UWE

Learning Environment Survey (LENS) Spring 2025

LENS Full Individual Instructor Report, Spring 2025 for Global Macroeconomics (ECO 120-06) Spring 2025 (Saharnaz Babaei Balderlou)
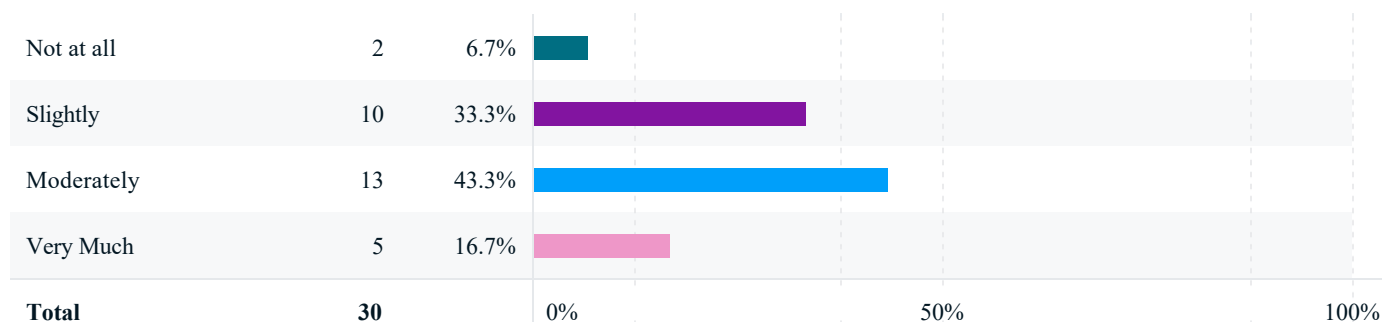
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Created **Tuesday, May 27, 2025**

Courses Audience:	**35**
Responses Received:	30
Response Ratio:	**85.7%**

Motivation

To what extent were you looking forward to learning about this subject?

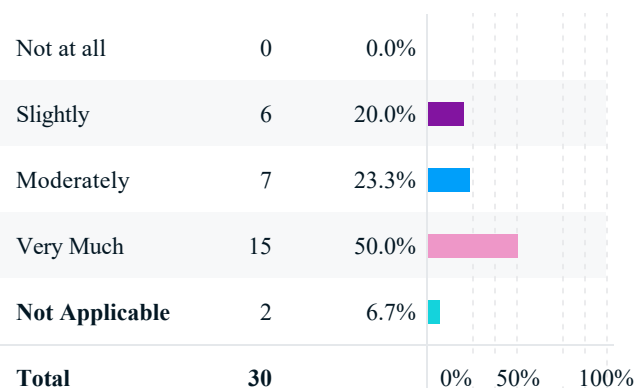|		
Not at all	2	6.7%
Slightly	10	33.3%
Moderately	13	43.3%
Very Much	5	16.7%
Total	**30**	

Instructional Activities

To what extent did the following course components contribute positively to your learning?

1. Lecture (live or recorded)

Not at all	0	0.0%
Slightly	4	13.3%
Moderately	7	23.3%
Very Much	19	63.3%
Not Applicable	0	0.0%
Total	**30**	
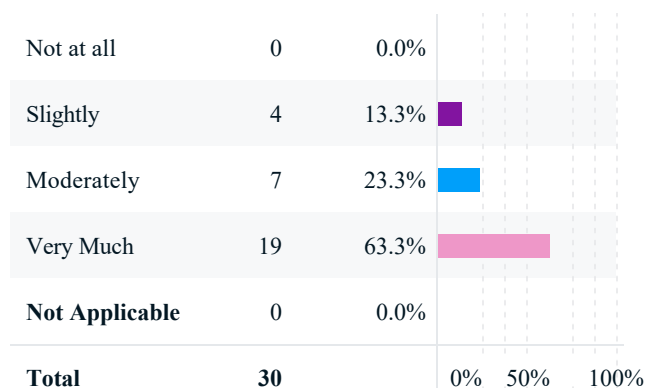
2. Discussion (live or online)

Not at all	0	0.0%
Slightly	6	20.0%
Moderately	7	23.3%
Very Much	15	50.0%
Not Applicable	2	6.7%
Total	**30**	

3. Guided activities (live virtual or in-person: such as solving problems, completing exercises, lab work, and/or other hands-on activities)

Not at all	0	0.0%
Slightly	2	6.9%
Moderately	13	44.8%
Very Much	14	48.3%
Not Applicable	0	0.0%
Total	**29**	

0%   50%   100%

4. Independent homework activities (such as solving problems, completing exercises, lab work, or other hands-on activities)

Not at all	0	0.0%
Slightly	5	16.7%
Moderately	15	50.0%
Very Much	10	33.3%
Not Applicable	0	0.0%
Total	**30**	

0%   50%   100%

5. Major course projects (such as term papers, research projects, community engagement projects, etc.)

Not at all	0	0.0%
Slightly	6	20.7%
Moderately	6	20.7%
Very Much	12	41.4%
Not Applicable	5	17.2%
Total	**29**	

0%   50%   100%

6. Assigned readings

Not at all	6	20.0%
Slightly	5	16.7%
Moderately	4	13.3%
Very Much	5	16.7%
Not Applicable	10	33.3%
Total	**30**	

0%   50%   100%

7. Content videos (not lecture)

Not at all	3	10.0%	
Slightly	9	30.0%	
Moderately	7	23.3%	
Very Much	7	23.3%	
Not Applicable	4	13.3%	
Total	**30**		0% 50% 100%
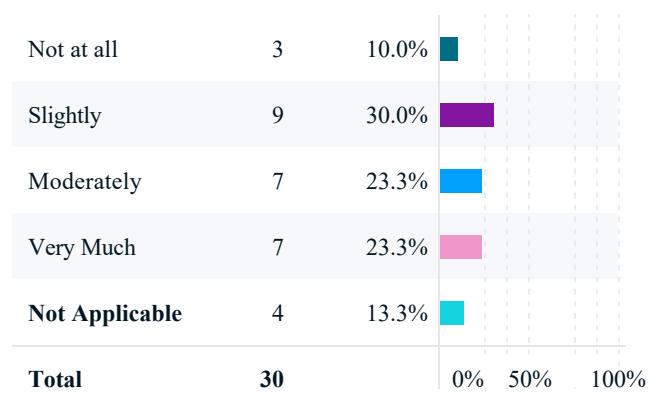
Student Learning Behaviors

Which of the following activities/strategies did you use to enhance your own learning in this course? (Select all that apply):

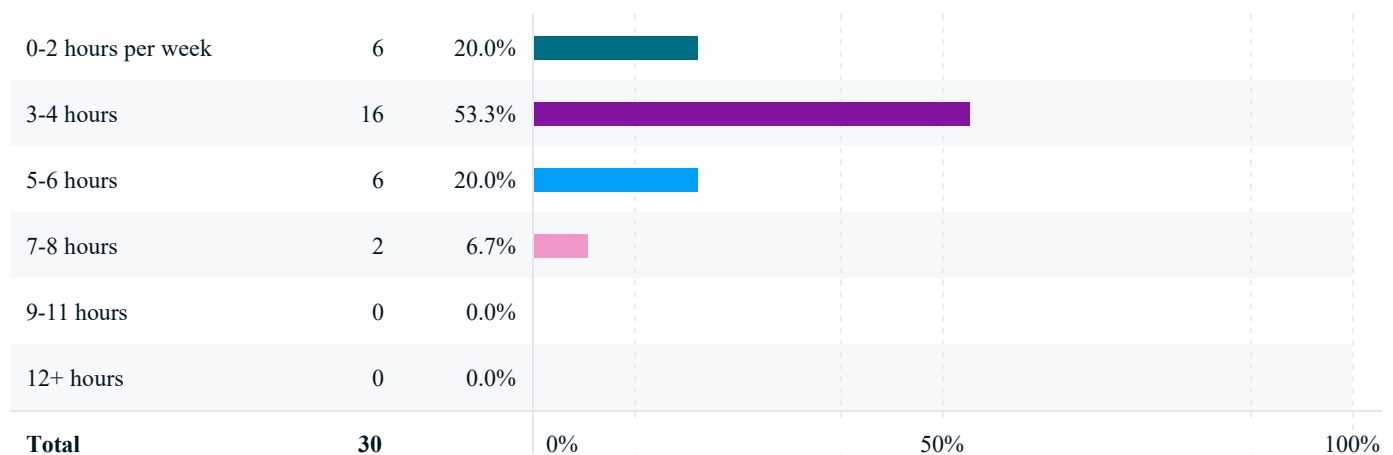|			
Read most or all assigned content	13	43.3%	
Actively read assigned content (e.g., paused, reflected, predicted, summarized, tested y…	11	36.7%	
Took your own notes from the book or other course materials	24	80.0%	
Studied with a partner	15	50.0%	
Practiced explaining course content to someone else	8	26.7%	
Made/used flashcards (paper or electronic)	4	13.3%	
Watched most or all course videos	15	50.0%	
Contacted the instructor via email to ask questions	8	26.7%	
Talked to the instructor during office hours or a meeting	2	6.7%	
Reviewed learning objectives	15	50.0%	
Practiced answering study guide questions	18	60.0%	
Completed instructor- or textbook-provided practice quizzes	9	30.0%	
Quizzed yourself (i.e., created your own quiz questions)	11	36.7%	
Came up with your own personal examples of course concepts	4	13.3%	
Practiced summarizing major ideas and concepts in your own words	12	40.0%	
Actively participated in class discussions	11	36.7%	
Respondent(s)	**30**		0% 50% 100%

Describe what else you did (or could have done) to contribute to a positive learning experience in this course.

Comments
I watched youtube videos of a guy named clifford. He helped me understand concepts
Interacted with classmates during collab assignments.
Creating my note sheets
I think I am generally so lost in this course I feel very discouraged. I am very aware we are encouraged to ask questions and discuss material in the classroom. However, I feel that I do not have even enough understanding to know what to ask questions on. I have never taken an economics course before I it felt very advanced and quick paced. I am very confused in class lectures due to confusing examples and not enough time to take explainable notes or know what notes to and not to take. This class has been very frustrating sometimes and it feels like a lot of the blame is put onto the students. it is very clear our instructor is very wise and wants us to learn however has a very hard time delivering. I want to ask questions in class soemtimes but then our instructor frequently puts down students for being wrong.
Take more notes, participate in class
Payed more attention as her lecture was very helpful and I didn't do my best listening to the content.
I spoke out in class

Time on Task

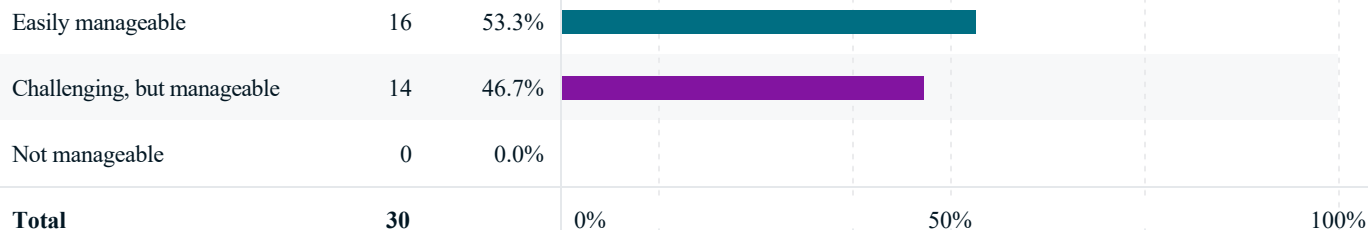**On average, how many hours per week did you spend on this course? (Include time spent in class, reading, watching videos, completing assignments, studying, etc.)**

0-2 hours per week	6	20.0%	
3-4 hours	16	53.3%	
5-6 hours	6	20.0%	
7-8 hours	2	6.7%	
9-11 hours	0	0.0%	
12+ hours	0	0.0%	
Total	**30**		

Workload Manageability

In my experience, the workload in this course was...		
Easily manageable	16	53.3%
Challenging, but manageable	14	46.7%
Not manageable	0	0.0%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

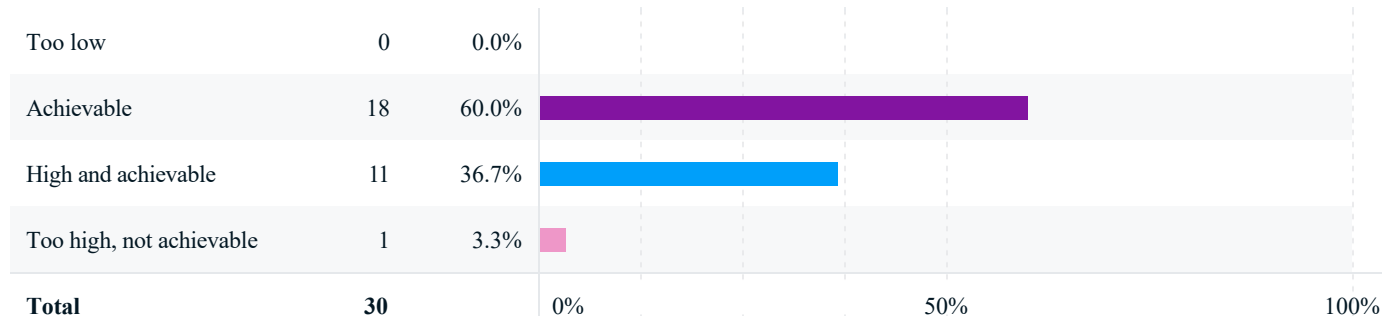| Comments |
|---|
| I thought the homework load and assignments were mangle and timed well with the course. |
| Homework online every week or every other week. |
| not much homework. had to hold yourself accountable to study. not challenging unless you fell behind. |
| Collabs were time consuming but very doable. |
| Content was harder then I thought it would be compared to micro. It was hard to understand which questions would actually be asked on the exams so I struggled with figuring out what I should be studying and understanding. In exam 2 I studied the slides and the practice exams given, and that content I got good scores on in the test, but I did not understand what the open ended questions were asking, I feel like we didn't really go over that in class, and if we did the connections felt very far away. |
| Mostly notes and homework. Does not take a ton of time compared to my other classes. |
| I feel I understood most topics from lecture and doing homework problems helped, so it was easy to manage those things and not have to spend too much time studying. |
| Not a lot of homework |
| There was work but I got it done |
| When we were assigned collabs where we were asked to work in groups that's what made my workload challenging as I had to plan with my group and schedule a meeting so I could get the assignment done. |
| It took a little work but nothing too hard |

Expectations

I felt that the expectations for my performance in this course were:		
Too low	0	0.0%
Achievable	18	60.0%
High and achievable	11	36.7%
Too high, not achievable	1	3.3%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

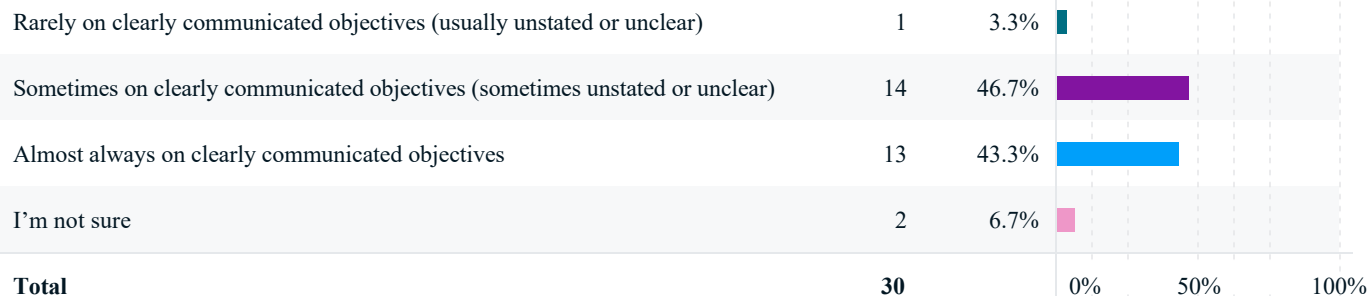| Comments |
|---|
| I was confused at times but i tried and studied a lot before tests. |
| A solid understanding on course objectives was crucial in class and on assignments. |
| Didn't expect much however I think as students we were approached the wrong way and discouraged when told to discuss and ask questions because we were afraid to be talked down to. |
| Just do what's asked |
| I thought I could get an AB |
| I always strive for an A |

Course Alignment

In my experience, I felt I was being evaluated...		
Rarely on clearly communicated objectives (usually unstated or unclear)	1	3.3%
Sometimes on clearly communicated objectives (sometimes unstated or unclear)	14	46.7%
Almost always on clearly communicated objectives	13	43.3%
I'm not sure	2	6.7%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

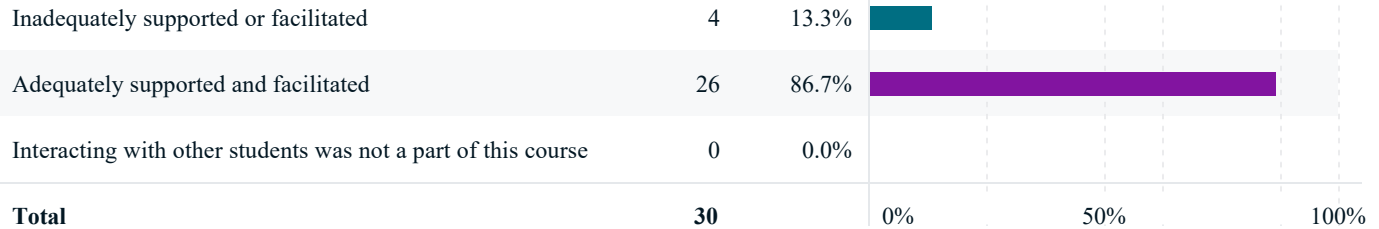| Comments |
| --- |
| Feedback was always given in class when answering and asking questions. |
| On exam 2 I did not understand what certain questions were asking. The homework and the collab claimed to be the "hardest form" of questions the professor would ask ,yet I found them much clearer and understandable than the open ended content on the tests. I just would be nice to know what style of questions were going to be asked on the test. |
| homework was graded fairly and in class participation was helpful to our grades as well. |
| Being randomly asked questions in class that students needed to answer made me feel like we were evaluated quite often. |
| The objectives for learning were always clear in each section, and there was little up to interpretation. |
| Always was told what we had to do |
| Sometimes I was confused |
| it was clear on what exam would be on |

Peer Interactions

In my experience, learning together with other students in this course (through discussions, activities, and/or projects) was...			
Inadequately supported or facilitated	4	13.3%	
Adequately supported and facilitated	26	86.7%	
Interacting with other students was not a part of this course	0	0.0%	
Total	**30**		

Explain your answer to the above question. If possible, please include specific examples.

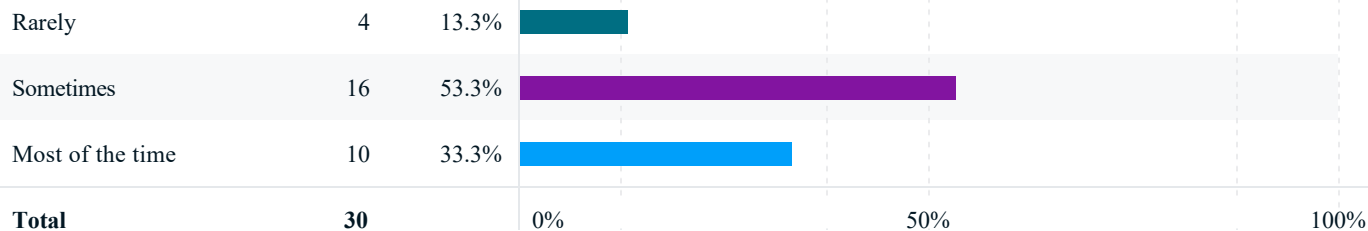| Comments |
| --- |
| I enjoyed the collabs with to my peers. they helped me learn. |
| Collab assignments were extremely helpful. |
| Projects were confusing and frustrating due to improper communication on the instructor's end. |
| We had group collabs |
| The collabs helped because other students could help explain topics. |
| Collab assignments |
| We did "collabs" with other students in the class, which involved answering practice exam questions together. It was nice to be able to connect with other students prior to the exam. Students were also often encouraged to discuss topics in class. |
| I like working with other people |
| peers were great in projects |
| We had the collab projects, while we found our groupmates, it didn't go very well for the first collab. However, the other ones later were much better facilitated |

Belonging

I felt comfortable contributing to class discussions and/or activities.		
Rarely	4	13.3%
Sometimes	16	53.3%
Most of the time	10	33.3%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

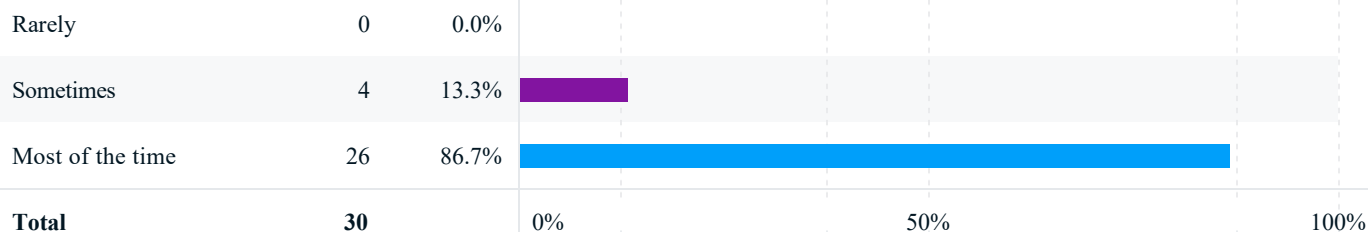| Comments |
|---|
| The classroom was a very welcoming environment where participation was encouraged. |
| I was always so confused I didn't even know what to ask questions on and students who participated in discussion were often put down and embarrassed. |
| I just did whenever I knew the answer |
| Extra credit was rewarded |
| Sometimes i did , sometimes I was confused |
| I always spoke out |

Opportunities

I had the same opportunities to achieve in this course as other students did.		
Rarely	0	0.0%
Sometimes	4	13.3%
Most of the time	26	86.7%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

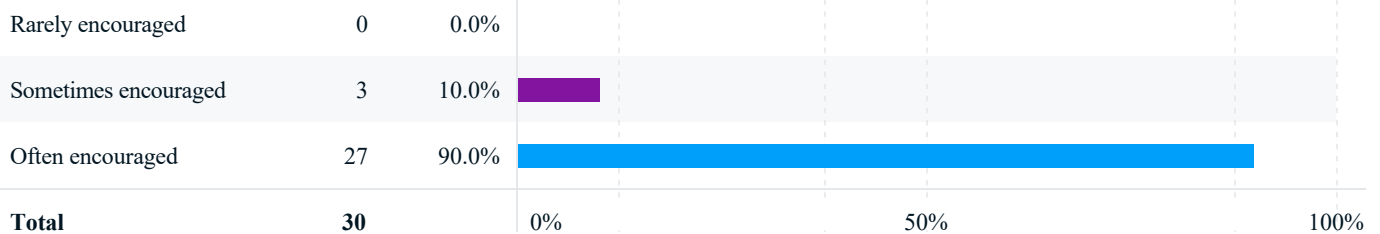| Comments |
| --- |
| Every student was given an opportunity to ask questions in class. |
| Everybody was treated the same. However, there was an incident during our second group project when the whole class received an angry email from the instructor because she was receiving multiple emails from her classes with questions about technical issues that were nobody's fault. She then proceeded to tell the class the only the student in the class who had reached out to her before the project and tested the links would be receiving a good grade on it because "he cares." I care deeply about my grade as a student as well and that was very hard to hear from our instructor because not only was she blaming us for the technical issues but also belittling us over something that was not our fault. And to top it off the student who would be receiving a good grade because "he cares" was in my group and was also having technical issues at the time as the rest of us. |
| Everyone had a chance |
| Everyone had the same opportunities |
| We all are given equal opportunity |
| very fair to get extra credit |

Support

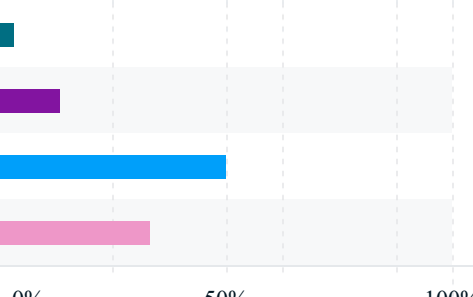### In my experience, asking questions related to the course was...

Rarely encouraged	0	0.0%
Sometimes encouraged	3	10.0%
Often encouraged	27	90.0%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

Comments
always asked if we had questions before moving on. making new ways for students to understand concepts better.
There was always time in class to ask questions throughout the lecture.
often encouraged but hardly followed through due to poor nourishment.
She often asked questions in the class
The class was asked if we had any questions on the material at the start of class, and there were places in canvas to ask questions.
Always was encouraged
yes
always gave us oppurtunities
I kind of feel like we had to ask questions too frequently.

Feedback

In your experience how would you describe the usefulness of the feedback you received in this course?		
I haven't received feedback yet (no grades, no comments, etc.)	1	3.3%
Not useful	4	13.3%
Somewhat useful	15	50.0%
Useful	10	33.3%
Total	**30**	

Explain your answer to the above question. If possible, please include specific examples.

Comments
Every question or concern I had was answered and explained successfully.
I have received grades back but the only feedback I have gotten was on the collab. In the exams we never went over them class to explain what answers were needed.
I just didn't get a ton of feedback on homework or anything
Got my questions answered
help me in future classes

Open Response

If you have any additional comments you would like to make about the learning environment in this course, please do so here and be specific. Please focus your comments on the learning environment and content of the course (i.e., assignments and materials) and not unrelated matters (such as the instructor's appearance).

Comments
I appreciated the helping me and looking at your email frequently. I also really liked the extra credit opportunities.
Professor B is great and I am on the waitlist for her Econ 230 class in fall. she really cares about her students.
The classroom was a very welcoming area where participation was not only encouraged, but resulted in credit as well.
stop doing collabs – instead do a group project or something
The class or the professor was not that bad, I take accountability for knowing that the content is just a little hard. I also understand that striving for an A is sometimes unrealistic, however, what made this course tricky was its inconstancy. Collab 1 changed groups and form from Collab 2 and 3. Exam 1 was all online with notes, Exam 2 was in person with a note sheet, Exam 3 was half and half. The exam changes made it hard to understand what I needed to know for this class. I was constantly changing my study and note habits to accommodate to the next exam which was stressful and exhausting. It also would have been nice to go over more examples in class explained by the professor because when a student explains it, 9 times out of 10 they are just saying the answer and not explaining how it happened.
I understand our professor is very smart and wants to teach us. However, her methods were unsuccessful very repetitive and often hard to understand. Also, question and discussion or participation were daring and put down.
No
Overall, the class was good and I could tell the professor really cared about our understanding and success. I think the homework could have had a little bit more weight to it. Since we only had to answer the questions and got the same score whether we answered them right or wrong, I found myself having less incentive to answer them correctly or understand the questions I answered wrong. Also, the recording for collabs was a little confusing and took time away that could have been spent on answering the questions. I did appreciate the numerous extra credit opportunities in this class! Again, this class as a whole was taught well and the professor was extremely supportive!
I do not
Dr B is great!