being taken are. This pandemic has disrupted some supply chains and may bring back some reshoring for some merchants in the future. A Lot of other changes in the future including how financial intermediaries incorporate pandemics into their risk assessments, the trust in governments for stability, responses with neighboring states or countries, etc. If the virus continues to circulate, it will be endemic, and that will be the 5th endemic coronavirus thus far.

Uncertain times like these are few and far between, which is why it is so difficult to know what measures to take to solve the problem. Policymakers and banks are doing the best they can to help the public, while not being financially irresponsible. As mentioned in the article, the government has been doing everything they can to help the economy. Many interest rates were lowered, and stimulus checks are going out. The issue is, there is not an unlimited supply of money to hand out, and these means will only go so far in helping the economy. Countries are dipping into other funds, such as natural disaster funds, in attempt to downplay the effects that the Coronavirus continues to have on the economy. It is also difficult to decide how much aid policymakers should try to give to the public. While you want to help everyone out, overusing the money supply can have negative effects. It is nearly impossible to know how long this pandemic might last though, so you want to give people enough relief to set them up for success in these challenging times.

With all these uncertainties going on globally, now is the time for nations to come together to help one another. The article talks about how it is important for the European Union to help each other financially through all of this. This is true throughout the entire world. Everyone is fighting the same enemy, some countries are doing better than others. The countries who have been somewhat successful need to do the best they can to advise the struggling countries. The faster the coronavirus dies down, the sooner the economy will be able to bounce back and make life somewhat normal again.

Policymakers just like the government should convey messages that they are on the same page and make sure that the message does not lead to chaos. In Singapore we can look at how they have handled everything at every stage they were in. They told their people early on how they were going to approach the situation and how to contain the spread of Covid-19. The Singapore government straight up told their people to behave and respect each other about this situation. They were even transparent on what they would do if the situation would get more serious. Early on the government gave a select number of masks to each household. The government was open about everything, the people stayed calm and did not overbuy. When a government is not clear that when people attend to look out for themselves. Depending on how the government's response to COVID-19 they can either have an economic crisis or build a better relationship with their society.

Title of Article: Coronavirus Shock

ECON 510 Group Project

Semester: Spring 2020

By [*students names were omitted in preparing this document*]

Coronavirus started out as a health concern but shortly thereafter turned into both a health and economic crisis not only for the U.S. but for other economies around the world. This downfall leaves economies worrying about a possible recession and has lead to increased fear in what future economies hold. UNCTAD (United Nations Conference on Trade and Development) is concerned with three main aspects of how far and wide this pandemic will affect populations. Firstly, is the rate at which the disease spreads, second is the time it takes to discover a vaccine to boost citizen's confidence. Finally, is how policymakers attack the problem while preventing as much damage to the future economy as possible.

A recent crisis in 2008-09 enacted fear while the markets were recovering and continued to haunt the public over a decade later. UNCAD suggested people will become skeptical very quickly and without proper action taken, economies could experience earthshattering setbacks. Recent forecasts suggest the economy will lose up to one trillion dollars worldwide, and if the coronavirus continues to grow, it is expected a far greater cost will incur.

Supply and demand will play a large factor in determining the GDP as well. For demand, UNCTAD predicted both the tourism and entertainment sectors of the economy will suffer without a vaccine. This can be explained as the public will be hesitant to go out in public as there is no known protection and the spread of the coronavirus is currently uncontained. In the supply realm, many manufacturers have been forced to stop production in certain geological locations. This creates bottlenecks geographically which has caused a loss of inventory in both manufacturing and retail stores all over the world.

Developing economies have been struggling the past 10 years to continue expanding due to the unstable debt burdens they have been receiving. Poor countries are most often less developed which causes them to take the downfall more harshly than developed countries. The private sectors within these small economies are what helped boost them to an all-time high of 191% of their combined GDP. These small sectors have less access to get the kinds of loans needed, unlike giant corporations who have access to reliable resources in developed countries. Copious amounts of

developing countries take out loans from bigger countries as well in order to help cover costs. China is the largest official creditor of helping smaller countries combat economic hardships. This means the smaller country's economies are often correlated to China's economy. If China takes a big hit during this crisis it will lend a huge effect on how much money is loanable to other countries, as well as how much currency these countries will receive.

A question being asked currently is how the global economy will recover during these unprecedented and stressful times. UNCTAD suggested one of the best ways to help the economy is to get citizens back on their feet so they are better able to contribute to the economy. This means providing aid for citizens to increase their financial needs and also develop ways to create more jobs so citizens can provide for themselves in the long run. UNCTAD also suggests decreasing the tax rate for large corporations and the wealthy should not be prohibited since the revenue earned will eventually find its way back into the economy.

As can be seen, the coronavirus does not only have a huge effect on the health of the people but also on the economy and the future. The loss of one trillion dollars in the global GDP will result in devastating effects and only time can tell what the effects will mean for the world. With the cure of the coronavirus still unfound, the effects of the virus in the tourism and entertainment sectors as well in the manufacturing sector are starting to take a toll. Developing countries are suffering from this pandemic as financial aid is becoming unstable and costly. Only the Governments can find ways to improve the economy to help prevent a long economic downfall world-wide.

<div align="center">Citation</div>

UNCTAD (2020). The coronavirus shock: a story of another global crisis foretold and what policymakers should be doing about it.

ECON 110F – Principles of Macroeconomics
Kansas State University - Department of Economics
Spring 2022

Instructor: George Anaman
Email: ganaman@ksu.edu
Phone: 773-943-2746
Office Hours: MW 1:00 - 2:00 PM or by appointment.
Office: Waters 244-C
Lecture Days: MWF 2:30 PM – 3:20 PM
Lecture Room: Waters Hall 231

Recommended Textbook
Eric P. Chiang (2020), Macroeconomics, Principles for a Changing World 5th edition, Worth Publishers. ISBN: 9781319219277. It is *not strictly required* to purchase this text for this class.

Course Objectives
Macroeconomics is the branch of economics that studies the aggregate economy. It attempts to answer questions like why do some countries experience rapid growth while others have stayed mired in poverty, why do some countries have high inflation rates while others maintain stable prices, and why do all countries experience recessions and depressions among other related questions. Additionally, attention is focused on how major policy making institutions like the Federal Reserve Bank and the federal government impact economic performance. This course will introduce and imprint in your mind the fundamental concepts of macroeconomics, and to make you view the world as an economist.

Grading Scheme
There will be a series of homework, discussion-type questions, and exams. Your final grade is the culmination of YOUR semester long effort and is not only based on a single assessment. Typically course grades are based on a 90-80-70-60 threshold system[1].

Homework	10%
Discussion (*on Packback Platform*)	20%
Midterm 1	20%
Midterm 2	20%
Final Exam (*Second block +Third block*)	30%

Review Sessions
At the end of each Chapter that we treat, we will be holding review sessions to solve some practice questions. The rationale behind the review sessions is to help students to be better prepared for assignments and exams. All review sessions will be held in the classroom. However, if it warrants me to prerecord some of the review sessions and post it on Canvas, I will duly communicate that to the class.

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[1] In very rare instances, when something unexpected happens, adjustments to the grading scale might be made.

Math Requirements
Since this is an introductory class, no calculus will be needed. The class will rely on basic arithmetic, graphing and equations (for example you should be able to calculate the gradient of a straight line).

Homework
All homework will be posted on Canvas. Notifications will be sent to the class each time an assignment is posted on Canvas. Make sure you are familiar with the functionality of the CANVAS class website.
— *Policy on Late Submission of Assignments*
All homework must be submitted no later than the due date unless prior arrangements are made with me and a new deadline is set. If a student submits an assignment after the deadline without having made arrangements with me, a minimum of 10%(based on an assignment grading scale of 100%) will be deducted for each day, or part thereof, that the assignment is late.

Online Discussions
Packback platform will be used for online discussion about class topics. Students will be **_required_** to post one open-ended question and respond to one question from their peers on the respective topics we cover in class on the *Packback platform.* The rationale is to train students to be curious and ask interesting questions that spark scholarly discussion. **_See the folder "Packback Discussion" under the Files tab on Canvas for more details._**

Exams
We will have two Midterms (non-cumulative) and a Final (covers Second block and Third block) for this class. The dates for the exams will be announced in advance in class and via email. A missed examination will result in a zero for that test. MAKEUP EXAMS ARE NOT GIVEN UNDER ANY CIRCUMSTANCES. In case of a verifiable personal emergency, contact me before the test date/time. With sufficient proof of the reason for your absence, you may be allowed to replace one test grade with the average of other test scores. However, this is not standard procedure and will require a document appeal.

Tentative Course Outline
Part I: FIRST BLOCK
— Chapter 1: Exploring Economics
— Chapter 2: Production, Economic Growth, and Trade
— Chapter 3: Supply and Demand
— **Midterm 1**

Part II: SECOND BLOCK
— Chapter 4: Markets and Government
— Chapter 5: Introduction to Macroeconomics
— Chapter 6: Measuring Inflation and Unemployment
— **Midterm 2**

Part III: LAST BLOCK
— Chapter 7: Economic Growth
— Chapter 8: Aggregate Expenditures
— **Final Exams (SECOND BLOCK + THIRD BLOCK)**

Tips to perform well in class
— Attend class regularly
— Check your emails and announcement notifications regularly in order not to miss deadlines.
— Utilize office hours and tutoring sessions
— Read textbook if you have one and participate in class
— Ask questions if you have them. Don't wait till exam time!
— Take all forms of assessments and practice questions seriously.

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Statement Regarding Wearing of Face Coverings
To protect the health and safety of the K-State community, students, faculty, staff and visitors must wear face coverings over their mouths and noses while on K-State campuses in all hallways, public spaces, classrooms and other common areas of campus buildings, and when in offices or other work spaces or outdoor settings when 6-feet social distancing cannot be maintained. In addition, all students, faculty, and staff are required to take the COVID-19 and

Face Mask Safety training. Employees who need reasonable accommodations and assistance related to required face coverings may contact the ADA coordinator at charlott@kstate.edu, and students needing accommodations may contact the Student Access Center at accesscenter@k-state.edu.

In classrooms, faculty have the right to deny a student entry into the room if the student is not wearing a face covering. Students not wearing a face covering will be reminded to do so and offered a clean face covering, if one is available. If the student does not comply, the faculty member will ask the student to leave the space, and if available, join the class remotely. As a last resort, campus police will be called. The faculty members will complete the Code of Conduct form and the Office of Student Life will look further into the issue and take the noncompliance with the request to leave into consideration of further accountability measures.

At no point should the professor or other students put themselves into an unsafe situation while attempting to enforce the face-covering policy. Manhattan campus police: 785-532-6412

ECON 110F: Principles of Macroeconomics
Spring 2022
Duration of Exam: 1 hour 50 minutes
Date of Exam: 11th May 2022
Instructor: George Anaman
Final Exam

Instructions: The exam consists of 60 multiple-choice questions. Each question is worth 2 points (totaling 120 points). Highlight/circle your answers. Make good use of the available time by not spending too much time on a question. Good luck!!

Name: _____

ID: _____

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

1. The government often provides goods that are nonrivalrous and nonexclusive to overcome which market failure?

    a. asymmetric information

    b. negative externalities (external costs)

    c. positive externalities (external benefits)

    d. public goods

2. Which situation could keep a market from ending up in equilibrium?

    a. Buyers have inadequate information about products.

    b. Sellers have adequate information about products.

    c. Buyers have realistic expectations about market prices.

    d. Sellers have accurate expectations about market behavior.

3. Suppose economists observe that an increase in government purchases of $10 billion raises aggregate expenditures by $40 billion. These economists would estimate that the marginal propensity to save is

    a. 0.25.

    b. 0.75.

    c. 4.

    d. 30.

4. Suppose a price floor is set on cane sugar that is approximately three times the equilibrium price. One of the effects is a(n)

    a. drop in the quantity of sugar consumed.

    b. increase in the efficiency of the market.

    c. shortage of sugar.

    d. shift by food manufacturers from the use of corn syrup to cane sugar.

5. (Figure: Simple Keynesian Model) In the figure, suppose investment has increased from $AE = C + I_0$ to $AE = C + I_1$. The multiplier equals
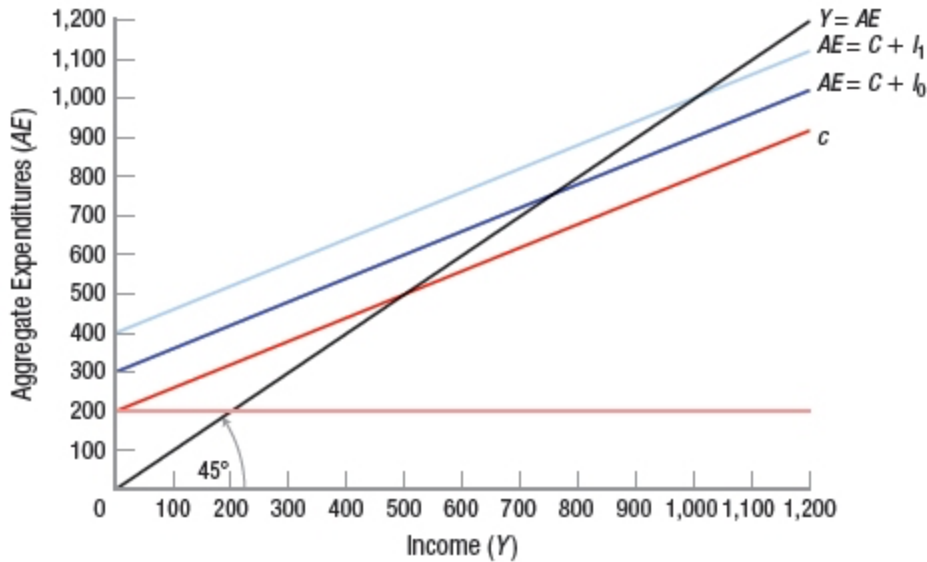
a. 0.4.

b. 0.6.

c. 2.5.

d. 5.

6. As income increases, consumption

    a. increases at a slower rate.

    b. increases faster.

    c. decreases at a slower rate.

    d. decreases faster.

7. What is real GDP in 2010 dollars if nominal GDP in 2014 is $15,000 billion; the GDP deflator in 2014 is 110; and the GDP deflator in 2010 was 100?

    a. $9,100 billion

    b. $13,636 billion

    c. $14,010 billion

    d. $16,500 billion

8. Suppose that anticipated inflation is 4% for the coming year, with loan contracts set at 7% with the expectation of a 3% return after inflation. If the actual inflation rate at the end of the year is 2%

    a. creditors gain at the expense of debtors.

    b. people on a fixed income see the purchasing power of their incomes rise.

    c. debtors gain at the expense of creditors.

    d. there is a redistribution of income from creditors to debtors.

9. Which statement explains why the size and the direction of the gap between long- and short-term interest rates is a predictor of stages in the business cycle?

a. The time period with higher rates is likely to have higher economic activity than the time period with lower rates.

b. The time period with higher rates is likely to have slower economic activity than the time period with lower rates.

c. When the rates are unequal, the economy is in expansion or contraction; when the rates are equal, the economy is in a peak or trough.

d. When the rates are equal, the economy is in expansion or contraction; when the rates are unequal, the economy is in a peak or trough.

10. Which item is NOT included in the GDP deflator?
    a. bubble gum
    b. turbines
    c. fire engines
    d. imported mangoes

11. Rising cotton prices have forced quilters to switch from fabric to linen. What happened to consumer surplus in the market for linen, assuming supply held steady and the market sells at the equilibrium price?
    a. Consumer surplus will remain unchanged after the increase in demand.
    b. Consumer surplus will be smaller after the increase in demand.
    c. Consumer surplus will be larger after the increase in demand.
    d. There is no way to predict whether consumer surplus will change.

12. Assume that the economy is at equilibrium at $10 trillion, with a marginal propensity to consume of 0.75. If exports rise by $0.5 trillion and imports increase by $0.7 trillion, equilibrium income will
    a. fall by $0.2 trillion.
    b. fall by $0.8 trillion.
    c. rise by $2 trillion.
    d. not change.

13. Classical economists claim that _____ is the primary determinant of saving, and Keynes claimed that _____ is the primary determinant of saving.
    a. the interest rate; income
    b. income; the interest rate
    c. taxes; government spending
    d. GDP; disposable income

14. Which situation indicates that total output in a country has grown the most when the starting output is the same in all situations?
    a. Output per worker grows by 10% while the labor force grows by 10%.
    b. Output per worker grows by 4% while the labor force grows by 12%.
    c. Output per worker remains constant while the labor force grows by 11%.
    d. Output per worker grows by 11% while the labor force remains constant.

15. Assume that the MPC is 0.8, full employment is considered to be at a GDP level of $500 billion, and the current GDP is $400 billion. The government is committed to a balanced budget. To achieve full employment, the government should _____ taxes by _____ and increase government spending by _____.

    a. decrease; $100 billion; $100 billion

    b. increase; $20 billion; $100 billion

    c. increase; $25 billion; $100 billion

    d. increase; $100 billion; $100 billion

16. Karl's Keychain Company produces keychains that sell in its stores for $1 each. On January 1, 2015, the company had inventory of 10,000 keychains. During 2015, the company produced 900,000 keychains. At the end of the business year on December 31, 2015, the company's inventory of keychains was 8,000. What was the value of Karl's inventory investment in 2015?

    a. $8,000

    b. –$2,000

    c. $18,000

    d. $898,000

17. A production function says output per worker equals $A \times f(L/L, K/L, H/L, N/L)$ and tells us all of these EXCEPT _____ will lead to a better standard of living.

    a. increases in capital

    b. more people

    c. more human capital

    d. more natural resources

18. Which group benefits from an unanticipated rise in the inflation rate?

    a. homeowners with fixed-rate mortgages

    b. senior citizens living on a fixed income

    c. creditors or lenders

    d. workers on contracts without escalator clauses

19. An economist says, "An effective price ceiling creates a shortage." In this context, the term "effective" means

    a. enforced by a legal authority.

    b. the controlled price is higher than the equilibrium price.

    c. the legal price is adequately announced so sellers know what the price is.

    d. the equilibrium price is above the controlled price.

20. (Table) Suppose a loaf of bread goes through the following stages of production, with the values noted at the end of each stage.

Stage	Value
1. Farmer's wheat	$0.65
2. Miller's flour	$1.20
3. Baker's bread	$1.80
4. Grocer's bread	$2.65

The sale of one loaf of bread adds _____ to GDP.

    a. $4.45

b. $5.65

c. $2.65

d. $6.30

21. The difference between the demand curve and the market price is called

    a. consumer surplus.

    b. deadweight loss.

    c. profit.

    d. producer surplus.

22. (Table: Keynesian Equilibrium Analysis with Taxes and Net Exports) Given the data in the table, if full employment income is $1,000 while the current equilibrium is $750, a(n) _____ gap exists, such that a(n) _____ in spending equal to _____ is needed to close the gap.

Income or Output (Y), in $	Taxes (T), in $	Disposable Income (Y$_d$), in $	Consumption (C)	Savings (S)	Investment (I)	Government (G)	Net Exports (NX)
500	50	450	470	-20	100	50	-20
525	50	475	485	-10	100	50	-20
550	50	500	500	0	100	50	-20
575	50	525	515	10	100	50	-20
600	50	550	530	20	100	50	-20
625	50	575	545	30	100	50	-20
650	50	600	560	40	100	50	-20
675	50	625	575	50	100	50	-20
700	50	650	590	60	100	50	-20
725	50	675	605	70	100	50	-20
750	50	700	620	80	100	50	-20
775	50	725	635	90	100	50	-20
800	50	750	650	100	100	50	-20
825	50	775	665	110	100	50	-20
850	50	800	680	120	100	50	-20
875	50	825	695	130	100	50	-20
900	50	850	710	140	100	50	-20
925	50	875	725	150	100	50	-20
950	50	900	740	160	100	50	-20
975	50	925	755	170	100	50	-20
1000	50	950	770	180	100	50	-20

    a. inflationary; decrease; $100

    b. inflationary; decrease; $250

    c. recessionary; increase; $100

    d. recessionary; increase; $250

23. (Table: Consumption and Savings) Based on the table, the marginal propensity to consume is _____ and the average propensity to consume _____.

Income	Consumption Spending	Saving
$30,000	$30,000	$0
40,000	35,000	5,000
50,000	40,000	10,000

    a. 0.5; varies with the level of income

    b. $5,000; is $5,000

    c. $10,000; is $35,000

d. 2; varies with the level of income

24. Which statement(s) is/are TRUE regarding the paradox of thrift?
I. People intend to save less but their actions actually lead to an increase in savings.
II. For the paradox of thrift to occur, investment must be positively related to income.
III. The increased savings of households leads to more consumption, income, and output, increasing investment and aggregate savings.
 a. I and II only
 b. II only
 c. II and III only
 d. I, II, and III

25. Jasmine works in her family's boutique 16 hours a week and is considered an unpaid family member. Since she is not paid for her services, she is not in the labor force.
 a. True
 b. False

26. The price of strawberries decreases from $4.10 to $2.50 per pound. When this happens, the amount of strawberries sold increases from 550 pounds to 600 pounds. What is the value of the gain in consumer surplus that occurred?
 a. $880
 b. $40
 c. $920
 d. $840

27. Gross domestic product is the total market value of all
 a. final goods and services produced in the United States by labor and property.
 b. final and intermediate goods and services produced in the United States by labor and property.
 c. intermediate goods produced in the United States by labor and property.
 d. final goods and services sold in the United States.

28. The reason business investment is sensitive to interest rates is that
 a. interest rates are a lagging indicator, so they signal to firms the state of the economy.
 b. most funds used for investment are borrowed, so firms incur an interest charge.
 c. interest rates indicate how aggressive government policy is about fighting recessions.
 d. firms charge interest on any investment they make.

29. Suppose the market for an agricultural crop has an effective price floor. Then poor weather causes the market supply to decrease. What impact does this have on the effectiveness of the price floor in the market, *ceteris paribus*?
 a. The effectiveness of the price floor will be reduced.
 b. The effectiveness of the price floor will be increased.
 c. There will be no impact on the effectiveness of the price floor.
 d. There is no basis for predicting how the change in supply will impact the effectiveness of the price floor.

30. (Figure: Determining Surplus and Loss) In the graph, if the government sets a maximum price of $12, there is a shortage of 40 units.
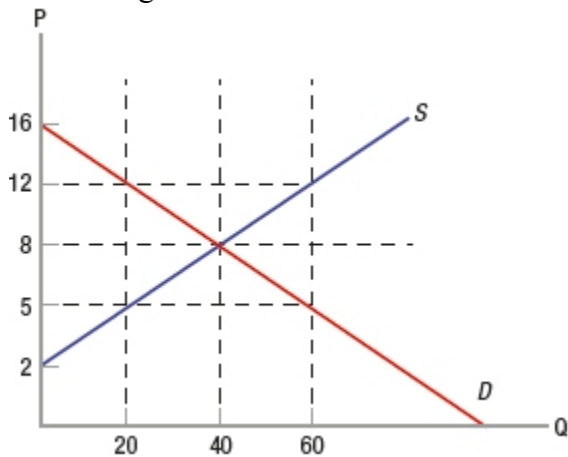
    a. True

    b. False

31. If a price floor is set above the equilibrium price in the market, consumer surplus will be

    a. higher than it would be without the price floor.

    b. lower than it would be without the price floor.

    c. the same as it would be without the price floor.

    d. impossible to calculate.

32. One implication of a straight-line aggregate expenditures curve is that the

    a. marginal propensity to consume is constant.

    b. average propensity to consume is constant.

    c. average propensity to save is constant.

    d. marginal propensity to save increases as income increases.

33. (Figure: Simple Keynesian Model) Based on the figure, which graph would BEST represent the associated saving-investment?

a.

b.

c.

d.
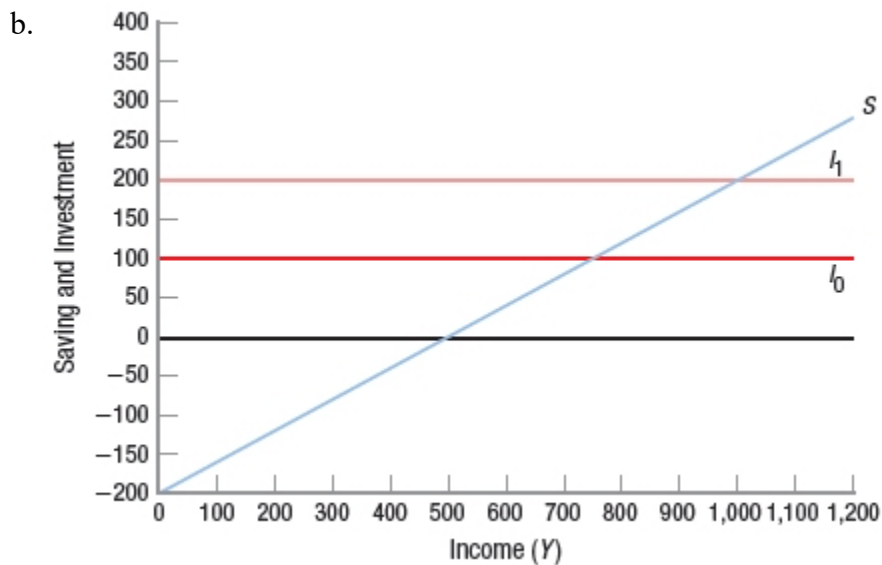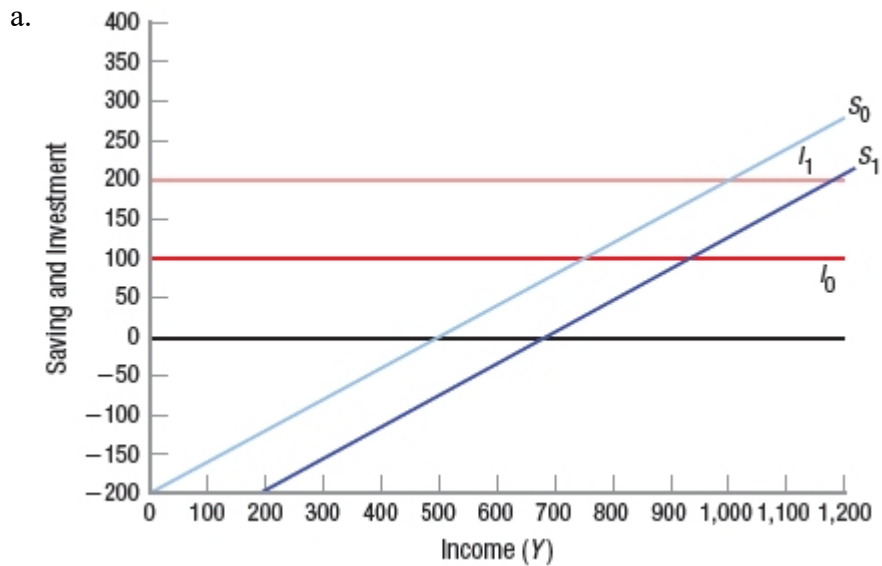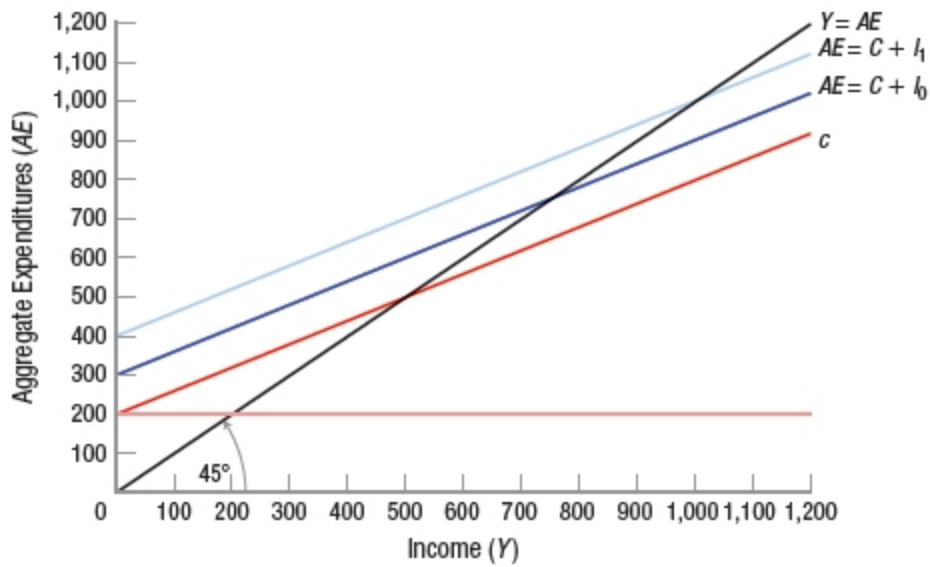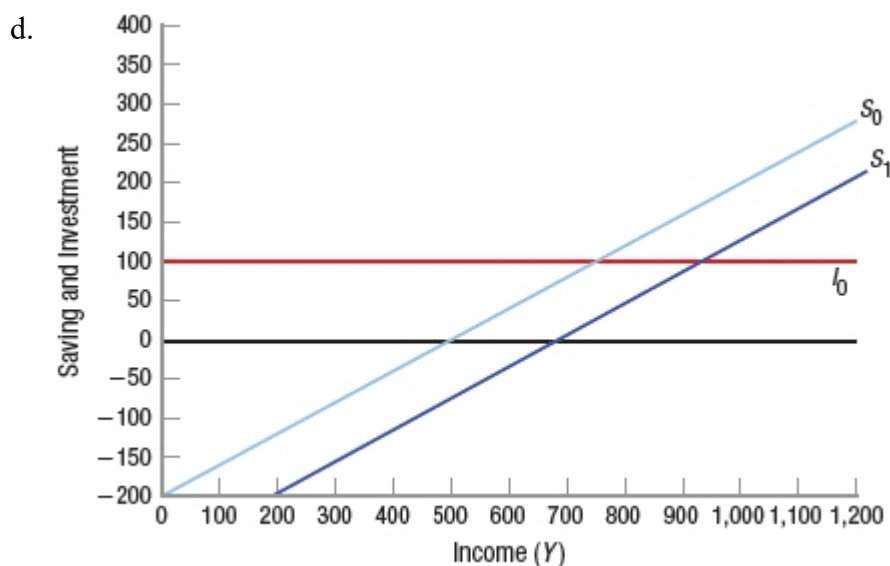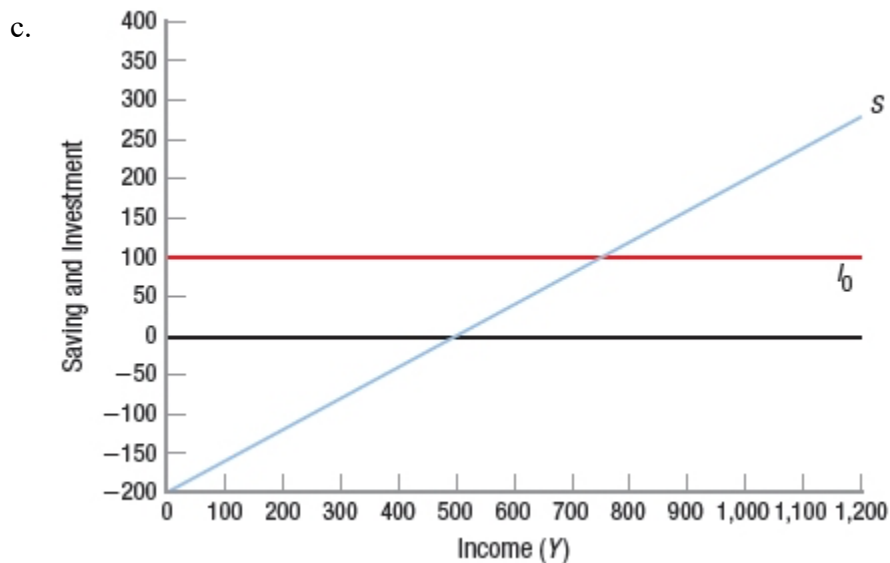
34. According to the simple Keynesian model, which statement is NOT correct?

a. $MPC + MPS = 1$

b. $APC + MPS = 1$

c. $APC + APS = 1$

d. $Y = C + S$

35. In the nation of Economia, the economy is overheating and there is danger of inflation. The chief economist estimates that current income is $50 billion, the optimal level is $40 billion, and the multiplier is 4. If government wants to close the inflationary gap, it should reduce government spending by

a. $2.5 billion.

b. $7.5 billion.

c. $10 billion.

d. $40 billion.

36. What impact will a rising price level have on real GDP?

a. Real GDP will fall.

b. Real GDP will rise.

c. Real GDP will fall and then rise.

d. Changes in the price level do not impact real GDP.

37. Suppose the government believes consumers should spend $1 billion more to get the economy out of a recession. The government wants to provide income to households by providing them with jobs and paying them directly. If the marginal propensity to consume is 0.8, the government should increase income by

a. $0.2 billion.

b. $0.25 billion.

c. $0.8 billion.

d. $1 billion.

38. If your goal was to have the largest amount of money in your bank account as possible in two years, which option would you choose? (Assume that the beginning deposit and all interest earnings remain in the account for the full two years.)

a. a beginning deposit of $930, earning 8% per year

b. a beginning deposit of $950, earning 5% per year

c. a beginning deposit of $1,000, earning 4% per year

d. a beginning deposit of $1,010, earning 3% per year

39. External costs increase deadweight loss, while external benefits reduce deadweight loss.

a. True

b. False

40. (Table) According to the table, real GDP for 2014 is approximately

	2012	2013	2014
Nominal GDP (billions of $)	7,280		8,000
Real GDP (billions of $)	7,280	7,425	
GDP deflator		103.6	106.1

a. $7,540 billion.

b. $7,894 billion.

c. $8,106 billion.

d. $8,488 billion.

41. Suppose that Japan is a nation of savers with a marginal propensity to consume of 0.6 and that the United States is a nation of spenders with a marginal propensity to consume of 0.9. Which statement is correct?

a. A small increase in spending will have a more powerful effect in starting a recovery in the United States than in Japan.

b. The Japanese economy is not in equilibrium.

c. The Japanese economy is more susceptible to a recession caused by a decrease in spending.

d. The U.S. economy tends to overheat from too much spending.

42. If government spending falls and taxes rise, both will _____, but the effects of _____.

a. lower equilibrium income; government spending will be larger

b. lower equilibrium income; taxes will be larger

c. raise equilibrium income; government spending will be larger

d. raise equilibrium income; taxes will be larger

43. For which growth rate would the Rule of 70 be LEAST accurate?

    a. 1%

    b. 15%

    c. 20%

    d. 30%

44. (Table) According to the table, the GDP for 2010 was

GDP Expenditures for 2010

Expenditure	Billions
Personal consumption	$10,353.5
Gross private domestic investment	1,769.1
Exports	1,746.1
Imports	2,251.5
Government purchases	2,975.1
Capital consumption allowance	1,030.2

    a. $15,603.1 billion.

    b. $16,843.8 billion.

    c. $14,592.3 billion.

    d. $13,562.1 billion.

45. Everything else the same, if investment expenditures rise by $300 billion and imports increase by $300 billion, then GDP

    a. increases by $600 billion.

    b. increases by $300 billion.

    c. decreases by $600 billion.

    d. does not change.

46. Developed countries tend to have

    a. limited labor supplies but lots of capital.

    b. low capital-to-labor ratios.

    c. limited amounts of both labor and capital.

    d. large amounts of both labor and capital.

47. Given the form of a typical production function, which of these would have the greatest impact on the output of a country?

    a. A increases by 50%.

    b. L increases by 50%.

    c. K increases by 50%.

    d. N increases by 50%.

48. The broadest measure of inflation is the

    a. consumer price index.

    b. GDP deflator.

c. personal consumption expenditures index.

d. producer price index.

49. The government sets a maximum price of gasoline at $2 a gallon. This is an example of a
    a. price floor.
    b. price ceiling.
    c. public good.
    d. common property resource.

50. In 2016, some counties in Florida sprayed for mosquitos in an effort to combat the Zika virus. The mosquito abatement program is considered a public good because
    a. the counties paid for the spraying.
    b. the program was available to the public.
    c. spraying for mosquitos confers external benefits to counties that did not spray.
    d. mosquito abatement exhibits nonrivalry and nonexclusivity.

51. Nonrivalry means that once a good is provided, others cannot be excluded from enjoying it.
    a. True
    b. False

52. The National Activity Index was developed by the
    a. National Bureau of Economic Research.
    b. Federal Reserve Bank of Chicago.
    c. U.S. Treasury.
    d. Conference Board.

53. A benefit of using GDP per capita instead of GDP is that GDP
    a. takes into account the differences in wealth between the rich and poor within a country.
    b. measures the effects of outliers skewing averages.
    c. takes into account the size of the population when measuring the value of the goods and services a country produces.
    d. takes into account the environmental benefits or harm of economic activity.

54. Crude oil produced in Nigeria by Exxon-Mobil, a company whose headquarters are located in the United States, would be included in U.S. GDP.
    a. True
    b. False

55. Over the past few decades, net exports in the United States have been a positive percentage of GDP.
    a. True
    b. False

56. In the United States, people are considered unemployed if and when they
    a. have become discouraged and are no longer actively seeking work.
    b. do not have a job but are available for work and have been actively seeking work.

c. are working at a job that does not fully utilize their skills.

d. are on family leave.

57. (Figure: Simple Keynesian Model) In the figure, suppose investment has increased from $AE = C + I_0$ to $AE = C + I_1$. The multiplier equals
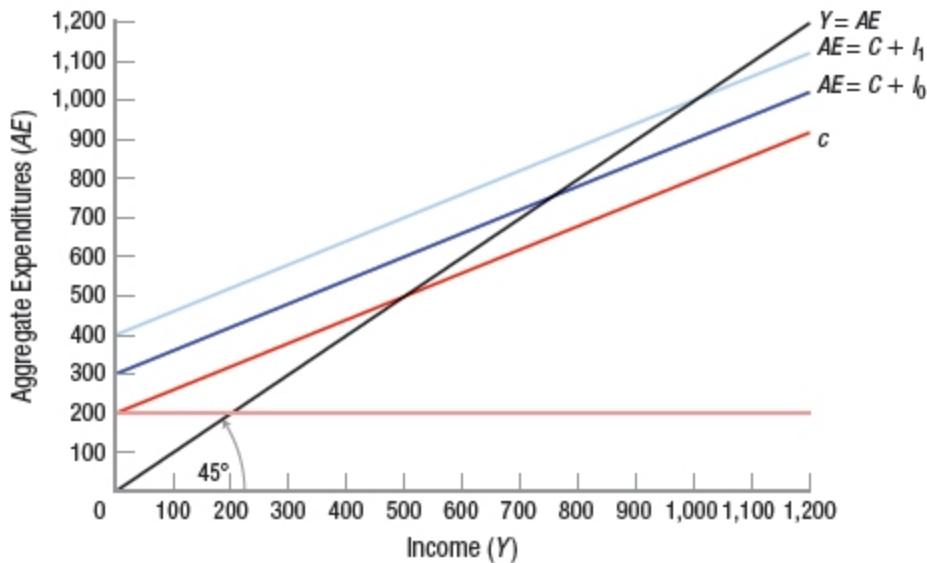
a. 0.4.

b. 0.6.

c. 2.5.

d. 5.

58. If the marginal propensity to consume increases, the spending multiplier _____ and the balanced budget multiplier _____.

a. increases; increases

b. decreases; decreases

c. increases; remains the same

d. decreases; remains the same

59. The GDP gap divided by the multiplier yields the

a. optimal level of government spending.

b. inflationary or recessionary gap.

c. equilibrium level of injections and withdrawals.

d. full-employment level of income.

60. The balanced budget multiplier means that government spending, when financed by taxes, cannot affect the economy.

a. True

b. False

Why are we using Packback and how do I participate?

Purpose: The goal of the Packback assignment is to help you think about and apply the class lectures, and to identify and demonstrate an understanding of important principles of macroeconomics.

This format allows you to:

1. Consolidate the information/material assigned.
2. Relate/integrate the material to your own experiences to aid in learning.
3. Build a sense of community with your peers
4. Practice thinking analytically and critically about course materials and writing about your ideas in a low stake environment

Assignment requirements:

Every week there will be a Packback discussion/assignment. You are required to:

-Ask **1 question and post 1 response** weekly by **Sunday at 11:59pm CST.**

-Each question with a minimum curiosity score of 50 will be worth 50%

-Each response with a minimum curiosity score of 50 will be worth 50%

-Half credit will be provided for questions and responses that do not meet the minimum curiosity score

How to write a successful post:

1. First, watch the assigned course videos or have enough information from the lectures.
2. Identify areas from the lectures that you find particularly intriguing.
3. Post an original question about the course material /lecture from that week 4. Make certain you aren't repeating the same handful of thoughts in each post.
5. In your answers, make certain you show that you have covered the assigned lecture and have thought about it. Don't forget to include the references where necessary!

OTHER NOTES:

1. I will highlight outstanding posts during the week
2. What to post?
    1. For example, you can
   - React to one statement or concept from a reading that you found thought-provoking
   - What are your personal takeaways from the lectures?

Connect content to other information you have? (e.g., from other courses, other readings — be specific and cite your source/reference!) **DUE: Sundays by 11:59 pm CST**

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward <u>20%</u> of your overall course grade.

There will be a Weekly Sunday at 11:59PM CST deadline for submissions. In order to receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 50, worth 50% of each assignment grade
- 1 Response every week with a minimum Curiosity Score of 50, worth 50% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback

Only access Packback through Canvas in order to ensure your grades sync properly (this applies for registration and the remainder of the semester)

1. Go to the course on Canvas
2. Click on the first Packback Assignment to access the community
3. Follow the instructions on your screen to finish your registration.
4. **In order for your grade to be visible in Canvas**, make sure to click each Packback assignment link within the Canvas course as you post your Packback submissions.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact me(ganaman@ksu.edu) or their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Sample of Discussion from Packback Platform

Macroeconomics - Mind

Next Deadline: This community does not have an upcoming deadline — **Show Report Details**

Community Feed   **Ask a New Question**

Sort: New   Assignment: All Assignments

Set assignment instructions to help guide the discussion. Your instructions will automatically be pinned to the top of the feed.

Set Assignment Instructions

Pinned Question

Asked by **Instructor George Anaman**
Instructor

ATTENTION STUDENTS: Please read! Wondering how to be a Packback pro for this week?

😄WEEK 13 DISCUSSION POST!😄

1. For this week, each student is required to post *one original open-ended* question related to the **material covered in Chapter 8**

... **Preview Post**

8:31 AM, 4/1/2022 90 Options ▾   1 Response   **Add Response**

Instructor George An...
Instructor at Kansas State University
unselected **Change Section**

View My Posts
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Community Links ⌄
Community Feed •
★ **Featured Posts**
🏆 **Leaderboard**
ℹ **Community Details**
🔍 **Search**

Packback Instruct ⌄

‹ **Back to Community**

Question

Asked by **Joshua Riddle**
Student

Have you ever witnessed a product shift greatly in price? Do you know what caused it?

In chapter 3, we discussed the laws of demand and supply, and how the quantity of a product shifts the price point in the market. In my lifetime I have personally seen the rise and fall of gasoline prices from over $3 a gallon in 2008 to $2 between 2015-2020, and just recently it has surpassed $3 again due to higher demand and less supply. What products have you seen make major changes in its price?

📖 Source: **https://www.statista.com/statistics/204740/retail-price-of-gasoline-in-the-united-states-since-1990/** 🗗

About This Discussion
This discussion has received:
💬 **4 Responses**

✋ George Anaman praised this post!

Great question, Joshua! To add to what the others said, prices of used cars rose to almost 40%, and prices of new cars rose to about 12% compared to last year. In fact, the full-year average price increase was $6,220, up from $3,301 in 2020 and $1,799 in 2019. So what's causing those higher prices? Well, according to experts in the automobile industry, it is because of national computer chip shortage, increased labor and production costs (causing the supply curve to shift to the left), and shipping delays. Used car dealership owners say they're dealing with a small inventory which is leading them to have to raise prices.

Good job attaching a source to your post.

Response

Replying to **Evie Ary**

Many places are experiencing staff shortages, is it tied to inflation, job seekers not willing to take jobs or businesses not hiring when they say they are?

Response shared by ~~████████████~~
Student at Kansas State University

★   💡 0

I think it's a combination of things.

I believe that staff shortages are being caused by a multitude of things. Two of the main issues I can see are businesses saying their hiring when their not, and people refusing to work a job that they cannot sustain themselves on. In the article I have posted below, a man app…

Preview Post

10:46 PM, 3/27/2022 🔍90 ⚙ Options ▾   🔗 0 Responses   ⊕ **Add Response**

Response

Replying to **Evan Drake**

Should the Government change its classification of unemployment due to Covid-19?

Response shared by ~~████████████~~
Student at Kansas State University

★   💡 0

The federal definition of unemployment should include consideration for personal situations, as seen in the COVID-19 pandemic.

During the COVID-19 pandemic, (literal) unemployment became a widespread issue known to all. Transportation, public spacing, and economic impacts on companies were all factors that caused inaccessibility and even unemployment across the population. Even more individual situati…

Preview Post

‹ **Back to Profile**   About This D…

                                                                          This discussio…

⊕ **Question**   💬 1 Resp…

Asked by ~~████████████~~
Student at Kansas State University
Section: Section 1

✋ ★   💡 0

How are microeconomics and macroeconomics important during COVID-19? Is there one that is better than the other?

Microeconomics is the study of decision making by individual businesses and industries. Macroeconomics is the study of a broader issue in the economy like inflation and unemployment. So how are they important during these impactful times of COVID-19, does one help us study and analysis what we need to do to help our economy more? Has one been extremely more beneficial for our economy?

📖 Source: **https://voxeu.org/article/some-micromacro-insights-economics-coronavirus-part-1** ⧉

> ✋ **George Anaman praised this post!**
> "This is a great question as the pandemic is affecting both micro and macro variables!"
> "By incorporating a resource and citing specific examples, you've made it easy for other students to jump in into the discussion."

4:19 PM, 2/2/2021 🔍70 ⚙ Options ▾   ⊕ **Add Response**

📖 Why is the CPI necessary for the economy?

In chapter 6 we learned that the Consumer Price Index (CPI) is the measure of the average change over time in prices paid by consumers for a basket of goods.
When looking at inflation or deflation, CPI is a good tool to have. Knowing the CPI, one can compare the cost of…

Preview Post

Asked by ~~Julie Wenninger~~
Student at Kansas State University
Section: Section 3

★ 0

How does opportunity cost influence our daily decisions?

Opportunity cost is defined as the loss of potential gain from other alternatives when one alternative is chosen.

Think about the opportunity cost of taking this Macroeconomics 110 class and how it affected your decision to ultimately take this class? Consider why you decided to take this class versus other classes? Maybe it's required for your major or you just wanted to get a credit out of the way. Is this class worth more than other classes that could be taking its' place or more hours at your job? Do the benefits of taking this class outweigh the costs?

> ✋ **George Anaman praised this post!**
> "Good question, building on course concepts."
> "Good connection to the material covered for Chapter 1"

5:30 PM, 2/1/2021 ❓72 ⚙ **Options** ▾

➕ **Add Response**

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10147)**	Course #: **ECON 110 A**
Hr./Days: **MTWUF Global** College: **Arts and Sciences**	Term: **Summer 2022**
Campus Courses	

Responses from 8 of the 26 enrolled (31%)   Offered: 07/18/22 - 07/28/22

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	0	1	7	0	0.3	4.9
11. Increased desire to learn about the subject	0	0	1	0	7	0	0.7	4.8
14. Amount learned in the course	0	0	1	2	5	0	0.7	4.5

	Statistics		Comparative Status[2]	
	Raw	Adjusted[3]	Raw	Adjusted[3]
Averages and Comparative Status				
1. Overall effectiveness as a teacher	4.9	5.0	H	H
11. Increased desire to learn about the subject	4.8	5.0	H	H
14. Amount learned in the course	4.5	4.9	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	2	1	2	0	3	0	1.6	3.1
13. Effort to learn in the course	0	0	1	3	4	0	0.7	4.4
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	0	8	0	0.0	5.0
3. Well prepared for the course	0	0	0	0	8	0	0.0	5.0
5. Interest in helping students learn	0	0	0	1	7	0	0.3	4.9
10. Willingness to help students	0	0	0	1	7	0	0.3	4.9
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	0	1	7	0	0.3	4.9
6. Stimulated thinking about the subject	0	0	0	1	7	0	0.3	4.9
7. Made helpful comments on student work	0	0	0	1	7	0	0.3	4.9
8. Grading procedures fair and equitable	0	0	0	0	8	0	0.0	5.0
9. Realized when students did not understand	0	0	0	1	7	0	0.3	4.9

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?

[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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10147)**   Course #: **ECON 110 A**

Hr./Days: **MTWUF Global**   College: **Arts and Sciences**   Term: **Summer 2022**
Campus Courses

Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	0	1	7	0	0.3	4.9
1.2	Timely return of graded materials.	0	0	0	0	8	0	0.0	5.0
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	0	0	8	0	0.0	5.0
1.4	Effective use of technology to deliver course content.	0	0	0	0	8	0	0.0	5.0
1.5	Ease of navigating the course (course structure).	0	0	1	0	7	0	0.7	4.8
1.6	Ability to engage students in communication, discussion, and group interaction	0	0	1	0	7	0	0.7	4.8
1.7	Timely and useful response to your communications.	0	0	0	0	8	0	0.0	5.0
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	0	0	3	5	0	0.5	4.6
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	0	3	5	0	0.5	4.6
2.3	Your effort toward involvement/participation in class discussion and group interaction.	1	0	2	1	4	0	1.4	3.9
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

Additional Questions

1.	Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity
	• Fantastic job on this course. I had little interest in taking this class and now I am very glad I did. Very relevant information, thank you!
	• Very helpful and quick response times for any questions. Always very clear in any issues or questions over the material. Great use of the notes/blackboard for extra examples in lecture.
	• I enjoyed this class more than I thought I would as I typically do not like math classes. It was set up in a way that I could better understand the material and I did not feel so lost throughout the course. I feel that the feedback given on quizzes and exams was very helpful and I appreciate the time taken to really look at my work and give constructive help.
	• I felt really comfortable with the way the class was handled. Answers to my questions came really quickly, and the videos overall were pretty clear.

Additional Comments

1.	Additional Comments
	• This class is just a requirement for my major but definitely very interesting and learning a lot.

Teval

Teval Report: Student Ratings of Instruction

Teaching and Learning Center | Kansas State University

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10719)**	Course #: **ECON 110**
Hr./Days: **1430 MWF On Campus** College: **Arts and Sciences**	Term: **Spring 2022**

Responses from 23 of the 47 enrolled (49%)　　　　　　　　　　　　　　　　　Offered: 04/22/22 - 05/09/22

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	5	1	17	0	0.8	4.5
11. Increased desire to learn about the subject	2	1	2	5	13	0	1.3	4.1
14. Amount learned in the course	0	1	1	11	10	0	0.7	4.3

	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	4.1		4.6		HM	H
14. Amount learned in the course	4.3		4.5		HM	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	4	3	6	4	6	0	1.4	3.2
13. Effort to learn in the course	0	0	4	10	9	0	0.7	4.2
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	3	2	18	0	0.7	4.7
3. Well prepared for class	0	0	1	2	20	0	0.5	4.8
5. Interest in helping students learn	1	0	2	2	18	0	1.0	4.6
10. Willingness to help outside of class	0	0	3	3	16	1	0.7	4.6
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	2	3	17	0	0.8	4.6
6. Stimulated thinking about the subject	0	1	4	3	15	0	0.9	4.4
7. Made helpful comments on student work	0	4	3	6	10	0	1.1	4.0
8. Grading procedures fair and equitable	1	1	2	3	16	0	1.1	4.4
9. Realized when students did not understand	1	1	2	2	17	0	1.1	4.4

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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10719)**	Course #: **ECON 110**
Hr./Days: **1430 MWF On Campus** College: **Arts and Sciences**	Term: **Spring 2022**

Additional Questions

1.	Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity
	• The option to not go to class and watch the the videos is in my opinion not an effective way to teach this course I believe in person classes are needed
	• george is a great teacher.. my favorite of the year!
	• George is an amazing teacher. He carters to his students needs and cares about his students
	• George centered the course around what works for his students and also offers good practice in class.
	• A good Teacher who cares about his students and can understand when they are struggling and help them out. Starts off every class by asking how his students are and even learned almost all of his students by name.
	• This instructor is very good about showing how macroeconomics is very important and can be applied to other situations that are not just money based. He does an excellent job making many different examples and working through practice problems. He also has done a good job about not focusing on numbers but rather on the relations of those numbers and how they effect each other. Its also quite nice how he allowed the class to choose the modality of the class to allow for us to have the class time to make decisions about our own time management. Overall an awesome instructor and person.
	• n/a
	• Often tested students on material not covered in class, or instructed to review from textbook.
	• He is such a good teacher and works very well with his students. This is the second time I have taken this course and have better learned the material thanks to George.
	• The class was overall an interesting course and MR. Anaman did a good job of setting the expectations of the course. I wasn't always the best about paying attention. But he has helped me understand the course for what it was.
	• I wish there was more time for the exams. I always run out of time- even though the average time is much under the allotted time. Looking back I think I would've preferred to have class in person rather than mostly online.

Additional Comments

1.	Additional Comments
	• I have no further comments.
	• I wish the class was curved because no one has gotten 100% on any of his exams.

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(12428)**	Course #: **ECON 110**
Hr./Days: **1430 TU On Campus**　College: **Arts and Sciences**	Term: **Fall 2021**

Responses from 72 of the 112 enrolled (64%)　　　　　　　　　　　　　　　　Offered: 11/09/21 - 12/14/21

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	8	40	20	4	0.6	4.2
11. Increased desire to learn about the subject	3	8	22	16	19	4	1.1	3.6
14. Amount learned in the course	1	2	20	35	10	4	0.8	3.8

	Statistics				Comparative Status[2]	
	Raw		Adjusted[3]		Raw	Adjusted[3]
Averages and Comparative Status						
1. Overall effectiveness as a teacher	4.2		4.5		M	HM
11. Increased desire to learn about the subject	3.6		4.2		M	HM
14. Amount learned in the course	3.8		4.3		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	8	24	21	14	1	4	1.0	2.6
13. Effort to learn in the course	2	2	18	34	12	4	0.9	3.8
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	6	20	42	4	0.7	4.5
3. Well prepared for class	0	0	2	11	55	4	0.5	4.8
5. Interest in helping students learn	0	0	8	20	40	4	0.7	4.5
10. Willingness to help outside of class	0	1	16	26	25	4	0.8	4.1
B. Facilitating Student Learning								
4. Explained the subject clearly	0	3	14	26	24	5	0.9	4.1
6. Stimulated thinking about the subject	0	1	8	26	33	4	0.7	4.3
7. Made helpful comments on student work	2	7	24	21	14	4	1.0	3.6
8. Grading procedures fair and equitable	0	2	2	24	40	4	0.7	4.5
9. Realized when students did not understand	2	1	13	27	25	4	0.9	4.1

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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(12428)**	Course #: **ECON 110**
Hr./Days: **1430 TU On Campus** College: **Arts and Sciences**	Term: **Fall 2021**

Additional Questions

1. Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity

- I really liked him as a teacher and he was very captivating. But his tests and homeworks are way too hard. I would spend hours on the homeworks and get an 80 at best. The test were super tricky and even if you studied for at least 5 hours you would not get a 100.
- I really like the instructor, he makes the topics clear and easy to understand and he is very passionate about the subject.
- I wasn't too sure if I'd like Macroeconomics at first, it seemed boring to me before I took the class, but the class was actually very informative and the teacher is very clear and repeats things to assure we don't forget, most teachers don't repeat much. I'm not sure if it was the subject itself or the teacher, but I was very interested about Macroeconomics and how the world works after going to the classes. I would recommend the teacher to others.
- Professor Anaman was a very thoughtful instructor and is clearly very passionate about Economics in general. I was unsure at first about this class but he will answer all of your questions and help you reach an understanding.
- Every Tuesday, Anaman made sure to check in with students about their weekends which is thoughtful and a good way to get class started. Every so often, he also incorporates humor in his teaching which does help the material stick. It is clear that Anaman cares about his students and how they are doing because he reviews statistics on each midterm.
- Professor George really cared about his students, but always moved a bit fast during class and sometimes it was hard to keep up.
- Was a great instructor
- Mr. Anaman has been a great instructor this semester. Originally, I didn't care much about macroeconomics but he makes class interesting and a place that I want to be to learn. He's dedicated to teaching the material and helping students.
- A great teacher who seems to truly care about his job.
- George does a good job responding quickly to my emails.
- I don't like econ but you made the class fun.
- Mr, Anaman is a very interactive teacher and he really makes sure that. we understand his material before moving on and he also does this while making his class interesting at the same time
- The class is enjoying and very relaxed which is a good environment to learn in. Some of the materials on the test are a little bit more complex than what we talk about in class making the exams harder. The way the course is being run is good and I don't believe it should be changed.
- I think George is overall a very good teacher who takes his time to explain things so everyone can understand but the tests and homework are always difficult because the way questions are worded. The wording alwasy confuses me and I feel like if the questions were worded better the homeworks and tests would be a lot easier. Even when I understood the material very well I still score poorly on tests and hw because I get lost reading the qeustions. Other than that George is a very solid teacher.
- He does a great job of being energetic and wanting the best for the class. He explains things two different ways for people to understand. The only thing I would ask is maybe less complicated explanations, I would just get right to the point! But yes he is a great and I enjoy his class very much!
- Professor Anaman was well prepared for classes and was good at reviewing the material we learned throughout the chapter.
- N/A
- Honestly he was a really good instructor, my only problem was his accent was a little difficult to understand at time, but that's not his fault and more mine, and just generally unavoidable.
- Mr. Anaman did a good job at teaching this class.
- The reviews and the tests are not at all similar. If there were a more comprehensive reviewing process for the information other than the half put together slides and problems, and the material on the test actually matched what we covered in class, my experience may have been better. The instructor is nice, but I have a problem in connection class notes to reviews and applying them to tests.
- Truly cares if we understand what's going on in class.
- Great teacher really wants us learn what he is teaching.
- George is a great instructor who cares about his students. He uses applicable examples that help students learn well. My only complaint about this class is the use of the Packback platform, which I believe could easily be replaced by the free Canvas discussion page. Packback regularly flags me for plagiarism when I use sources to back up my arguments. In addition to the erroneous moderating, I observe no other benefits over Canvas discussion boards that warrant the $30 extra charge. I actually find the Canvas discussion board to have a better interface than Packback. In summary, George is good and Packback is not.
- I think that as a teacher it is very important to get students minds off school and ask a few questions at the beginning of class like how was your weekend. Kids get drained if all we talk about is school all the time.
- Tried his best honesty to make the students want to learn. Just hard for me to like the class.although, He did amazing to work with the class and try to adjust to help them to how they learn best.
- Good lectures and great job walking through the slides. Will say some of the questions done in class were simple enough they needed less attention and other harder ones could have used some more. This mainly applies to mathematical questions.
- George does a great job taking an active role in helping his students. He is always prepared for class and really goes in depth when he teaches. I can see that he cares for his students when it comes to us learning the material.

question continued on next page

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(12428)**   Course #: **ECON 110**

Hr./Days: **1430 TU On Campus**   College: **Arts and Sciences**   Term: **Fall 2021**

- None
- N/A

Additional Comments

1.	Additional Comments
	• N/a
	• None
	• Other than what I have already said he is an excellent teacher and I look forward to attending his classes every week :)
	• N/A
	• Would definitely recommend to someone needing to take the course
	• None
	• I believe that George has done a great job with our class. He makes sure that the students understand the material and is more than happy to review something if a student doesn't understand it.
	• Had a great time, happy with the class.
	• None
	• George is a great teacher and makes sure everyone understands the concepts before moving on. He teaches the class in a way that is fun and easy to understand.
	• N/A

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10193)**	Course #: **ECON 110**
Hr./Days: **Global Campus Courses** College: **Arts and Sciences**	Term: **Summer 2021**

Responses from 6 of the 27 enrolled (22%)   Offered: 07/20/21 - 07/31/21

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	1	3	2	0	0.7	4.2
11. Increased desire to learn about the subject	0	1	2	1	2	0	1.1	3.7
14. Amount learned in the course	0	0	1	3	2	0	0.7	4.2

	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	3.7	3.8	M	M
14. Amount learned in the course	4.2	4.4	HM	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	1	0	2	2	1	0	1.2	3.3
13. Effort to learn in the course	0	0	3	2	1	0	0.7	3.7
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	1	0	5	0	0.7	4.7
3. Well prepared for the course	0	0	0	1	5	0	0.4	4.8
5. Interest in helping students learn	0	0	0	4	2	0	0.5	4.3
10. Willingness to help students	0	0	0	3	3	0	0.5	4.5
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	1	2	3	0	0.7	4.3
6. Stimulated thinking about the subject	0	1	2	0	3	0	1.2	3.8
7. Made helpful comments on student work	0	0	4	1	1	0	0.8	3.5
8. Grading procedures fair and equitable	0	0	0	2	4	0	0.5	4.7
9. Realized when students did not understand	0	1	2	3	0	0	0.7	3.3

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
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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10193)** Course #: **ECON 110**

Hr./Days: **Global Campus Courses**   College: **Arts and Sciences**   Term: **Summer 2021**

Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	2	2	2	0	0.8	4.0
1.2	Timely return of graded materials.	0	0	0	3	3	0	0.5	4.5
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	2	2	2	0	0.8	4.0
1.4	Effective use of technology to deliver course content.	0	0	1	3	2	0	0.7	4.2
1.5	Ease of navigating the course (course structure).	0	0	0	4	2	0	0.5	4.3
1.6	Ability to engage students in communication, discussion, and group interaction	0	0	0	4	2	0	0.5	4.3
1.7	Timely and useful response to your communications.	0	0	0	2	4	0	0.5	4.7
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	1	0	3	1	1	0	1.2	3.2
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	3	2	1	0	0.7	3.7
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	0	2	4	0	0	0.5	3.7
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

Additional Questions

1.	Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity
	• The lack of communication or ability to tell if we understand is probably because we never met for class, which is understandable. Only thing I wish is that he made new lectures, instead of using previous recordings.
	• Overall the course was fun, and covered many topics that will be useful in everyday life. The one aspect of the course that caused some inconvenience was the use of the external website, Packback. While the intent behind it's purpose is well understood, I think that the same objective can be met within the Canvas Discussion Board that does not have an additional expenditure for the student. I have seen other instructors use the Canvas Discussion Board, but I think it would require more effort on the part of the instructor. Another option that I have seen to be very effective, fun, and engaging is Discord. This service is free of charge and allows a more open discussion and better interaction as long as the content is moderated well by the instructor and discussions are guided in the right direction.

Additional Comments

1.	Additional Comments

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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10846)**	Course #: **ECON 110**
Hr./Days: **1230 MWF Global** College: **Arts and Sciences**	Term: **Spring 2021**
Campus Courses	

Responses from 41 of the 141 enrolled (29%)   Offered: 03/29/21 - 05/10/21

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	1	7	13	17	3	0.8	4.2
11. Increased desire to learn about the subject	5	1	10	10	11	4	1.3	3.6
14. Amount learned in the course	1	3	8	16	10	3	1.0	3.8

	Statistics			Comparative Status[2]	
	Raw		Adjusted[3]	Raw	Adjusted[3]
Averages and Comparative Status					
1. Overall effectiveness as a teacher	4.2		4.7	M	H
11. Increased desire to learn about the subject	3.6		4.1	M	HM
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	6	7	10	8	7	3	1.3	3.1
13. Effort to learn in the course	0	2	10	15	11	3	0.9	3.9
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	1	1	10	5	21	3	1.1	4.2
3. Well prepared for the course	0	0	3	12	23	3	0.6	4.5
5. Interest in helping students learn	0	2	3	10	23	3	0.8	4.4
10. Willingness to help students	0	0	4	8	26	3	0.7	4.6
B. Facilitating Student Learning								
4. Explained the subject clearly	1	4	5	9	19	3	1.1	4.1
6. Stimulated thinking about the subject	2	1	6	12	17	3	1.1	4.1
7. Made helpful comments on student work	2	4	13	7	12	3	1.2	3.6
8. Grading procedures fair and equitable	0	0	2	11	25	3	0.6	4.6
9. Realized when students did not understand	0	6	6	13	12	4	1.1	3.8

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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10846)**   Course #: **ECON 110**

Hr./Days: **1230 MWF Global**   College: **Arts and Sciences**   Term: **Spring 2021**
Campus Courses

Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	2	4	11	22	2	0.9	4.4
1.2	Timely return of graded materials.	1	2	2	7	27	2	1.0	4.5
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	8	11	20	2	0.8	4.3
1.4	Effective use of technology to deliver course content.	0	3	4	10	22	2	0.9	4.3
1.5	Ease of navigating the course (course structure).	2	1	7	11	18	2	1.1	4.1
1.6	Ability to engage students in communication, discussion, and group interaction	1	1	8	11	18	2	1.0	4.1
1.7	Timely and useful response to your communications.	0	0	8	8	23	2	0.8	4.4
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	5	3	16	6	9	2	1.3	3.3
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	3	6	13	17	2	0.9	4.1
2.3	Your effort toward involvement/participation in class discussion and group interaction.	1	3	11	12	12	2	1.0	3.8
	1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High								

Additional Questions

1. Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

- Very fair grading techniques, really appreciated during this time. Definitely did what he could to engage students. At the beginning of review sessions he would ask how everyone's day was going and read all the responses out loud and asked about them which was nice.
- Great teacher, made me want to work harder in this class.
- If packback is going to be used on top of canvas add a announcement or assignment so it pin to our to do list. it's easier to find when packback assignments are due
- Mr. Anaman is a very good teacher.
- I absolutely hate that we do not have a calendar. It is too easy to miss something when the only way we know a due date is by an announcement. It is impossible to plan ahead and very easy to miss a due date.
- Really liked Professor Anaman, he is very understanding and is there to explain anything
- He gave the most effort to make sure he was running his class to students expectations and abilities better than any instructor I have had at Kstate. Asking if we had enough time on tests, was it too difficult, what we thought about the layout, etc.
- I am really enjoying my Macroeconomics class with Mr. Anaman my course instructor. I had to take Macroeconomics for my degree but it was not a chosen subject for me. I had problems to start initially being an older student. Mr. Anaman has been very gracious in helping me understand and explain concepts patiently and in detail. I love the discussion boards and enjoy that part of the course as I have more time to do the work. In asking for truthful feedback from myself as a student the only thing that I feel could help students better succeed was in the the exam. Mr. Anaman gave us great reviews, practice questions and was very good at returning emails for any problems we had prior. However, I did not have enough time on the midterm. I paced myself through the exam but had no time to answer several questions and review my answers. Some questions are long and you need to read them twice to fully understand what is required. I read them twice to make sure nothing had changed from questions we studied and make sure they were not trick questions. This does take time and I like to be thorough. I am not used to taking exams and may need a little bit more time. Maybe my comments can be aligned with other students to see if they also felt this. Studying online is not an easy task but Mr. Anaman has been wonderful at giving support when required.
- Mr. Anaman was honestly great. He always had enthusiasm and made sure to explain in a way we would understand. For example, doing examples with us so that we could understand in real time. He also always tried to get us more involved, though I understand it can be hard because most students in this course were required to take it. Thanks Mr. Anaman!
- N/a
- This teacher has a very strong accent. And normally you would think that it would make him more difficult to understand. He does an amazing job of talking slowly and repeating himself. He also is very aware of his accent and makes sure the class is understanding him during his lectures. He did a great job!

Additional Comments

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(10846)**	Course #: **ECON 110**
Hr./Days: **1230 MWF Global** College: **Arts and Sciences**	Term: **Spring 2021**
Campus Courses	

1.	Additional Comments
	• Keep doing you! I appreciate you telling us to have a good day or taking a break! Thanks!
	• Awesome teacher!

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(12536)**	Course #: **ECON 110**
Hr./Days: **1430 TU On Campus** College: **Arts and Sciences**	Term: **Fall 2020**

Responses from 62 of the 144 enrolled (43%)   Offered: 11/16/20 - 12/04/20

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	8	20	30	4	0.7	4.4
11. Increased desire to learn about the subject	2	3	14	15	24	4	1.1	4.0
14. Amount learned in the course	1	1	14	27	15	4	0.8	3.9

	Statistics				Comparative Status[2]	
	Raw		Adjusted[3]		Raw	Adjusted[3]
Averages and Comparative Status						
1. Overall effectiveness as a teacher	4.4		4.7		HM	H
11. Increased desire to learn about the subject	4.0		4.4		M	HM
14. Amount learned in the course	3.9		4.4		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	5	7	22	12	12	4	1.2	3.3
13. Effort to learn in the course	1	3	18	22	14	4	0.9	3.8
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	3	3	12	40	4	0.8	4.5
3. Well prepared for class	0	0	4	9	45	4	0.6	4.7
5. Interest in helping students learn	0	0	4	19	35	4	0.6	4.5
10. Willingness to help outside of class	0	0	8	17	33	4	0.7	4.4
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	7	17	33	4	0.8	4.4
6. Stimulated thinking about the subject	0	0	3	24	31	4	0.6	4.5
7. Made helpful comments on student work	0	4	16	13	25	4	1.0	4.0
8. Grading procedures fair and equitable	0	1	4	9	44	4	0.7	4.7
9. Realized when students did not understand	1	4	9	13	31	4	1.0	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?

[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

Faculty Member: **Anaman, George** Course Name: **Prin/Macroeconomics(12536)**	Course #: **ECON 110**
Hr./Days: **1430 TU On Campus** College: **Arts and Sciences**	Term: **Fall 2020**

Additional Questions

1. Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

- Mr. Anaman was an excellent teacher. Very fun class to take
- The class was well paced and well organized.
- This course helped my knowledge about economics.
- Professor Anaman is a good teacher. His accent sometimes makes it a little difficult to understand everything he says. It was also a lot harder to focus in class when everything was done via zoom.
- I enjoyed the class a lot it wasn't filled with homework of quizzes/tests. It had a perfect amount of stuff.
- n/a
- I wish we could've had time to finish the chapters in the textbook. Mr. Anaman did a very good job teaching the course and so I feel I'm missing out on interesting information. I don't think the course has enough time for the entire textbook, but I would continue enjoying this class if it continued for an additional 16 weeks!
- I have recommended George Anaman to a lot of my friends. Great teacher!
- They did a fantastic job of teaching me the material and getting me more interested in economics. In particular, I appreciated the prompt uploads of material and all of the examples that we went though as a class.
- This was a great course and the instructor did an excellent job.
- He was a great instructor, learned quite a bit. His accent was pretty strong, kind of hard to understand him sometimes.
- Thank you Professor Ananman!
- Economics is not a subject I'm particularly interested in but I enjoy the class and professor Anaman makes it very clear that he is always available to answer questions.
- I enjoyed the class with Prof. Anaman. Every day no matter what was going on In his life, he came prepared and with the energy to teach us something new. He always asked how we were doing and by doing so he established a great environment. He made us feel respected and also showed that he cared to teach us not just make us pass the class. Every topic we covered he made sure we understand everything so that no matter what the question was, we could answer it correctly. He used real-life examples in class what made me more engaged and showed how these theoretic principles can be applied in real life. Overall he is a great professor and I hope he continues that way because I benefited a lot from his class.
- This class wasn't bad, somewhat boring but I think that's just economics overall
- I thought that the professor has been great this semester
- Giving us practice problems was helpful with the math problems, but I felt like I needed more practice on some of the concepts. You explained everything very well so we could understand.
- I think that George Anaman did a very good job teaching Econ 110. He throughly covered the material. He considered the feedback made by his students and adjusted his teaching style to fit our needs. I would take his class again.
- I really enjoyed all the time he spent making sure we understood each concept.
- The teacher did well, but I don't have any interest in economics.
- George was a very helpful instructor and always made sure to adjust his teaching methods to ensure that we were understanding the material fully. His review sessions were always helpful and the course was well organized.
- I think the George did a good job considering the conditions and how much interest he had in the subject. The subject is hard in general and sometimes I felt like it was easy to misunderstand what we was trying to communicate and would have loved more real world examples to help me realize that the course is actually worth while to learn.
- I really enjoyed this class and it gave me an interest in Economics. I think the class was taught very well and I was able to understand the concepts.

Additional Comments

1. Additional Comments

- I appreciate how Mr. Anaman holds himself accountable, he shares criticism of the students and makes changes appropriately. I believe the changes applied are fair to him and the students and its great to see. I think he has earned the respect of the class and we feel very comfortable participating in class and contributing to the lectures. I just really enjoy Mr. Anaman's teaching style.
- n/a
- Accent

Teval

Teval Report: Student Ratings of Instruction

Teaching and Learning Center | Kansas State University

Faculty Member: **Anaman, George** Course Name: **Intermed Macroecon(11681)**   Course #: **ECON 510**

Hr./Days: **Global Campus Courses**   College: **Arts and Sciences**   Term: **Summer 2020**

Responses from 11 of the 21 enrolled (52%)   Offered: 07/27/20 - 08/03/20

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	1	4	5	0	0.9	4.2
11. Increased desire to learn about the subject	0	1	2	3	5	0	1.0	4.1
14. Amount learned in the course	0	0	3	5	3	0	0.7	4.0

	Statistics		Comparative Status[2]	
	Raw	Adjusted[3]	Raw	Adjusted[3]
Averages and Comparative Status				
1. Overall effectiveness as a teacher	4.2	4.3	M	HM
11. Increased desire to learn about the subject	4.1	4.3	HM	HM
14. Amount learned in the course	4.0	3.9	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	4	4	2	0	0.9	3.6
13. Effort to learn in the course	0	0	2	5	4	0	0.7	4.2
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	1	3	1	6	0	1.1	4.1
3. Well prepared for the course	0	1	0	3	7	0	0.9	4.5
5. Interest in helping students learn	0	1	1	3	6	0	1.0	4.3
10. Willingness to help students	0	1	0	2	8	0	0.9	4.5
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	1	3	6	0	1.0	4.3
6. Stimulated thinking about the subject	0	1	2	3	5	0	1.0	4.1
7. Made helpful comments on student work	0	2	2	4	3	0	1.1	3.7
8. Grading procedures fair and equitable	0	1	1	2	7	0	1.0	4.4
9. Realized when students did not understand	0	1	3	3	4	0	1.0	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?

[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

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

Faculty Member: **Anaman, George** Course Name: **Intermed Macroecon(11681)** Course #: **ECON 510**

Hr./Days: **Global Campus Courses**   College: **Arts and Sciences**   Term: **Summer 2020**

Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	1	1	3	5	1	1.0	4.2
1.2	Timely return of graded materials.	0	1	0	4	5	1	0.9	4.3
1.3	Ability to create an environment that is conducive to learning and sharing.	0	1	0	3	6	1	0.9	4.4
1.4	Effective use of technology to deliver course content.	0	1	1	2	6	1	1.0	4.3
1.5	Ease of navigating the course (course structure).	1	0	1	2	6	1	1.2	4.2
1.6	Ability to engage students in communication, discussion, and group interaction	0	1	2	2	5	1	1.0	4.1
1.7	Timely and useful response to your communications.	0	1	1	2	6	1	1.0	4.3
1 = Very Low	2 = Low	3 = Medium	4 = High	5 = Very High					

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	1	4	2	3	1	1.0	3.7
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	2	2	6	1	0.8	4.4
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	0	2	3	5	1	0.8	4.3
1 = Very Low	2 = Low	3 = Medium	4 = High	5 = Very High					

Additional Questions

1. Use this space to write any additional comments you wish to make. The written comments would be returned directly to the instructor. You may want to PRINT to protect your anonymity
   - I enjoyed your class.
   - I have learned a lot more from this class than I thought I would and I would recommend this class with George Anaman as the professor.

Additional Comments

1. Additional Comments

Faculty Member: **Anaman, George** Course Name: **Intermed Macroecon(10887)**	Course #: **ECON 510**
Hr./Days: **930 MWF On Campus** College: **Arts and Sciences**	Term: **Spring 2020**

Responses from 27 of the 33 enrolled (82%)   Offered: 04/23/20 - 04/28/20

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	2	2	8	14	1	0.9	4.3
11. Increased desire to learn about the subject	1	2	5	6	13	0	1.1	4.0
14. Amount learned in the course	1	0	6	13	7	0	0.9	3.9

	Statistics				Comparative Status[2]	
	Raw		Adjusted[3]		Raw	Adjusted[3]
Averages and Comparative Status						
1. Overall effectiveness as a teacher	4.3		4.5		HM	HM
11. Increased desire to learn about the subject	4.0		4.3		M	HM
14. Amount learned in the course	3.9		4.0		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	4	1	7	11	4	0	1.2	3.4
13. Effort to learn in the course	0	0	8	10	9	0	0.8	4.0
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	2	3	6	16	0	0.9	4.3
3. Well prepared for class	1	0	0	4	22	0	0.8	4.7
5. Interest in helping students learn	0	0	0	11	15	1	0.5	4.6
10. Willingness to help outside of class	0	0	4	6	17	0	0.7	4.5
B. Facilitating Student Learning								
4. Explained the subject clearly	1	1	0	12	13	0	0.9	4.3
6. Stimulated thinking about the subject	1	1	2	8	15	0	1.0	4.3
7. Made helpful comments on student work	1	1	4	5	16	0	1.1	4.3
8. Grading procedures fair and equitable	0	0	2	3	22	0	0.6	4.7
9. Realized when students did not understand	2	0	3	10	12	0	1.1	4.1

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

Faculty Member: **Anaman, George** Course Name: **Intermed Macroecon(10887)**   Course #: **ECON 510**

Hr./Days: **930 MWF On Campus**   College: **Arts and Sciences**   Term: **Spring 2020**

Additional Questions

1. Use this space to write any additional comments you wish to make. The written comments would be returned directly to the instructor. You may want to PRINT to protect your anonymity
   - You were such an amazing teacher and I was so lucky to have you!
   - I think George was an excellent teacher. He took suggestions about his ways of teaching very well and changed accordingly very quickly. It seemed like he was constantly wanting to improve so he could be of better help to the students. I think he always had the best interest of the students at heart.
   - I really enjoyed this class. I learned quite a bit and enjoyed the teacher.
   - Thank you so much for the great year!
   - George did a great job with his class. He asked for feedback throughout the semester because he wanted to be the best teacher he could be. He was fair with the amount of homework he gave and difficulty of the tests. Overall, he did a great job.
   - George is a great instructor. He explains every topic in details and he make sure that every student understand the topic before he moves on to the next. He always comments on your work and willing to help.
   - You are an excellent professor and I was amazed at how easy you made such a complicated subject!
   - Very good teacher George, both in class and online. You may want to consider being a full time professor after you finish your PhD.
   - George Anaman is a well teacher that is always prepared for class. He offers a very organized and well structured course.
   - I appreciate the amount of time and effort spent in teaching this class. You can relate to the students which helps a ton. Great job this semester!
   - He put in a lot of effort in this class. One of the most prepared teachers I've had. Always had all the writings on the white board before we got there, and on online class was a smooth transition. He held it like normal class which made it easier than some other teachers changing everything.
   - Overall teacher was great and i learned some new things.
   - Great instructor. Ensures you understand the material. Overall very effective
   - Was way too controlling with how we did things. when we switched to online I do not want to have to give a summary of the lecture he just gave us back because I feel it does not help me learn and just gives me added stress making sure I get them in on time. Out of all my professors, he has more restrictions and rules and is less experienced than those professors which I learn more from.
   - George put a lot of work into the class and you could tell he cares about his students. Very effective teacher overall!

Additional Comments

1. Additional Comments
   - A+ job
   - None

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

Faculty Member: **Anaman, George**	Course #: **ECON 510**
Hr./Days: **1130 MWF On Campus** College: **Arts and Sciences**	Term: **Fall 2019**

Responses from 30 of the 38 enrolled (79%)   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	6	12	12	0	0.7	4.2
11. Increased desire to learn about the subject	0	3	9	10	8	0	1.0	3.8
14. Amount learned in the course	1	0	9	13	6	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	4.2		4.4		M	HM
11. Increased desire to learn about the subject	3.8		4.2		M	HM
14. Amount learned in the course	3.8		4.3		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	16	5	1	0	1.0	2.8
13. Effort to learn in the course	0	2	13	12	3	0	0.8	3.5
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	2	15	13	0	0.6	4.4
3. Well prepared for class	0	0	0	10	20	0	0.5	4.7
5. Interest in helping students learn	0	0	1	10	19	0	0.6	4.6
10. Willingness to help outside of class	0	0	2	9	19	0	0.6	4.6
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	10	7	13	0	0.9	4.1
6. Stimulated thinking about the subject	0	1	4	13	12	0	0.8	4.2
7. Made helpful comments on student work	0	2	9	8	11	0	1.0	3.9
8. Grading procedures fair and equitable	0	1	0	9	20	0	0.7	4.6
9. Realized when students did not understand	0	1	8	11	10	0	0.9	4.0

Instructor's Description of Class

A. Type of class	
B. Class size	About right
C. Physical facilities	Less than adequate
D. Previously taught this course?	None
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	I was really enthusiastic
H. Control of course decisions	Yes- I was responsible for all decisions
I. Differences in student preparation	Not a problem
J. Student enthusiasm	Mixed; both high and low
K. Student effort to learn	Satisfactory
L. Additional comments?	No 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