

TEACHING DOSSIER: LINDSAY M. TEDDS

Since 2005, I have taught courses in public economics, quantitative methods, research methods, and policy analysis in both campus and online formats and have supervised student's capstone projects and theses. I have actively participated in and have led course and curriculum development initiatives, including the design and delivery of the integrated case study exercise delivered across our Master's in Public Administration and Dispute Resolution Programs. This teaching dossier outlines my:

1. Teaching Philosophy,
2. Teaching Responsibilities,
3. Efforts to Improve Teaching,
4. Evidence of Contributions to Teaching Programs and the Scholarship of Teaching,
5. Summary of Numerical Scores from Course Evaluations,
6. Course Evaluations from 2010-2016.

Additional information related to my teaching, including teaching peer reviews, student testimonials, course information, and historical course evaluations are available on request.

1. Statement of Teaching Philosophy

As a university educator with public policy experience, my overarching teaching philosophy is to assist students in the transformation from being information sponges into independent, critical thinkers by developing their intuition and reasoning skills. My philosophy of teaching places me as a facilitator, coordinator, and motivator. I view my role as helping students learn the material rather than teach them the material. My approach requires students to understand the fundamental concepts underlying the material and they are usually appreciative of the approach once they become practitioners. To this end, I incorporate the following six aspects into my teaching: principles, practice, policy, value added, passion, and continual revision.

Principles: Teaching intuition and reasoning skills is not just about teaching a set of facts, definitions and paradigms. It involves teaching a way of thinking about problems, giving students the tools to help them reason their way through problems. In every course, there is some content that is not valuable to every student. However, learning how to think through problems in a rigorous fashion is valuable to all students. Focusing on developing intuition and reasoning skills, rather than on memorizing formulas and definitions, provides students the ability to puzzle through more than just text book situations. It is a skill that can be applied in other classes, on the job, and, more generally, in their own lives. Simply reciting facts and definitions in a mindless chant is valuable to no one.

Practice: Students cannot learn intuition and reasoning skills in the static environment of the lecture hall. It is a skill that can only be mastered through repeated practice and through active engagement. The theories at hand must be applied over and over again, in differing situations and contexts, for students to truly grasp the general applicability of the theories in understanding a wide range of phenomena.

Policy: Many students find their university courses too focused on abstract models and theories and get frustrated with the large gap that exists between abstract and concrete applications. Real

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world problems engage students and their curiosity and public policy applications can help bridge the gap between the abstract and the concrete. For me, public policy applications are what make teaching so interesting. Applying intuition and reasoning skills to current public policy debates helps make the models and theories relevant to the students.

Value-added: Many students have very little respect for “cook book” courses. These are courses that are simply summaries of the course text book and provide a simple algorithm for solving problem, without any explanation as to why these algorithms work or why the specific steps are required. Students are motivated to attend classes, which clearly stimulates learning, in those classes where additional and non-traditional information is imparted. That is, where there is value-added. In particular, models and theories are limited and students need to learn a healthy dose of skepticism. In the real world, problems are likely to involve features that are not incorporated in the traditional models and students need to understand their limitations.

Passion: Teaching and learning in a university environment is an exciting experience and students need to share in this excitement. One purpose of the class time is for the instructor to transfer some of the excitement they have for the subject to the student. An instructor who is passionate about the material they are covering will transfer that excitement to the students. Excitement is contagious; it engages students and motivates them to learn.

Continual Revision: Students want to learn about and discuss current and relevant public policy debates and topics. Doing so means keeping up with not only the academic literature but also the legislative and regulation changes along with the day to day policy discussions and debates being held in Canada and around the world. Such revisions keep the course material fresh and relevant, ensure that students are engaged with the course material and prepared to deal with modern policy challenges, and keep me abreast of advances in research and policy challenges as well as help inform my own thinking and research.

Overall, I aspire to challenge students to truly engage with the subject matter and give them first-hand experience with the researching, understanding, developing, and assessing public policy using the models and theories relevant to the courses I teach.

2. Teaching Responsibilities¹

Year	Term	Course # & Title	Delivery Method	Contact Hours	Enrollment	TA
2016	Fall	ADMN 509: Microeconomics for Policy Analysis	Campus	3	22	No
2015	Winter	ADMN 509: Microeconomics for Policy Analysis	Online	Online	20	No

¹ Please note that I was on leave: January-July 2009, April 2011-March 2012, April 2013-March 2014, and July 2015-June 2016.

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2015	Winter	ADMN 509: Microeconomics for Policy Analysis	Online	Online	19	No
2014	Fall	ADMN 509: Microeconomics for Policy Analysis	Campus	3	19	No
2013	Winter	ADMN: 509 Public Sector Economics	Online	Online	23	No
2013	Winter	ADMN 509: Public Sector Economics	Online	Online	22	No
2012	Fall	ADMN 509: Public Sector Economics	Campus	3	22	No
2012	Fall	ADMN 5018: Economic Policy Analysis	Hybrid	3	8	No
2010	Fall	ADMN 502A: Research Design: Critical Appraisal of Information	Campus	3		No
2010	Fall	ADMN 509: Public Sector Economics	Online	Online	13	No
2010	Fall	ADMN 509: Public Sector Economics	Online	Online	22	No
2010	Fall	ADMN 518: Economic Policy Analysis	Hybrid	3	9	No
2010	Winter	ADMN 502A: Research Design: Critical Appraisal of Information	Online	Online	20	No
2009	Fall	ADMN 518: Economic Policy Analysis	Hybrid	3	12	No
2009	Fall	ADMN 502A: Research Design: Critical Appraisal of Information	Campus	3	20	No
2009	Fall	ADMN 502A: Research Design: Critical Appraisal of Information	Campus	3	24	No
2008	Fall	ADMN 518: Economic Policy Analysis	Hybrid	3	9	No
2008	Fall	ADMN 502A: Research Design: Critical Appraisal of Information	Campus	3	34	Yes
2008	Winter	ADMN 503: Economic Policy Analysis	Online	Online	4	No
2007	Fall	ADMN 502A: Research Design: Critical Appraisal of Information	Campus	3	28	Yes

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2006	Winter	ECON 4130: Seminar in Econometrics	Campus	3	21	No
2006	Winter	ECON 3180: Introduction to Econometrics	Campus	3	43	No
2005	Fall	ECON 3170: Introduction to Quantitative Methods	Campus	3	90	Yes
2005	Fall	ECON 1200: Principles of Economics (Microeconomics)	Campus	3	120	Yes
2005	Winter	ECON 4A03: Honours Seminar: Public Economic & Public Policy	Campus	3	15	No

• **Supervision of graduate and/or honours students:**

1. Greg Thompson	MPA 598	2017-
2. Sean McCann	Capstone Project	2015-2016
3. Brittany Bingham	MPA 598	2014-2015
4. Carolyn Fast	MACD 598	2014-2015
5. Ellen Reynolds	MPA 598	2014-2015
6. Justin Farrell	MPA 598	2014-2015
7. Keith Preston*	MPA 598	2014-2015
8. Heather Todd	MCD 598	2012
9. Steve Yang	MPA 598	2012-2015
10. Jamie Osmond	MPA 598	2012-2013
11. Rob DesRoches	MPA 598	2012-2013
12. Caitlin Morrison	MPA 599	2012-2013
13. Kelly Farish	MPA 599	2011-2012
14. Ariel Tian	MPA 598	2010-2011
15. Natasha Horseman*	MPA 598	2010-2011
16. Vivian Tse	MPA 598	2010-2011
17. Lori Pilon	MPA 598	2010-2011
18. Amelia Quintanilla Araujo	MPA 598	2010-2011
19. Jolie Wang	MPA 598	2009-2011
20. Susan Sieg	MPA 598	2009-2011
21. Tamara Checkley	MPA 598	2009-2010
22. Pamela Kachafanas	MPA 598	2009
23. Adian McFarlane	Ph.D. (Economics, Manitoba)	2006-2009
24. Katrin Saxty	MPA 598	2008
25. Raluc Dalgado	MPA 598	2008
26. Allen McAvoy	MPA 598	2008
27. Peter Pokorny	MPA 598	2008
28. Michael Braun*	MPA 598	2008
29. Nurlybek Nurmagambetov	MA	2007-2008

***Denotes projects that won awards related to best MPA capstone projects**

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- **Graduate Student Committee Membership (Second Reader):**

1. Jason Gariepy	MPA 598	2017
2. Katherine Dillistone	MPA 598	2016
3. Natasha Lesnikova	MPA 598	2013-2014
4. Alison Hopkins	MPA 598	2012
5. Lara Blazey	MPA 598	2012
6. Jennie Wang	MPA 598	2012
7. Sean Ryan	MPA 598	2012
8. Caitlin Brownrigg	MPA 598	2010
9. Teresa Butler	MPA 598	2010
10. Kirn Khaira	MPA 598	2010
11. Rory Allen	MPA 598	2010
12. Alexandra Hatcher	MPA 598	2009
13. Kirsten Brown	MPA 598	2009
14. Shuang Yu	M.A. 598 (Economics)	2008
15. Kristina Parkes	MPA 598	2008
16. Shirley Woods	MPA 598	2008
17. Nikoo Boroumand	MPA 598	2007

- **Graduate Student Committee Membership (Chair):**

1. Shaham Sharifian	PhD Engineering	2016
2. Jodi Rempel	MADR598	2016
3. Melissa Penner	MPA 598	2016
4. Leslie Scowcroft	MPA 598	2015
5. Yagmar Akbulut	M.Sc. Engineering	2014
6. Christine Roberts	MPA 598	2013
7. Elizabeth Clemo	M.A. History	2012
8. Craig Fink	MPA 598	2012
9. Jesse Blondin	MPA 598	2012
10. Kirsten McMenamie	MADR598	2012
11. Basia Bukowski	MADR598	2011
12. Aidan Burgess	MPA 598	2011
13. Lauren Chitra	MPA 598	2011
14. Jo-Ann Munn Gafuik	MPA 598	2010
15. Andrew Stephenson	M.Sc. Earth and Ocean Sciences	2010
16. Sara Davis	MPA 598	2010
17. Daphne Flanagan	MPA 598	2010
18. Jane Vermeulen	MPA 598	2010
19. Victor Lorentz	M.A. Political Science	2009
20. Keely Sarah Hunter	MPA 598	2009
21. Kathleen Berniaz	MPA 598	2009
22. Thomas Crist,	MPA 598	2008
23. Jillian Rouselle	MPA 598	2008
24. Debbie Bryant	M.Sc. Biology	2008

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- **Directed Studies:**

ECON 598	2009	Systematic Review of the literature on the Underground Economy
ECON 4100	2006	Topics in Applied Finance Economics

- **Student Advising:**

I regularly advise students and provide employment and academic references for students.

3. Efforts to Improve Teaching

- **Courses:**

Online Education Fundamentals, Learning and Teaching Centre and Elearning Systems, 20 week course, October 2010-April 2011.

Principles and Practice of University Teaching, Education 750 (1.5 credit course), Department of Education and Centre for Leadership in Learning, McMaster University, Summer 2004.

- **Workshops:**

Teaching with Technology: Online & Blended Learning, Technology and Integrated Learning, University of Victoria, November 12, 2014

BlueJean Demonstration, Audiovisual and Multimedia, University System, University of Victoria, August 27, 2014

Moving to CourseSpaces: Course Import Walkthrough, Technology and Integrated Learning, University of Victoria, May 20, 2014

Expanding your Digital Footprint: Research, Networking, and Social Media, HSD Research, Communication and Professional Development, April 14, 2014

The Flipped Classroom, Learning and Teaching Centre, University of Victoria, April 9, 2014

Copyright & Teaching: Tools and Tips for Ensuring that your Course is Copyright Compliant, Copyright Officer, University of Victoria, August 15, 2012

Metaanalysis and Structural Equation Modeling, Dr. Ron Landis, Illinois Institute of Technology, April 20, 2012.

Moodle 301: Collaboration Tools, Elearning Systems, University of Victoria, self-paced online workshop, April 2-27, 2012.

Synchronous Tools Evaluation: Blackboard Collaboration (Scenario 2), Elearning Systems, University of Victoria, April 5, 2012.

Synchronous Tools Evaluation: Adobe Connect (Scenario 2), Elearning Systems, University of Victoria, March 14, 2012.

Synchronous Tools Evaluation: Adobe Connect (Scenario 1), Elearning Systems, University of Victoria, March 9, 2012.

Synchronous Tools Evaluation: Blackboard Collaboration (Scenario 1), Elearning Systems, University of Victoria, March 5, 2012.

Synchronous Tools Evaluation: Desktop Video Conferencing, Elearning Systems, University of Victoria, March 1, 2012.

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NetCourse 152: Advanced Stata Programming, STATA Corp., 7 week course, October–November 2011.

NetCourse 151: An Introduction to Stata Programming, STATA Corp., 6 week course, July–August 2011.

Participated in the "Learning and Teaching Online in the School of Public Administration" study that was conducted by Distance Education Services in the Division of Continuing Studies, November 13, 2010

Tyler Cowen's Webinar on Unemployment, W.H. Freeman and Worth Publishers, October 27, 2010

Pedagogy and Podcasting: Hands-on with the Basics, Learning and Teaching Centre, University of Victoria, May 26, 2010.

Online Teaching and Learning Showcase: Promoting Net-Gen Student Engagement Using Multimedia, Learning and Teaching Centre and Learning Systems, University of Victoria, April 29, 2010.

Participated in the Educational/Instructional Technology Focus Group organized by The Learning and Teaching Centre and University Systems and Moderated by Peter Wolf. March 3, 2010.

A Closer Look at Student/Instructor Engagement, Workshop Facilitated by Wendy Caplan, School of Public Administration, University of Victoria, March 1, 2010

Moodle: Integrating Rich Media, Learning Systems, University of Victoria, February 23, 2010

Moodle: Forums and Wikis, Learning Systems, University of Victoria, February 4, 2010

Best Practices with Moodle, Learning and Teaching Centre Instructional Technology Series, University of Victoria, January 28, 2010.

How the Library Can Help You and Your Online Students, Workshop facilitated by Carol Gordon, School of Public Administration, University of Victoria, December 8, 2009.

Promoting Net-Gen Student Engagement Using Multimedia, Learning and Teaching Centre, University of Victoria, November 19, 2009.

PowerPoint Revisited, Learning and Teaching Centre, University of Victoria, October 20, 2009.

Assessments and Assignments for Online Students, Workshop facilitated by Wendy Caplan, School of Public Administration, University of Victoria, October 9, 2009.

Engaging Students: Dialogue, Interaction, and Communication, Workshop facilitated by Wendy Caplan, School of Public Administration, University of Victoria, October 7, 2009.

Developing a Framework for Online Learning and Organizing Content, Workshop facilitated by Wendy Caplan, School of Public Administration, University of Victoria, October 5, 2009.

The Ever Expanding World of Community Based Research: Where are we Going, Learning and Teaching Centre, University of Victoria, October 2, 2009.

Integrity and Integration: Teaching Academic Writing Beyond Plagiarism, Learning and Teaching Centre, University of Victoria, September 28, 2009.

Preparing a Great Syllabus, Learning and Teaching Centre, University of Victoria, September 24, 2009.

Wikis? Twittering? Facebook? The Implications and Challenges of Web 2.0 Technologies in Teaching and Learning, Learning and Teaching Centre, University of Victoria, September 24, 2009.

Seeing eye-to-eye? The perceived academic language-learning needs of graduate and undergraduate students at the University of Victoria from students' and instructors' perspectives, Learning and Teaching Centre, University of Victoria, September 17, 2009.

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Faculty/Instructor Moodle Orientation, Workshop facilitate by Sue Donner, School of Public Administration, University of Victoria, August 27, 2009.

What's New in Econometrics, Guido Imbens and Jeffrey Wooldridge, CEA-CLSRN Summer Course, Ryerson University, May 26-28, 2009.

What is Blended Learning? - The Promise and Perils of Integrating Face-to-face and Online Learning, Instructional Technology Group, University of Victoria, March 19, 2009.

An Introduction to Multi-Level Models, Dr. Doug Baer, Statistics Canada Research Data Centre, May 27, 2009.

An Introduction to Structural Equation Modeling, Dr. Doug Baer, Statistics Canada Research Data Centre, May 9, 2009.

Problem-based Learning (PBL), Learning and Teaching Centre, University of Victoria, Spring 2008.

Applying for Research Ethics Approval for Instructors, Learning and Teaching Centre, University of Victoria, Spring 2008.

Student Motivation Workshop, Learning and Teaching Centre, University of Victoria, Winter 2008.

Developing your Teaching Dossier, Learning and Teaching Centre, University of Victoria, Fall 2007.

Reworks Fundamentals and Advanced Webinars, Refworks User Education Services, Fall 2007.

Accounting 3050, Taxation Accounting, Department of Accounting and Finance, I.H. Asper School of Business, University of Manitoba, Fall 2006.

New Faculty Orientation, University of Manitoba Teaching Services, Summer 2005.

Introduction and Getting Started with WebCT, McMaster University, Fall 2004.

Grading & Academic Integrity, McMaster University, Fall 2004.

How to Manage Conflict, Anger and Emotion in the Classroom, McMaster University, Fall 2004.

Marking Essays, Centre for Leadership in Learning, McMaster University, Fall 2004.

Technology and Learning: Introduction and Best Practices, McMaster University, Fall 2004.

Principles & Practice of University Teaching, McMaster University, Spring 2004.

Preparing Your Teaching Dossier, McMaster University, Fall 2003.

Entering the Academic Profession, McMaster University, Fall 2003.

Giving Effective Presentations, McMaster University, Fall 2002.

The Graduate Student/Supervisor Relationship, McMaster University, Fall 2002.

4. Evidence of Contributions to the School or Faculty's Teaching Program and to the Scholarship of Teaching

• Curriculum and Course Development:

In 2015, I lead the review of the School's elective offerings, analyzing capacity and need, and developed a clear strategy to eliminate poorly subscribed electives and a process to develop and approve new electives.

In 2014, I directed the review and redesign of the MPA online curriculum, including the incorporation of new curriculum to better match employer needs, developing a cohort-based model to the curriculum.

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In 2012-2013, I actively engaged in the review and redesign of the MPA campus curriculum, including the integration of the MPA and Dispute Resolution (DR) programs and the development of integrated MPA/DR case studies.

In 2009, I worked with Jim McDavid, Lynda Gagne, and Thea Vakil to develop a proposal for a Graduate Education Certificate and a Diploma in Evaluation. This included the development and approval of a new course called ADMN 582: Quantitative Methods for Policy & Program Analysis.

In 2004, I developed and obtained approval for the curriculum for an honours seminar course in public economic and public policy that I was approved to teach in winter 2005.

- **Development of Teaching Resources:**

In 2014-2015, I co-developed (with Dr. Kim Speers) an online orientation course that MPA online students take at the start of their program of studies.

In 2014, I developed the School's material for teaching students about problem-based learning used in the curriculum (discussed below). I wrote the resource guide for our students on Tips for Effective Communication. I also developed the standard course syllabus template, a standard CourseSpaces template, and a number of policies related to the engagement of our instructors in SPA courses.

In 2010-2013, I developed a grading rubric for course material that has been adopted and adapted by many instructors in the program and is used as a rubric template by the University of Victoria Learning and Teaching Centre.

In 2009 and updated in 2013, I developed 10 Excel Tutorial Videos that walk students through the basics of using excel, graphing and tables, and basic data analysis.

In 2009-2010, I worked with Carole Gordon to create five video tutorials to incorporate into our online classes on: using the library, searching on Google/Google Scholar, using Library databases, plagiarism, and Refworks.

- **Implementation of Innovative Teaching and Assessment Practices:**

I was trained in Problem-based learning (PBL) while at McMaster University. I employed PBL in both ADMN 503 and 518. My regularly high teaching scores (5.0) from the students in these courses over several years drew the attention of SPA and in 2013-2014 I lead a number of workshops with my SPA colleagues about this teaching method. This resulted in the School incorporating this teaching method in SPA's integrated campus-based curriculum that launched in fall 2014. In support of this, in summer 2014 I wrote the PBL teaching and learning manual for SPA and three separate integrated cases for the students to work on over the Fall semester. I also successfully coordinated the organization, implementation, and delivery of the integrated cases in fall 2014 and 2016. I also trained the case coordinator to deliver the integrated case in summer 2015.

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In 2008, 2009, and 2010, I partnered with the government of British Columbia to have the students in ADMN 502A complete a scoping review project for a government client under the supervision of myself with the guidance from the members of the Knowledge and Information Services group with the B.C. government.

- **Presentations and/or Publications on Teaching and Learning:**

I was invited to the 2007 Annual DLI/ACCOLEDS Training session, sponsored by Statistics Canada, to talk about the use of DLI data in the classroom. The title of the talk was “DLI Data in the Classroom: A University of Victoria Case Study and was two hours in duration.

I along with Lynda Gagne and with the assistance of Jennifer Sullivan, Marlene Lagoa, and Kate Berniaz (MPA students) developed a detailed tutorial for using the SDA tool. The tutorial has been well received and is broadly available on many library websites, including the [University of Victoria](#) and the [University of Toronto](#). It was also used in ADMN 502A.

- **Awards (including nominations) and Grants related to Teaching:**

I applied for a Learning and Teaching Grant (LTDG) Course Design/Redesign (CDR) grant in April 2017 to integrate the curriculum across two core courses in the MPA curriculum: Government and Governance and Microeconomics for Policy Analysis. (Decision Pending)

In 2016 I was nominated for the HSD Award for Teaching Excellence and Educational Leadership.

- **Other: Guest Lectures**

Randomized Controlled Trials and their Use in Nudge Experiments, PADR 505, Policy-making and Policy Communities, University of Victoria, May 23, 2017

User Fees in Canada, Law 2080.04, Taxation Law, Osgoode Hall Law School, April 4, 2017

The Tax Treatment of Non-Renewable Exploration Expenses, ENGR 280, Engineering Economics, Department of Economics, University of Victoria, November 23, 2016

The Underground Economy in Canada: Implications for Canadian Tax Policy, Law 343, Tax Policy Seminar, Faculty of Law, University of Victoria, November 3, 2016

Personal Income & Consumption Taxation in Canada, PPOL 615, Public Finance, School of Public Policy, University of Calgary, March 14, 2016

Flow-through Shares: A Canadian (Tax) Invention, eh!, Accounting 463: Accounting for Natural Resources, Energy and the Environment, Alberta School of Business, University of Alberta, January 25, 2015

5. Summary of Numerical Scores from Course Evaluations²

Below I summarize the results from my course evaluations as they pertain to my instructor effectiveness by courses taught over time. I have made a strong contribution to teaching and I

² I am unable to locate the course evaluation scores received prior to the 2006-2007 teaching year.

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have put in a tremendous amount of effort to be an effective teacher. My development in this area is demonstrated by my rising course evaluations over time. My scores reflect an ongoing improvement in my teaching and a capacity to effectively engage and captivate learners. My course evaluation scores are regularly at or above the average for the School and the Faculty.

ADMN 509: Microeconomics for Policy Analysis

Figure 1 below presents the average course evaluation scores related to my instructor effectiveness in ADMN 509. This is a core course in the MPA program. I have taught this course in both online and campus formats. The red line between 2013-01 and 2014-09 represents curriculum renewal. To the left of this line the course was called Public Sector Economics and was a traditional introductory course. To the right of this line the course was renamed Microeconomics for Policy Analysis and was the combination of the old ADMN 509 course and two advanced courses in economic policy analysis. The new course combined basic economic theory with rigorous economic policy analysis. As demonstrated in Figure 1, except for one instance my average instructor effectiveness scores are at or above 4.0 (out of 5.0) and in half of the instances my scores are above 4.7 (out of 5.0).

The two lowest scores are due explanations. The 3.43 mean score occurred in 2013-01 when I was teaching two online sections of the course during the last trimester of my pregnancy. I experienced ongoing complications which resulted in periodic hospitalization. I opted to continue teaching rather than cause the students the stress of a replacement instructor half way through the course; however my presence in the online course was significantly diminished. My reduced social presence in the online course and delayed return in assignments may have contributed to the lower course evaluations

The 4.0 occurred in 2014-09 when I taught a campus section of the course as a flipped classroom that I had learned about in an teaching workshop. Overall, students did not respond well to the format, indicating in the course comments that they did not appreciate having to use their own time to learn the course content. In 2016-09, I returned to the usual format and received a score of 4.76, similar to that received in 2012-09 when the course was delivered in the usual format of a combination of lectures, guest speakers, assignments, activities, and discussions.

ADMN 503/518: Economic Policy Analysis

Figure 2 below presents the average course experience scores related to my instructor effectiveness in ADMN 503/518: Economic Policy Analysis. This course was discontinued in 2014 and the content merged with ADMN 509 to form the new curriculum in that course in 2014. ADMN 503/518 was a hybrid course in two ways. First, it was a core course to students entering the MPA program with an economics background an obtaining a waiver to ADMN 509 (above) and an elective course to students have taken ADMN 509. Second, it had to be offered simultaneously to campus and online students. These combined features made the course a very boutique offering, attracting a small number of engaged students. The course was offered as the School's only student-centred policy oriented discussion-based course and was very popular among those student who took the course as demonstrated by the high course evaluations.

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Figure 1

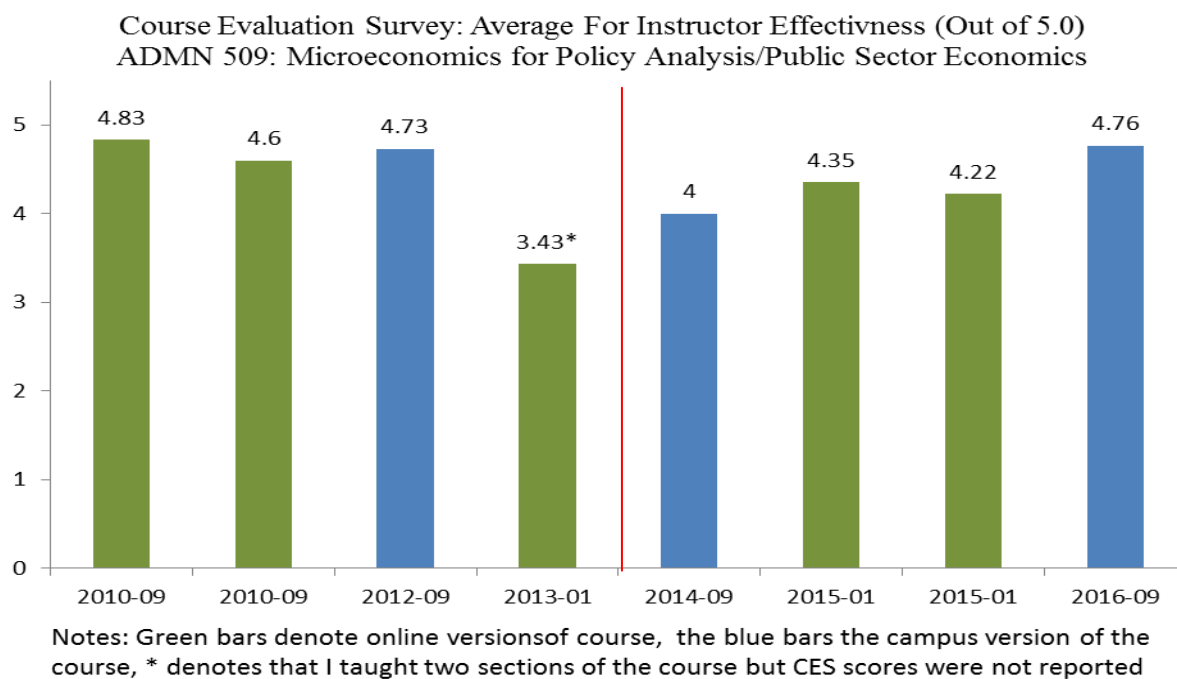
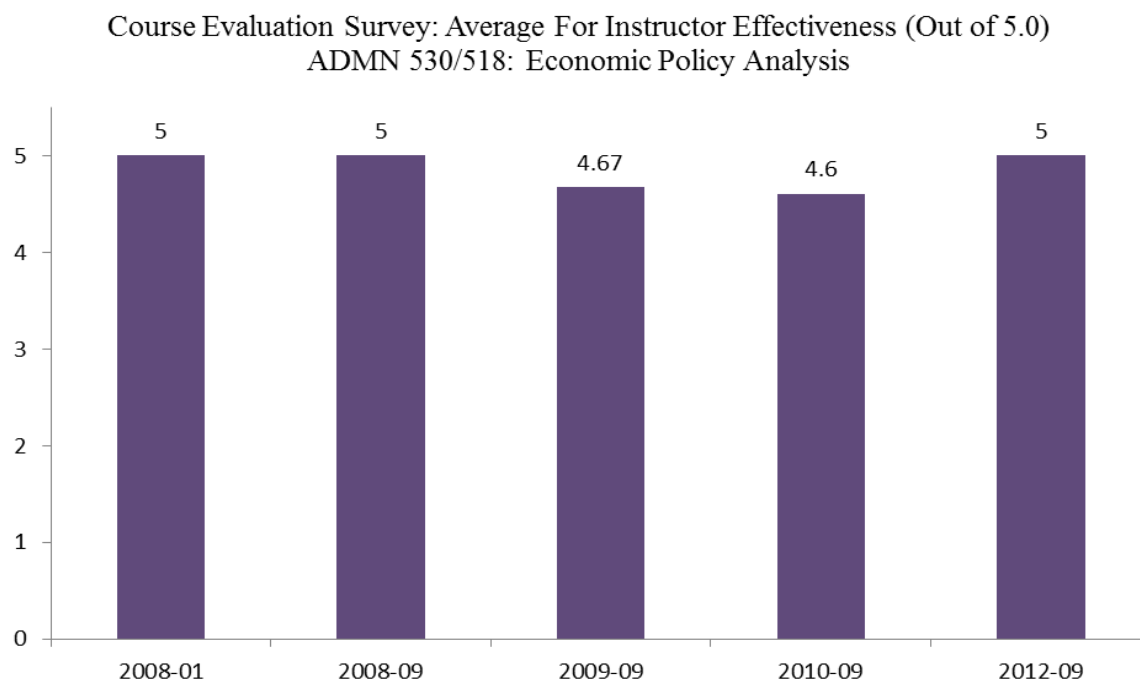


Figure 2

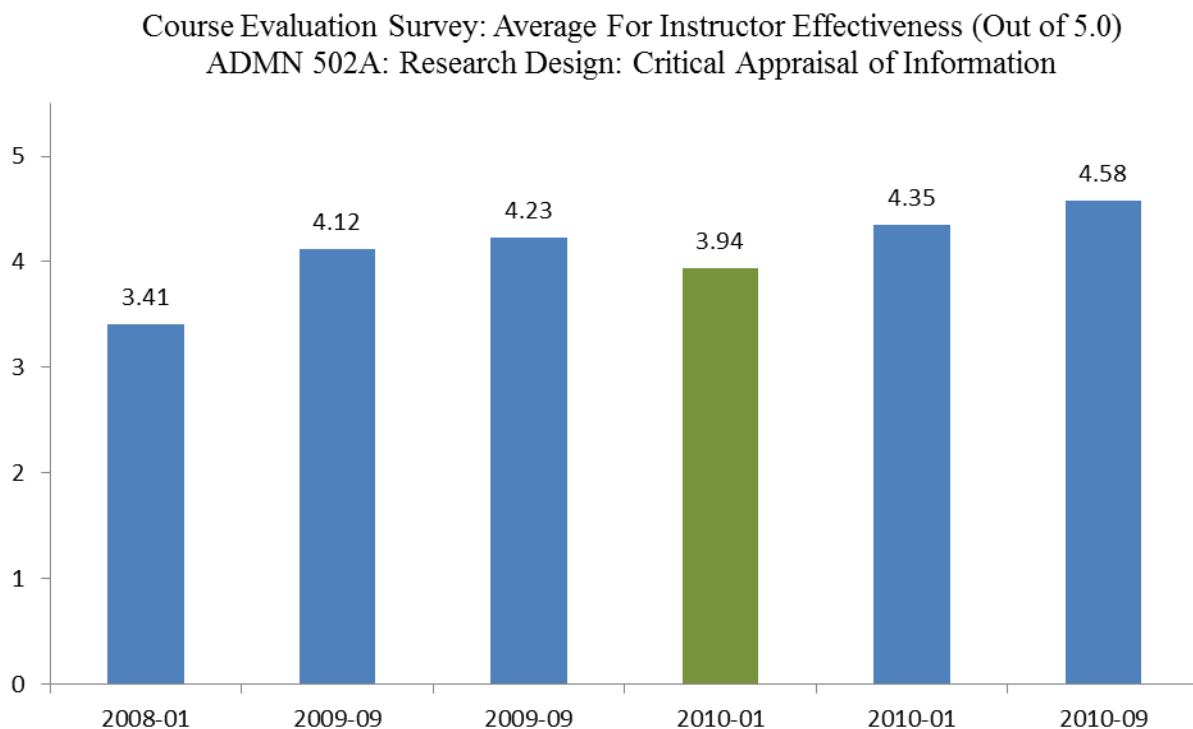


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ADMN 502A: Research Design: Critical Appraisal of Information

Figure 3 below presents the average course experience scores related to my instructor effectiveness in ADMN 502A: Research Design: Critical Appraisal of Information. I was assigned this course to teach upon first arriving at the University of Victoria, despite having no background in qualitative research methods. While I struggled with the course in my first year and in teaching the course online, I was able to find a way to align the curriculum to my strengths and find a reasonable rhythm with the campus students after forming a partnership with the B.C. Government to have the students produce scoping review projects for B.C. government clients.

Figure 3



Notes: Green bars denote online versions of course.

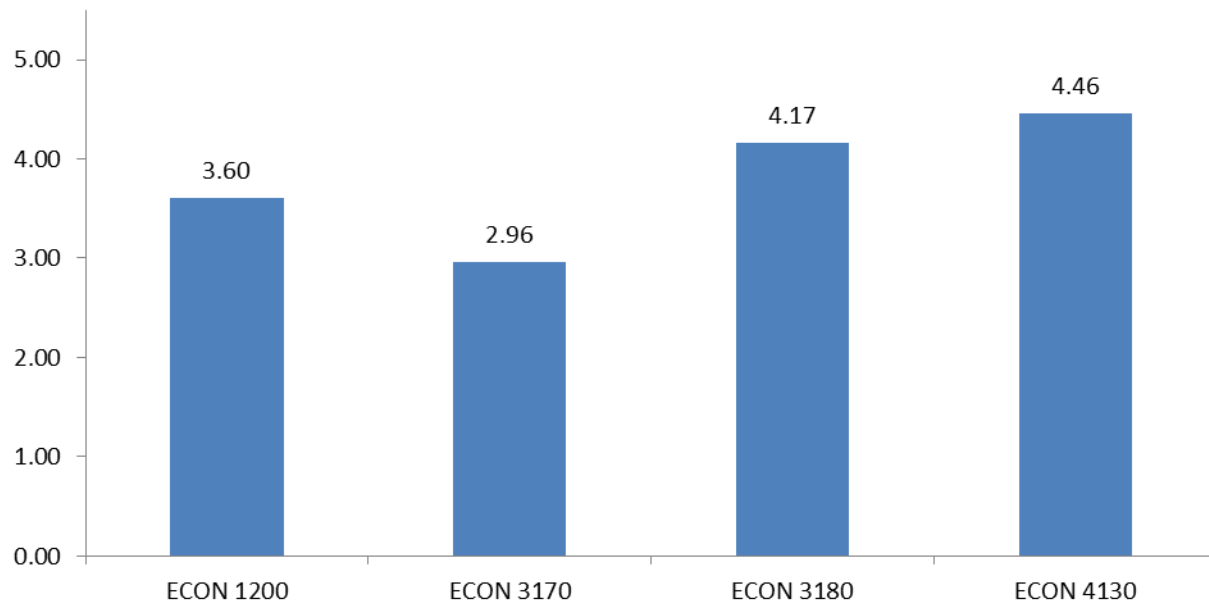
Teaching at the University of Manitoba

Figure 4 below represents the average course experience scores related to my instructor effectiveness while teaching at the University of Manitoba for the year 2006-2007. Unfortunately, I am unable to locate the course evaluation scores received prior to the 2006-2007 teaching year. While at Manitoba, I taught a very large first year Introduction to Economics course (ECON 1200), a third year Introduction to Quantitative Methods (ECON 3170), a third year Introduction to Econometrics (3180), and a fourth year Honours Seminar in Econometrics. As a fairly new instructor and new Ph.d. it is not that usual that I found greater success in teaching the higher level, more technical courses at this early stage in my career.

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Figure 4

Course Evaluation Survey: Average For Instructure Effectiveness (Out of 5.0)
Various Courses at the University of Manitoba, 2006-07



6. Course Evaluations from 2010-2016 (see next page)



**UVic CES Instructor Report 201609 - Lindsay Tedds -
MICROECONOMICS:POLICY ANALYSIS - ADMN 509 - A01 (CRN 10014)**

UVic Course Experience Survey - Fall 2016

Project Audience 22

Responses Received 21

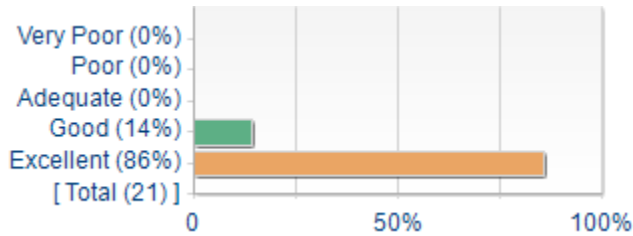
Response Ratio 95%

Creation Date Fri, Feb 03, 2017



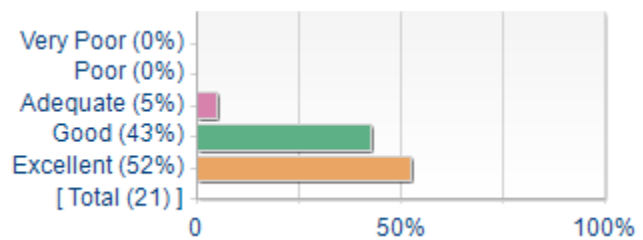
I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



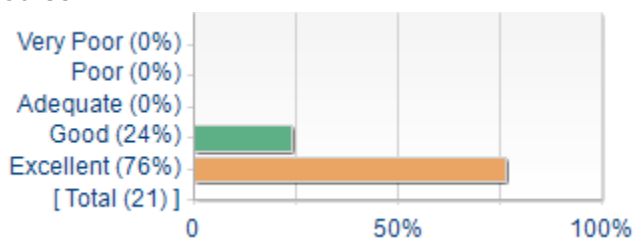
Statistics	Value
Response Count	21
Mean	4.86
Median	5.00
Standard Deviation	+/-0.36

2. The instructor's explanations of concepts were clear



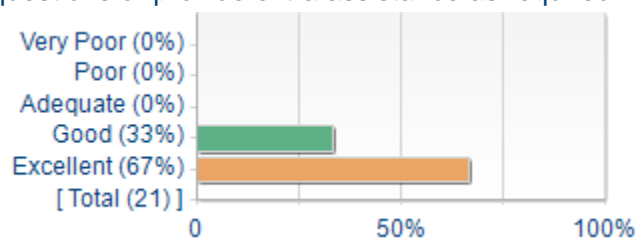
Statistics	Value
Response Count	21
Mean	4.48
Median	5.00
Standard Deviation	+/-0.60

3. The instructor motivated you to learn in this course



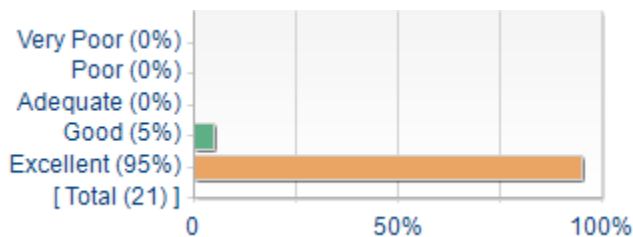
Statistics	Value
Response Count	21
Mean	4.76
Median	5.00
Standard Deviation	+/-0.44

4. The instructor was available to answer your questions or provide extra assistance as required



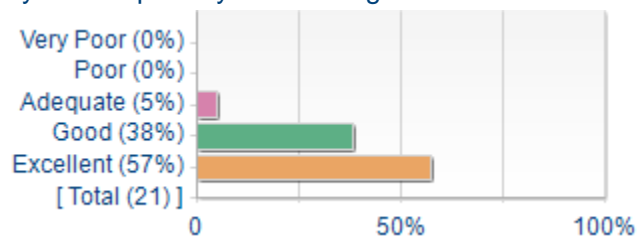
Statistics	Value
Response Count	21
Mean	4.67
Median	5.00
Standard Deviation	+/-0.48

5. The instructor ensured that your assignments and tests were returned within a reasonable time



Statistics	Value
Response Count	21
Mean	4.95
Median	5.00
Standard Deviation	+/-0.22

6. The instructor was helpful in providing feedback to you to improve your learning in this course

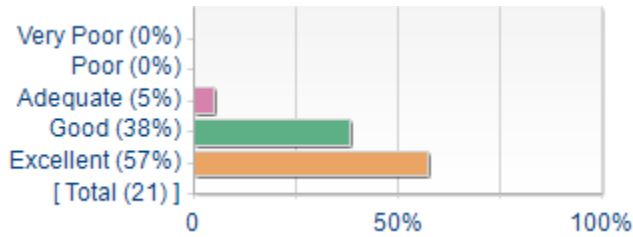


Statistics	Value
Response Count	21
Mean	4.52
Median	5.00
Standard Deviation	+/-0.60

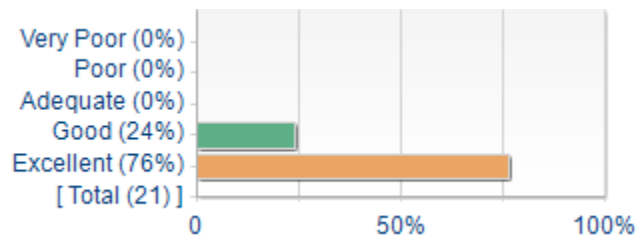
7. The instructor demonstrated respect for students

8. Overall, the instructor was effective in this course

and their ideas



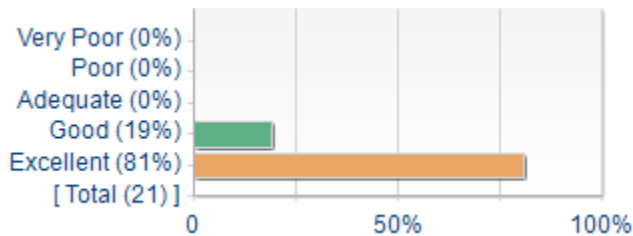
Statistics	Value
Response Count	21
Mean	4.52
Median	5.00
Standard Deviation	+/-0.60



Statistics	Value
Response Count	21
Mean	4.76
Median	5.00
Standard Deviation	+/-0.44

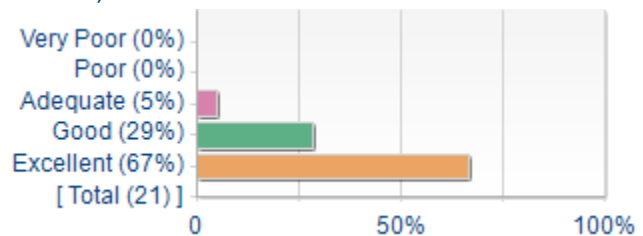
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



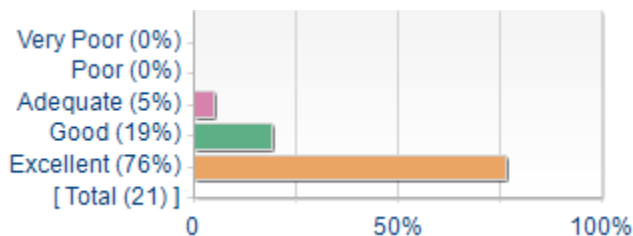
Statistics	Value
Response Count	21
Mean	4.81
Median	5.00
Standard Deviation	+/-0.40

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



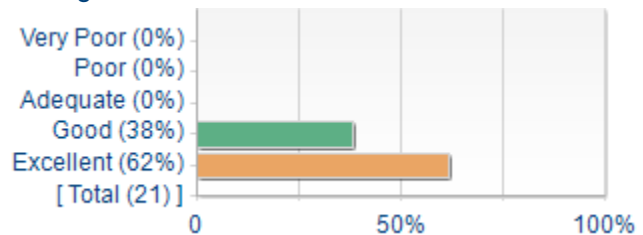
Statistics	Value
Response Count	21
Mean	4.62
Median	5.00
Standard Deviation	+/-0.59

3. The assigned work helped your understanding of the course content



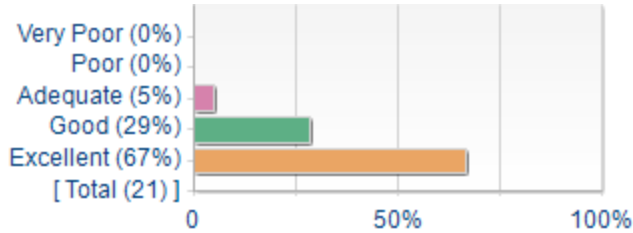
Statistics	Value
Response Count	21
Mean	4.71
Median	5.00
Standard Deviation	+/-0.56

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



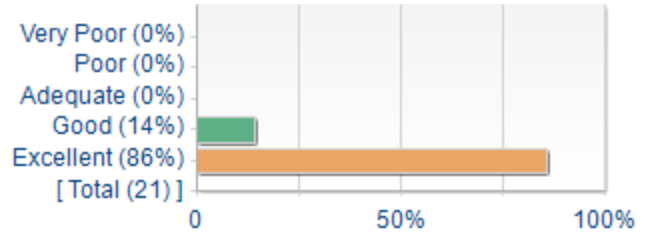
Statistics	Value
Response Count	21
Mean	4.62
Median	5.00
Standard Deviation	+/-0.50

5. The methods of assessment used to evaluate your learning in the course were fair



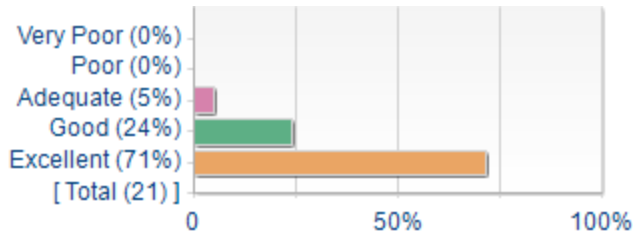
Statistics	Value
Response Count	21
Mean	4.62
Median	5.00
Standard Deviation	+/-0.59

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	21
Mean	4.86
Median	5.00
Standard Deviation	+/-0.36

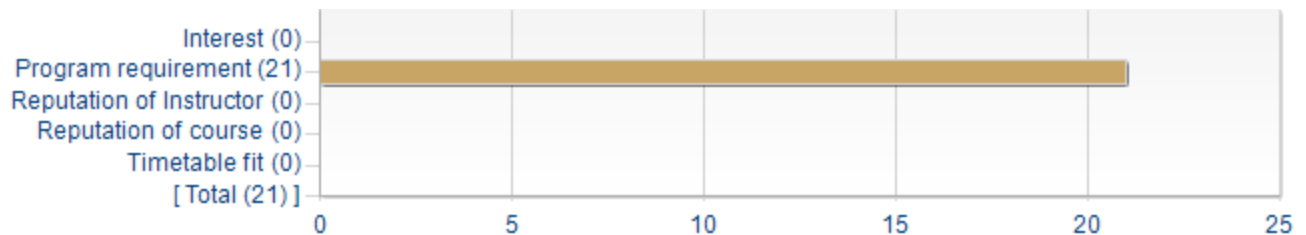
7. Overall, the course offered an effective learning experience



Statistics	Value
Response Count	21
Mean	4.67
Median	5.00
Standard Deviation	+/-0.58

III Statements About The Students:

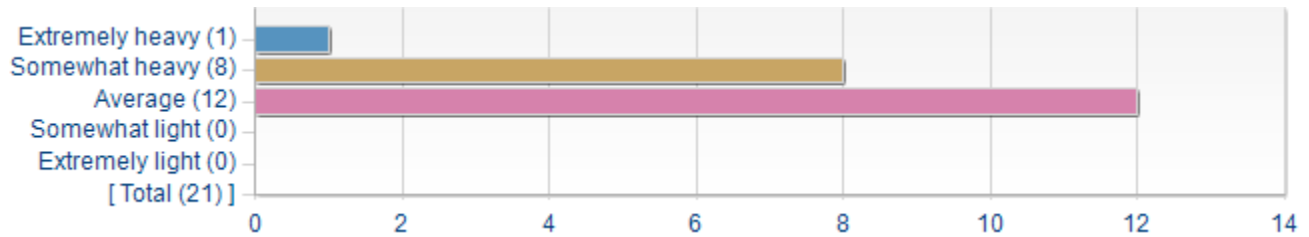
My primary reason for taking the course.



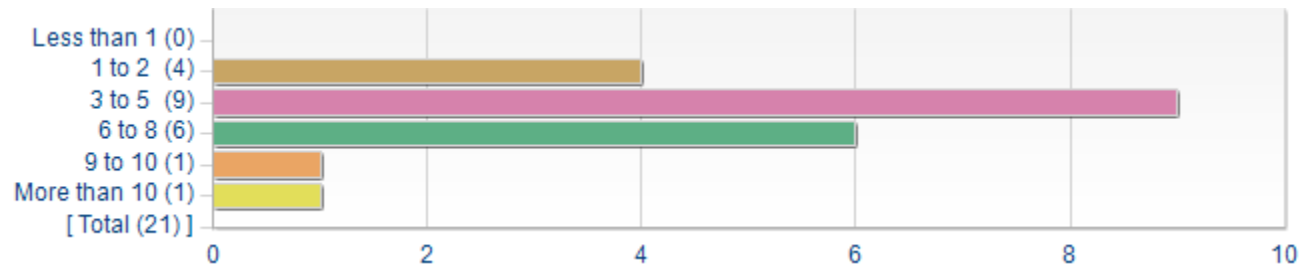
The approximate number of classes or labs that I did not attend



Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:

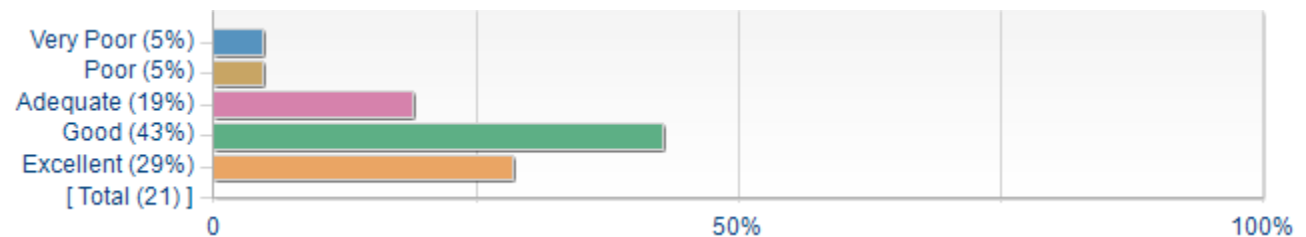


As a result of my experience in this course, my interest in the material:



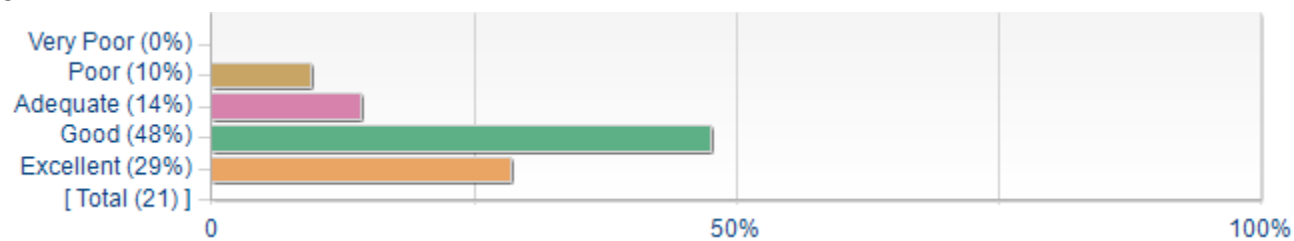
IV Additional Statments:

Overall, I would rate my experience in the Program so far as:



Statistics	Value
Response Count	21
Mean	3.86
Median	4.00
Standard Deviation	+/-1.06

I would rate the ease of use of online resources (e.g., the Moodle site, discussion forums, etc.) as:



Statistics	Value
Response Count	21
Mean	3.95
Median	4.00
Standard Deviation	+/-0.92

IIV Student Comments:

What strengths did your instructor (Lindsay Tedds) demonstrate that helped you learn in this course?

Comment

She was extremely knowledgeable and clear with her expectations. I also appreciated her humour. Having the quizzes every week helped to ensure understanding of the material.

Lindsay is fantastic, one of the best instructors that I have ever had.

Dr. Tedds is extremely knowledgeable. She is easy to talk to when help is needed. Her course organization and lectures flow easily so it is easier to learn. She knows how to engage the class with interesting topics, videos, guest speakers etc.

Instructor was engaged and enthusiastic about material. The selection of guest lectures was also very good.

This was by far my favorite course of the semester. I really appreciated the guest lectures, which were all on interesting, highly relevant, and important topics. I imagine it takes a fair bit of effort to organize bringing in these speakers to the class. I just want to say that it was appreciated and definitely made for a great experience. The section of the course before the guest lectures was also very well done. There were CLEAR learning objectives and it did feel that each week I was adding something new to my analytical "tool-kit". This course should be a model for the other courses in this program.

Engaging and funny lecturer. The use of videos in lectures and on coursespaces was very useful for understanding concepts. 2 classes a week was also very useful

Great teacher! The topics were taught very well!

I thought I was going to hate this course and it ended up being one of my favorites. Professor Tedds did a great job of making concepts clear to those without an economics background, and made the lectures interesting and relevant to the overall program. She was very available to offer assistance, and offered many resources to aid in learning the materials such as a variety of readings (I especially liked the use of news articles and blog posts), guest speakers, instructor notes, and the weekly quizzes. I also think she is really funny so I am not sure why she claims people have said otherwise!

This course is one of the best I have ever taken. Dr. Tedds expects a lot from her students but she also delivers on her end. I have taken other introductory economics courses but I am confident that I will be able to retain and apply content from this course to much great effect in my professional life. Course concepts are well connected to current public policy issues and the coordination of guest speakers for the second part of the course was fantastic. Compared to other courses, it is clear that Dr. Tedds puts in substantial time and effort into creating worthwhile content and a meaningful learning experience. A+!

Dr. Tedds is very organized and very willing and able to address questions in and out of class.

She provided examples that helped me to understand the concepts better. She also made the material interesting.

Lindsay used evidence based methods of teaching (such as making use of the test-retest method of improving learning) that I greatly appreciated. She was always prepared for class and clearly very passionate about the material.

I really like Lindsay. She's brilliant, she's funny, and she has the sharp, acerbic wit that I would expect from an economist. She is a dynamic, engaging presenter, which I find very helpful in learning. Economics can be a pretty dry topic, but at the same time, if done right, it can be enlightening and exceptionally relevant to everyday life. I feel that Lindsay really brought this out; although it was microeconomics for policy analysis, internalizing the concepts and recognizing their relationship to the individual -and- society provided a holistic approach that put everything together very neatly. I hope she will teach another course I end up taking.

I think I have a little crush on her...

Professor Tedds explains economic concepts clearly every week. The notes and the videos on coursespace help me understand economic better. I can feel that Dr. Tedds is really passionate about microeconomics, especially, taxation. She has a great sense of humour => She teaches the class very effectively and efficiently. I enjoy the guest speakers that Dr. Tedds invites because it brings a different perspective in their specialized field. I do find working on the quizzes every week takes a long time, but it does help me understand the new concepts I learned that week. I like it how Dr. Tedds ties in economics and public policy.

She was approachable. She was down relatable, using examples of relevance. She was honest and she was respectful. She treated all class members fairly and made them feel inclusive. She provided current examples, she used both verbal and pictures. She was able to actually break the components down to very easy and manageable pieces that brought the unit together. She is funny and can laugh at herself and the with the class.

I really enjoyed having the guest speakers come into class to show how economics and public policy are related to each other. Economics was made more exciting and applicable through the use of videos and visuals.

Lindsay has a passion for economics and is, of course, thoroughly expert in her field. Prepared and focused at every class, she engaged with students consistently and kept the content lively in order to provoke discussion and questions. She was professional, compassionate and flexible, willing to meet the demands of students such as myself, who had other commitments that caused some absences from class. Considering how challenged I was with the material, Lindsay's repetitive exercises and dynamic teaching style has cemented economics concepts into my head forever....to which I am truly grateful.

Prof. Tedds was an outstanding instructor. In my undergraduate, I primarily studied 19th century poetry ... I NEVER expected to enjoy an economics course. Prof. Tedds' clear language and extensive effort to represent material as accessible and dynamic made for an incredible semester. She has made the larger MPA program worthwhile.

Lectures were excellent - made it very clear to students who were unfamiliar with economics how to not overcomplicate the material we were looking at. Clear emphasis on what was relevant to policy making and how to apply concepts practically, rather than focusing on abstract math calculations. The assignments were tailored to encourage success in the class - weekly quizzes allowed for a focus on what was key concepts within each chapter and kept students up to date to ensure they did not fall behind. Ability to take the quiz twice encouraged learning while simultaneously allowing for marks to reflect understanding. Guest speakers were very interesting - once again practically applied concepts to relevant, current issues.

Professor Tedds made the learning material extremely accessible for those with little to no economics background. The quizzes and assignments were helpful in gaging strengths and weaknesses in learnings without feeling overwhelmed. I appreciate Professor Tedds sense of humour, as it helped make the classroom a more relaxed environment. Professor Tedds had mentioned that there were two policy assignments in past semesters, I feel very fortunate to be in this cohort, as two policy assignments would be quite stressful.

Please provide specific suggestions as to how the instructor (**Lindsay Tedds**) could have helped you learn more effectively.

Comment

I still feel like I struggle with the application of the concepts to larger policy issues. Having the guest speakers definitely helped to put the information in perspective.

More time spent cementing core concepts. The weeks when Lindsay was gone and we had to learn online were difficult and unpleasant.

I think because Dr. Tedds is very knowledgeable, economic concepts that may seem simple can be complicated for beginners. For me I often couldn't wrap my head around it and felt like the pace of the course was going to quickly for me to bog down a class with dumb questions. A suggestion for this would be for Dr. Tedds to spend more time explaining trickier concepts (like taxes, explaining how graphs work) if time allows it. A suggestion for the short assignments would be to more clearly explain the questions, as I found some confusing even when I wasn't overthinking.

I feel that the Tax unit was delivered far too quickly. You rushed through the topic during class (possible over enthusiasm detected).

I found the assignments challenging in this course. Specifically I find it hard to look at a concept that can have so many perspectives, and hone in on the information I need to use to come up with the answer. I wonder if there were more opportunities in class to work though questions similar to those on assignments, (ie applying concepts to those not in the textbook), and hear more directly how economists start thinking about these problems, if it may have helped.

Very minor suggestion - on online quizzes, it would be nice if the correct answers were revealed following the two allowed attempts.

The classroom distracted from the learning environment.

The weeks when she missed class was hard to learn the material because it was online so it would have been easier if she missed less classes.

Lindsay doesn't need any advice from me, she's got this.

I don't think there's too much else Lindsay could've done. She let us know from the beginning that the course only included a few concepts, but they would take a lot of time to effectively understand and apply. I feel that I have a solid understanding. The only thing I might suggest would be if she was able to provide a little more guidance in the short answer assignments; despite the instructions indicating material outside the course was unnecessary to complete them, none of us were able to do it without it.

I amount of concepts we learned was a lot, it would have been better if we had two semesters in learning microeconomics.

Went over each quiz specifically but I am not sure there was time allowed for that.

The assigned readings and class lectures did not always match up which made learning some of the material confusing. It would have been nice to have focused more class time in the beginning to learning some of the core concepts and methods (graphs) instead of trying to understand it through the readings.

Lindsay could not have improved upon her course delivery.

I found it difficult to focus during the Skype guest lecturers. This of course, is not her fault. But I would have like to have had in class guests or just have her cover their material.

It was challenging and time consuming to complete online units. Reading all of the instructor notes and trying to understand them, plus completing all of the readings and trying to understand them, took a significant amount of time away from my other studies. In-person instruction was the most efficient method for teaching, in my opinion.

Please provide specific suggestions as to how this course could be improved.

Comment

It was a great experience, I would almost like another class to take this information further into policy. Looking at policy changes and understanding what went wrong and what wasn't considered.

Cancel some of the guest lectures and spend that time cementing core concepts. Some concepts were not given as much time as would have been valuable.

If the course was slower-paced so that more time was given to explain concepts, that would have helped me learn more effectively.

I found the class activities useful for applying economic concepts. Having a few more of them throughout the semester would have been beneficial.

As I said above, this was a great course and my favorite of the semester, but I do think that the short answer assignment questions could use some refinement. I would suggest testing the short answer questions on a few students to see if they are interpreted as you intend them to be. I worked in a group for these assignments and found that we spent a fair amount of time debating what you wanted, as opposed to what the correct answer was.

I don't really have any, it was very good.

I was surprised that introductory economics course work is not an entry requirement for the MPA Program. My only feedback is that it would be nice to be able to get at higher level issues.

- The guest speakers were a valuable part of the course, which is not really a suggestion for improvement, but more a suggestion for maintenance of a generally good course.

The course should keep the guest speakers

Bigger classroom would have been nice.

In the time allotted, I think this course did all it could do. It would be interesting, if possible, to conduct more economic experiments; the introduction to the class grade experiment was both interesting and relevant throughout the course.

The room is too small for our class.

The program in general:

I find all the courses in this program have too much assignment, especially the small assignments. Based on my experience in this program, I find by having less small assignments and having one big assignment would create a better learning experience. By having so many assignments in the program it becomes very overwhelming for me to the point I have nightmares about school or being trapped in a train. Sometimes less is more because by having fewer assignments I would have more time to think about the new concepts I learned. Also, I would have done better on my assignments because I would have more time to think the concepts and the ideas. I felt the program should encourage people to make friends outside of their own programs because I made some friends from engineering who was

working on the Columbia River and gave me a different perspective on the case study.

This course was actually one of my preferred and enjoyed. I would leave the course and instructor as is.

More time needs to be spent on the core concepts of economics to help create a stronger foundation.

This course could be delivered in a blended online format, which would be more helpful for students like myself with other commitments and a long commute. However, I think that Lindsay was open to that sort of style, given the concessions that she has provided for me when I am unable to attend class.

I think having a pre-reading or two before the start of the semester, or lightening the work load for the first week or two and having students undertake some predatory readings of some policy issues would be beneficial. This would allow students an opportunity to familiarize themselves with economics issues in Canada and later contextualize the concepts to the issues. Perhaps returning to these readings near the end of the semester will help students apply newly earned concepts.

My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	3	14%
No	17	81%
Does not apply (online course, field course, etc.)	1	5%



**University
of Victoria**

UVic CES Instructor Report - Lindsay Tedds - MICROECONOMICS:POLICY ANALYSIS - ADMN 509 - A01 (CRN 20015)

UVic Course Experience Survey - Fall 2014/Spring 2015

Project Audience 21

Responses Received 20

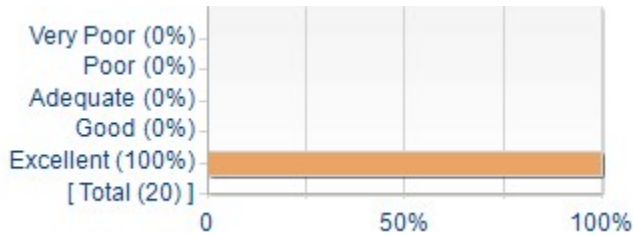
Response Ratio 95%

Creation Date Sat, May 30, 2015

Powered by: **BLUE** 

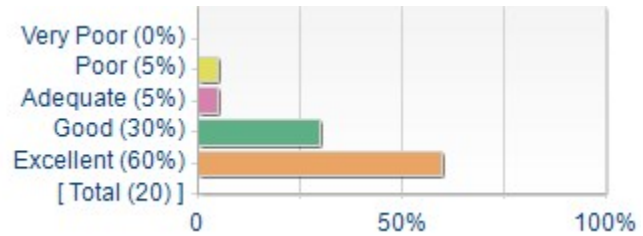
I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



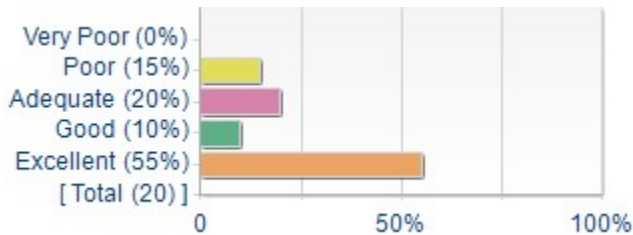
Statistics	Value
Response Count	20
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

2. The instructor's explanations of concepts were clear



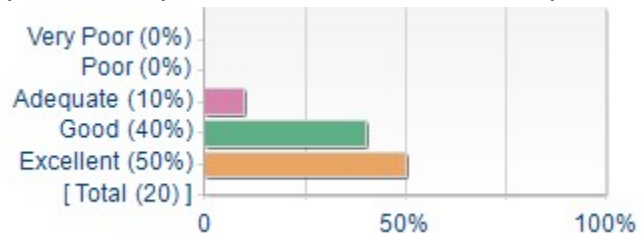
Statistics	Value
Response Count	20
Mean	4.45
Median	5.00
Standard Deviation	+/-0.83

3. The instructor motivated you to learn in this course



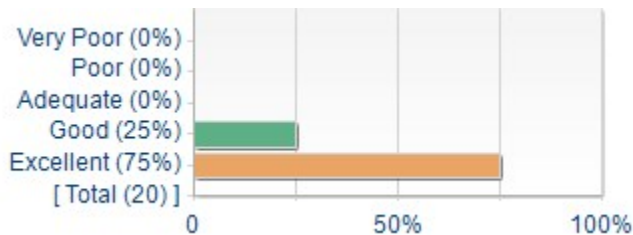
Statistics	Value
Response Count	20
Mean	4.05
Median	5.00
Standard Deviation	+/-1.19

4. The instructor was available to answer your questions or provide extra assistance as required



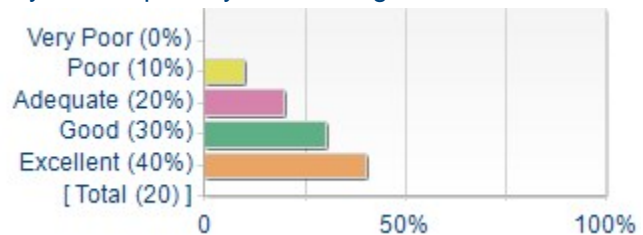
Statistics	Value
Response Count	20
Mean	4.40
Median	4.50
Standard Deviation	+/-0.68

5. The instructor ensured that your assignments and tests were returned within a reasonable time



Statistics	Value
Response Count	20
Mean	4.75
Median	5.00
Standard Deviation	+/-0.44

6. The instructor was helpful in providing feedback to you to improve your learning in this course

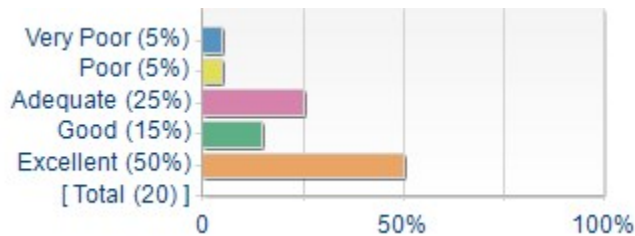


Statistics	Value
Response Count	20
Mean	4.00
Median	4.00
Standard Deviation	+/-1.03

7. The instructor demonstrated respect for

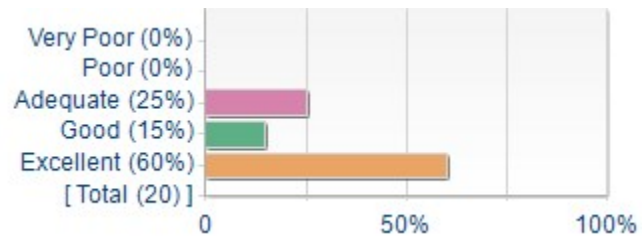
8. Overall, the instructor was effective in this

students and their ideas



Statistics	Value
Response Count	20
Mean	4.00
Median	4.50
Standard Deviation	+/-1.21

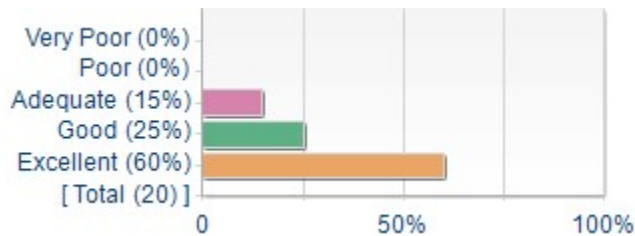
course



Statistics	Value
Response Count	20
Mean	4.35
Median	5.00
Standard Deviation	+/-0.88

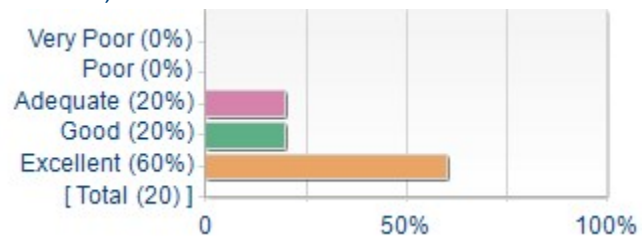
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



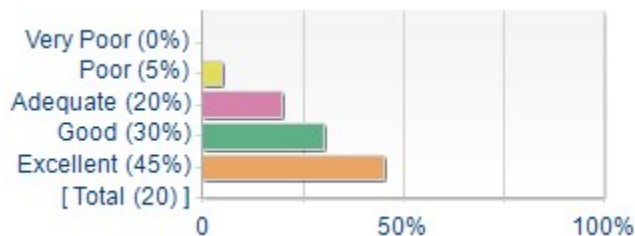
Statistics	Value
Response Count	20
Mean	4.45
Median	5.00
Standard Deviation	+/-0.76

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



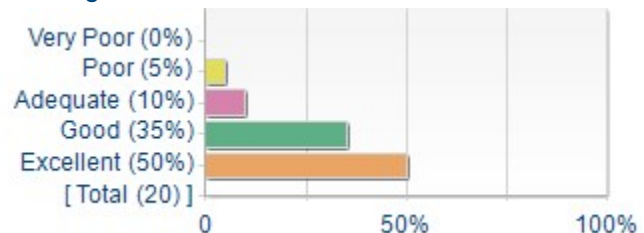
Statistics	Value
Response Count	20
Mean	4.40
Median	5.00
Standard Deviation	+/-0.82

3. The assigned work helped your understanding of the course content



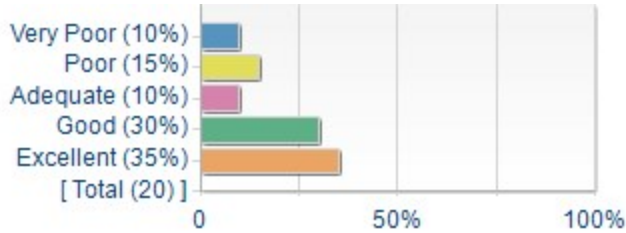
Statistics	Value
Response Count	20
Mean	4.15
Median	4.00
Standard Deviation	+/-0.93

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



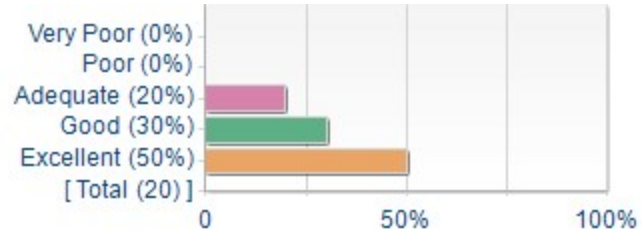
Statistics	Value
Response Count	20
Mean	4.30
Median	4.50
Standard Deviation	+/-0.86

5. The methods of assessment used to evaluate your learning in the course were fair



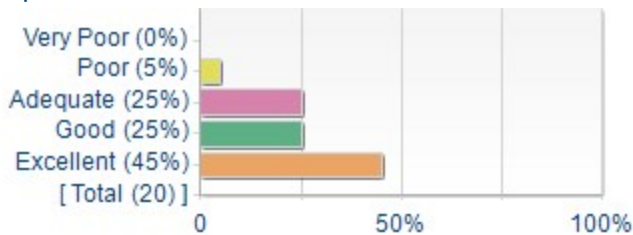
Statistics	Value
Response Count	20
Mean	3.65
Median	4.00
Standard Deviation	+/-1.39

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	20
Mean	4.30
Median	4.50
Standard Deviation	+/-0.80

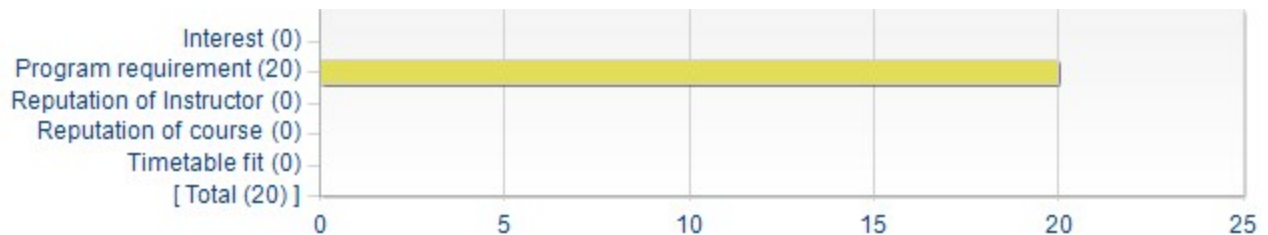
7. Overall, the course offered an effective learning experience



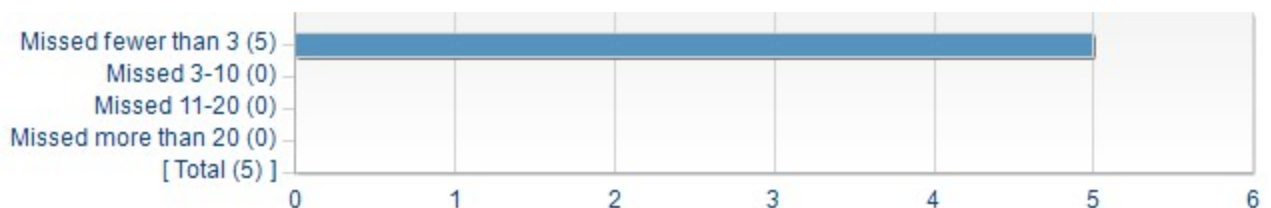
Statistics	Value
Response Count	20
Mean	4.10
Median	4.00
Standard Deviation	+/-0.97

III Statements About The Students:

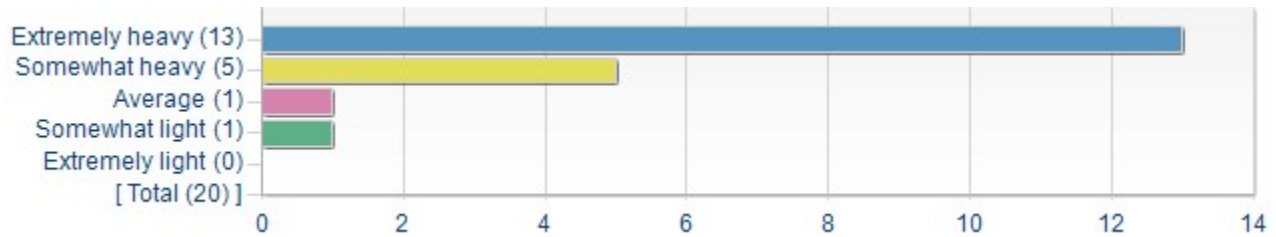
My primary reason for taking the course.



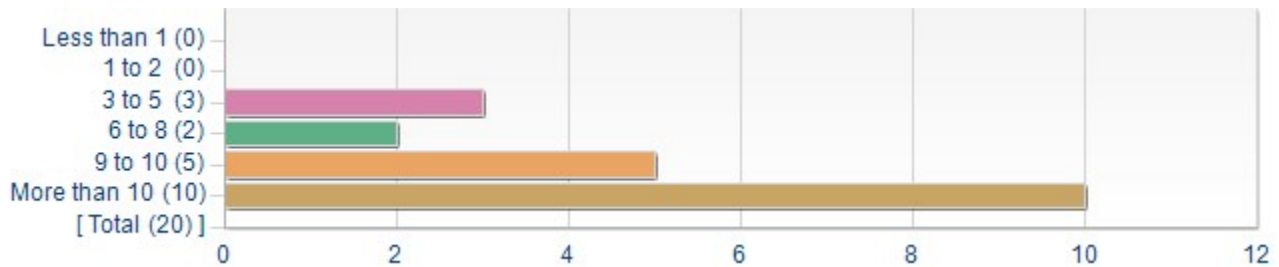
The approximate number of classes or labs that I did not attend



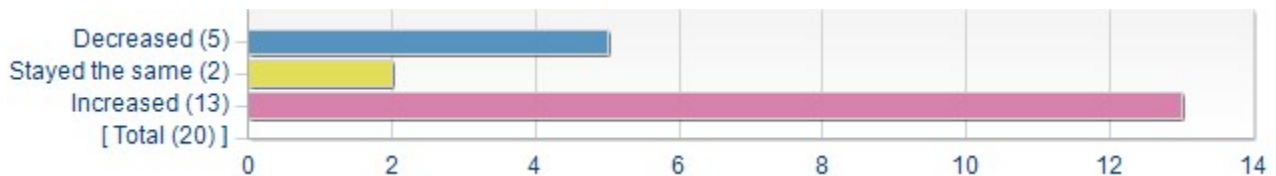
Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:

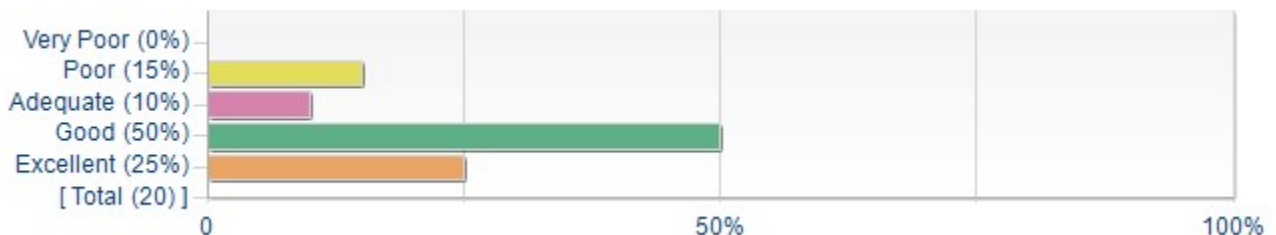


As a result of my experience in this course, my interest in the material:



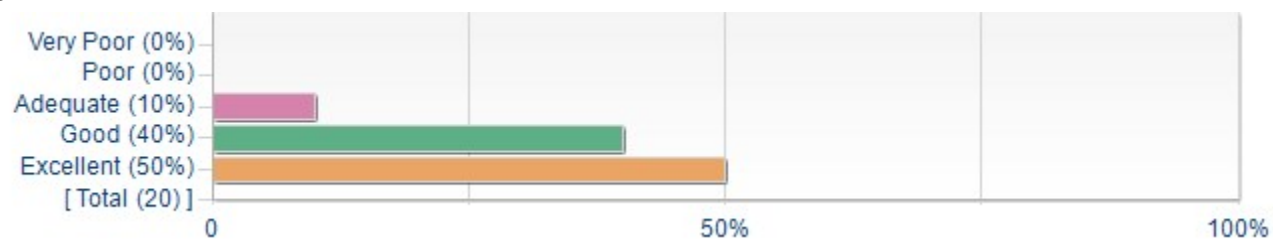
IV Additional Statments:

Overall, I would rate my experience in the Program so far as:



Statistics	Value
Response Count	20
Mean	3.85
Median	4.00
Standard Deviation	+/-0.99

I would rate the ease of use of online resources (e.g., the Moodle site, discussion forums, etc.) as:



Statistics	Value
Response Count	20
Mean	4.40
Median	4.50
Standard Deviation	+/-0.68

IIV Student Comments:

What strengths did your instructor (Lindsay Tedds) demonstrate that helped you learn in this course?

Comment
She was very good at providing feedback after each unit of study to help strengthen my understanding of the course concepts.
Providing video lectures of weekly topic wrap-ups was helpful in understanding the material. Weekly discussions were helpful in applying the material in additional ways.
Knowledge, availability, organization, reading notes, love of the subject.
Dr. Tedds is extremely knowledgeable in her area, and her passion for the subject matter really shows (and is appreciated). Although this course was probably the heaviest course load I have ever experienced, I also recognize and appreciate both how much I've learned and how much Professor Tedds puts into the course.
<ul style="list-style-type: none">- Extremely clear in her expectations- Always available to answer questions- Provided multiple different tools for learning (textbook, videos, discussion, assignments)- Quick turnaround for marked assignments- Engaging and funny comments to draw the reader into her class notes
<ul style="list-style-type: none">- good uses of real world examples that are helpful to understand concepts- assignments and study questions focused on current issues and events made the material relevant and interesting- great use of multimedia to deliver material in variety of ways like videos and podcasts, in addition to readings
Lindsay is extremely knowledgeable in this area. She is great at using a variety of media to present concepts.
Lindsay takes the time to create extensive course notes and to relate the material back to every day examples that students can grasp.
Dr. Tedds is a fantastic instructor. She was thoroughly engaged and has obviously put a lot of time/effort into developing a course for non-economists! The course design is thoughtful and really helped me to learn the concepts. The instructor notes were detailed, entertaining, easy to understand, and informative. They often included video/audio of Dr. Tedds explaining concepts, which is a great way to help us feel connected to the instructor. Dr. Tedds provided great feedback via video, which I really appreciated. I appreciate that she was available to answer questions and popped in to our discussion forums to guide us. The way she has designed the discussions was VERY helpful; she explains in the course materials (which were extremely detailed and informative, which I appreciated) that the discussions in this class are designed to help us learn and figure out concepts. I really appreciated this, and I think she has achieved her objective of making it close to a classroom discussion experience. I know I will forget to mention something, but I can't say enough about what a positive learning experience it was and what an inspiring instructor she was. I had never really thought about economics before, but I found this course very engaging, interesting and fun, mainly because of Dr. Tedds. Her enthusiasm for economics is infectious. I really appreciated the variety of assessments we were given. And obviously Dr. Tedds is incredibly knowledgeable. I am so happy that I had the chance to take this class from her. I just wish I could have taken it on campus, and that I could take other classes with her! I appreciate that she included a variety of different kinds of readings that made the technical economic concepts easier to understand, and that she let us discuss the assignments with each other so that we could figure things out. Some strengths she demonstrated are: knowledge/expertise, a desire for us to learn, thoughtfulness, creativity, engagement, and dedication.
Professor Tedds is clearly an enthusiastic economist, and she uses the online environment very well.
It is clear that Lindsay is a well-respected economist and her knowledge is genuine. She made a point to be available and was responsive to concerns from her students.
Clearly defined expectations and responsibilities. Well organized and prepared course material. Variety of ways of instruction (notes, text, videos, forum) helped reinforce learning.
Excellent materials, very good interventions to help students understand the key concepts.
She was engaged and always available. Did not spoon-feed, provided good direction.
Dedicated, passionate about her field of study. Provides materials that satisfy a variety of learning needs.

Organization of the course was very strong

She is highly knowledgeable and her course material is thoughtfully and creatively developed and well organized.

Appreciated the use of video clips to wrap up weekly units. Lindsay is approachable, encourages students to ask questions and support each other's learning. She was supportive when I struggled with course content offering assistance via Skype or telephone, both of which I used to consult with her.

Highly proficient in the subject matter.

Professor Tedds has an excellent teaching ability, rather than give you an answer, she guides you in a direction where you can decide the answer for yourself. I appreciate this, as a learning tool it is invaluable; I was motivated to rethink theories and their application based on her guidance, which ultimately lead to a deeper understanding, something I would not have gained had I been fed the answers.

Please provide specific instructions as to how the instructor could have helped you learn more effectively.

Comment

Providing additional time for the weekly discussion follow-ups would have made discussions more thorough. Because responses were limited to two days, students are forced to respond quickly. Having the initial submissions due earlier (Sundays) and allowing extra days for discussion would have made for more lively, involved discussions, especially when considering work and personal commitments along with the schedule.

Expectations and workload were too high. Assignments were too technical. Brief requirements were inflexible. Course felt too academic and not real-world enough.

- I think Dr. Tedds did everything she could to help us learn, but the material itself was very challenging at times!

I found the optional group discussion assignment forums both helpful and frustrating at times. As not all students were participating I made a story that Lindsay was unable to help direct discussions that were clearly off track be basic fairness issues. This resulted in the assignment feeling more like a test than a true learning experience of how to apply concepts. If all were participating, I wonder if Lindsay would have been able to guide/explain concepts to help those struggling.

To learn more effectively, I would need more hours in the week. Ha ha ha. Actually, this course, though very demanding, is done in such a way that even someone like me who is not an economist and has never studied the subject, can properly learn the concepts being taught. Though I often lament the amount of reading and work for this course, it HAS forced me to spend the time needed on the material to *actually* learn economics, and I applaud her for creating a course that forces her students to really invest in their learning.

I know that it is not particularly helpful to say that I can't think of anything, but I can't. She was great! She has set a high bar for future classes I will take!

I think expectations of this course are completely too high given it is an introductory course with no pre-requisites. The workload is excessive, as a working professional the number of assignment readings, and required weekly activities were much higher than what can be reasonably expected. Furthermore, the marking in this course seems to expect a relatively high level of economic understanding, beyond that of an introductory level. Furthermore, if this class is truly 'microeconomics for policy analysis', then the policy analysis component needs to improve.

For many people, this was their first foray into economics, and I feel that the instructor's expectations in the assignments and policy briefs are significantly high. The questions contained in the assignments were often ambiguously stated and the comments on assignments were often overly critical even for minor issues. Perhaps a greater realization that students are putting a tremendous amount of effort into a new complex discipline might help keep morale up!

None.

I have nothing to add, I found the course content, structure and the instructor excellent.

Made comments that expressed disdain for non-economists and for public administration. I didn't feel like I could approach her without the risk of being treated dismissively or disrespectfully. I was extremely interested in economic theory prior to taking the class but that interest has waned a bit.

Temper her workload and expectations from students. This course was to date the worst experience in the Uvic MPA program. The course content is very important, however the expectations and workload of this course are far and beyond any other course I have taken so far. They are more suited for full-time students. The MPA is for part-time working students and this course did not take that into consideration at all. No accommodations for student's needs.

For many students in this course, the material and concepts are very new, and the ability to apply those concepts to major assignments is not intuitive. While the instructor acknowledges these challenges for students, the assignment feedback comes across as expedient and terse. This results in some students uncertain and uncomfortable about seeking help, especially when it isn't entirely clear what to address with the instructor. Active instructor outreach would be beneficial, particularly after major assignments, rather than leaving it to students to initiate.

There were times when I felt a little confused about assignment expectations, though I would take some ownership and say I could have asked more questions.

This is an online course, most of us learn through the practical application of material through the assignments. Professor Tedds seemed very unwilling to answer questions related to these assignments. Her responses were typically vague and created more confusion than anything. I would also highlight that Professor Tedds can come across as overly abrupt and even arrogant. I am impressed with her knowledge on the subject matter, but quite frankly would avoid future courses with Professor Tedds (where at all possible) due to her interpersonal style.

I have no suggestions, not because I can't think of any, but due to the completeness and efficiency of Professor Tedds' abilities.

Please provide specific suggestions as to how this course could be improved.

Comment

The use of policy briefs as a report was an interesting concept, however I found that more time was spent trying to translate economic terms into plain English and format reports than was spent actually applying the economic concepts, and would have preferred to have either additional assignments, or briefs/reports that were evaluated based upon the course content rather than additional factors.

Less is more. Scale back on total content and evaluation tools. After some time, it becomes unmotivating. At one point in this course, I even questioned my potential as an MPA student and whether I could cut it.

I think it was one of the best courses I've taken at UVic; I was blown away by how it was administered and taught, therefore, I can't think of any improvements.

- Assignment forums open to all. People can choose to opt out if want.
- weekly discussion questions to parallel assignment questions to get practice applying concepts in "short" format

Lindsay is a very blunt with her feedback. Some of it felt unwarranted. For example, after our first written assignment was returned, she provided a link on 'how to write a paragraph.' Considering that this is a graduate degree that is apparently quite competitive to get in to, I would expect that my classmates know how to write a paragraph, and that maybe the lack of written finesse had to do with having trouble with linking the course concepts to the written assignment.

Again, I can't think of anything. The course was incredibly well designed and I loved that the discussion forums were used to help us figure things out instead of requiring fully formed understanding right away. The course is so well designed!

I would suggest the following measures: the workload needs to be more realistic for working professionals, the level of mastery expected should be aligned with an introductory course and this should be reflected in grading expectations, and the policy analysis/public sector component of this course needs to improve.

Although the breaks for the policy briefs was great, the volume of course readings, online posts/discussions, quizzes and assignments was at sometimes overwhelming. Perhaps removing a unit and the quiz requirement would help?

The instructor's negative comments on Twitter about assignments and student work, though anonymous, increase student anxiety and I would suggest do not add positively to the course.

Reduce the amount of deliverables i.e. there are too many requirements in terms of weekly quizzes and posts. Feels more like an undergraduate course as a result. I would do away with the weekly self-quiz and maybe have a third short answer assignment. The course had something due every Tuesday, Thursday and Friday - then on some Sundays too. That is too much in my view.

The online instructor's notes are filled with hundreds of distracting spelling and grammar mistakes, some of which could change the meaning of statements. It would be helpful if the course materials were proofread and corrected before the next session starts.

Lessen the course material. Don't make students sit through video after video and video, and then notes and then tons of course work. Unmanageable

The online learning environment can be challenging and isolating, but the weekly small group discussions were not

particularly effective, possibly due to group makeup. Perhaps mixing the group makeup each week to provide some variety and interaction with other students in the course. Instructor input is limited to concept corrections, not participation, which can be a disadvantage for online students compared with face-to-face courses where instructors are involved in the discussion. The course material is too complex for such self-directed learning.

The level of work required in this course is excessive. I enjoyed the subject matter and feel I have learned a great deal in this course, but this has been somewhat over shadowed by what I feel is an inappropriate work load.



**University
of Victoria**

UVic CES Instructor Report - Lindsay Tedds - MICROECONOMICS:POLICY ANALYSIS - ADMN 509 - A02 (CRN 20016)

UVic Course Experience Survey - Fall 2014/Spring 2015

Project Audience 19

Responses Received 18

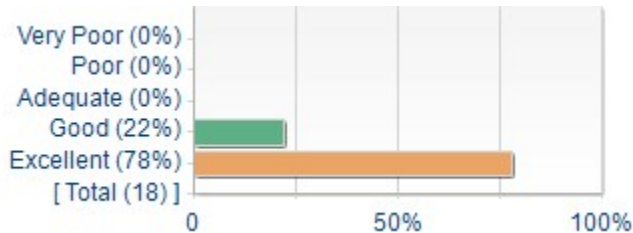
Response Ratio 95%

Creation Date Sat, May 30, 2015

Powered by: **BLUE** 

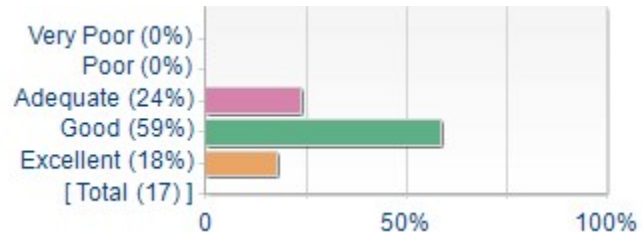
I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



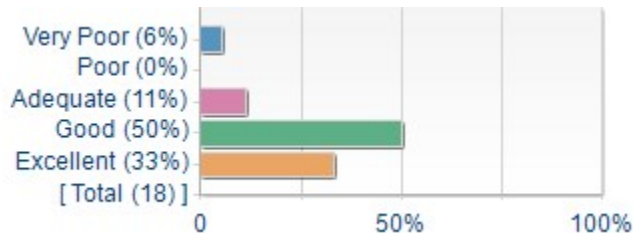
Statistics	Value
Response Count	18
Mean	4.78
Median	5.00
Standard Deviation	+/-0.43

2. The instructor's explanations of concepts were clear



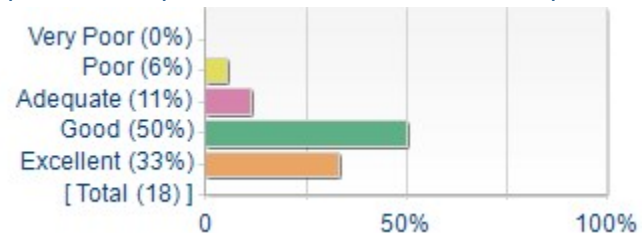
Statistics	Value
Response Count	17
Mean	3.94
Median	4.00
Standard Deviation	+/-0.66

3. The instructor motivated you to learn in this course



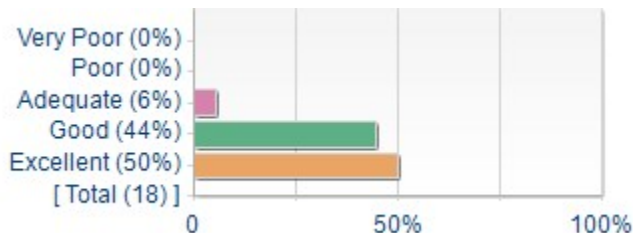
Statistics	Value
Response Count	18
Mean	4.06
Median	4.00
Standard Deviation	+/-1.00

4. The instructor was available to answer your questions or provide extra assistance as required



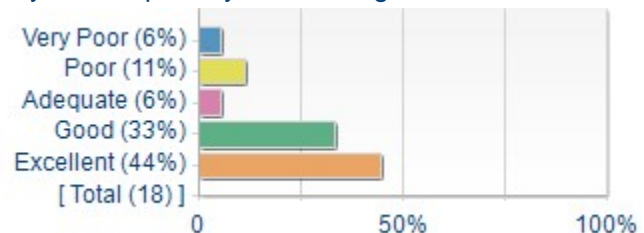
Statistics	Value
Response Count	18
Mean	4.11
Median	4.00
Standard Deviation	+/-0.83

5. The instructor ensured that your assignments and tests were returned within a reasonable time



Statistics	Value
Response Count	18
Mean	4.44
Median	4.50
Standard Deviation	+/-0.62

6. The instructor was helpful in providing feedback to you to improve your learning in this course

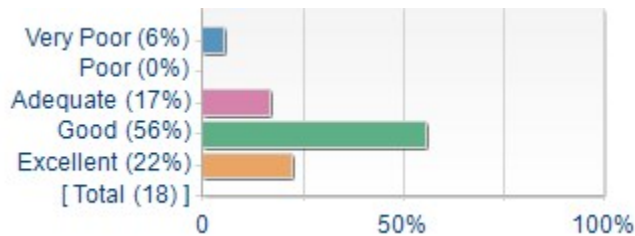


Statistics	Value
Response Count	18
Mean	4.00
Median	4.00
Standard Deviation	+/-1.24

7. The instructor demonstrated respect for

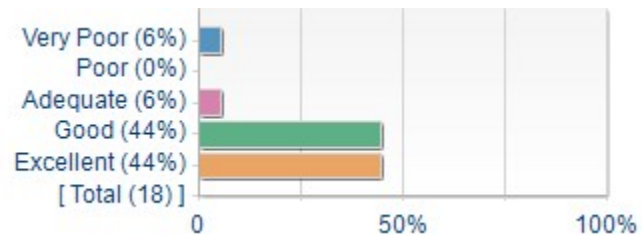
8. Overall, the instructor was effective in this

students and their ideas



Statistics	Value
Response Count	18
Mean	3.89
Median	4.00
Standard Deviation	+/-0.96

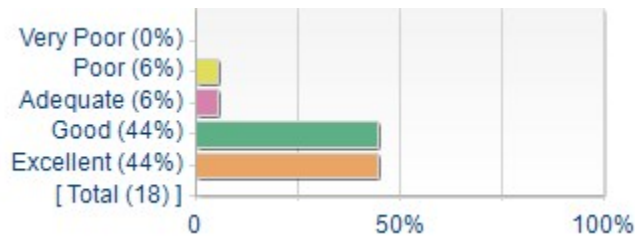
course



Statistics	Value
Response Count	18
Mean	4.22
Median	4.00
Standard Deviation	+/-1.00

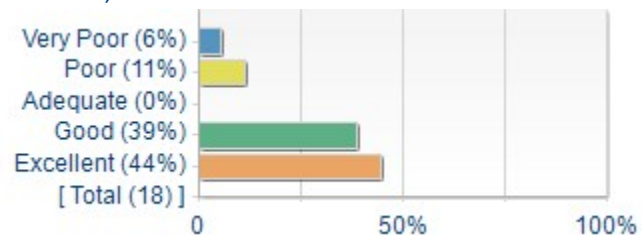
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



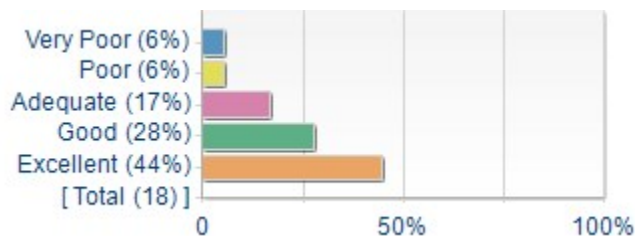
Statistics	Value
Response Count	18
Mean	4.28
Median	4.00
Standard Deviation	+/-0.83

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



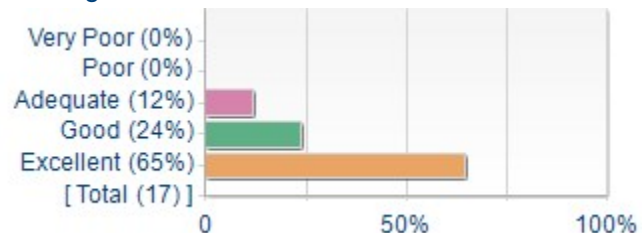
Statistics	Value
Response Count	18
Mean	4.06
Median	4.00
Standard Deviation	+/-1.21

3. The assigned work helped your understanding of the course content



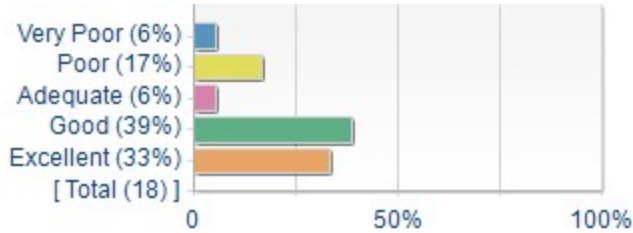
Statistics	Value
Response Count	18
Mean	4.00
Median	4.00
Standard Deviation	+/-1.19

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



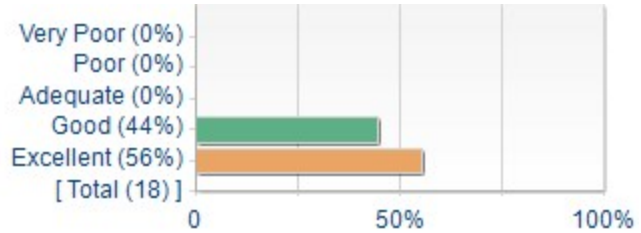
Statistics	Value
Response Count	17
Mean	4.53
Median	5.00
Standard Deviation	+/-0.72

5. The methods of assessment used to evaluate your learning in the course were fair



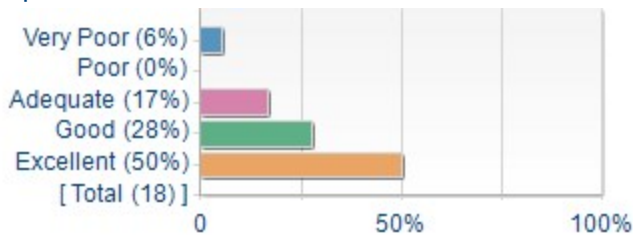
Statistics	Value
Response Count	18
Mean	3.78
Median	4.00
Standard Deviation	+/-1.26

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	18
Mean	4.56
Median	5.00
Standard Deviation	+/-0.51

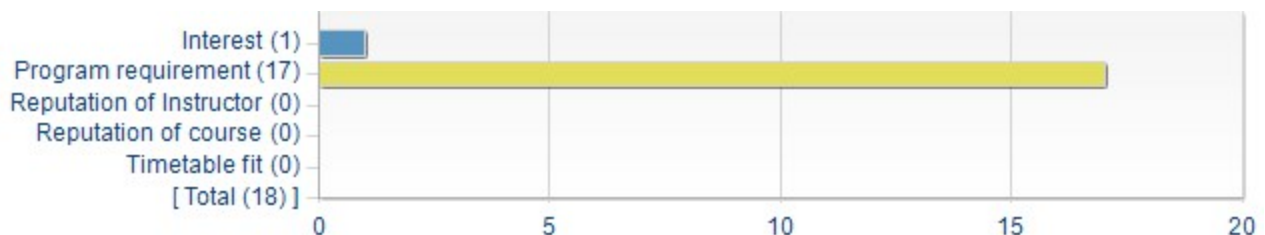
7. Overall, the course offered an effective learning experience



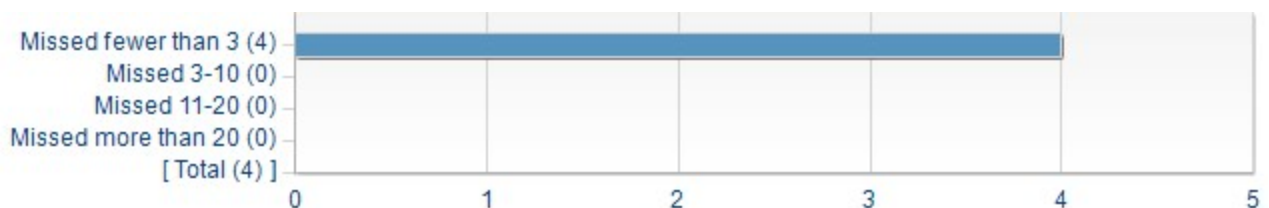
Statistics	Value
Response Count	18
Mean	4.17
Median	4.50
Standard Deviation	+/-1.10

III Statements About The Students:

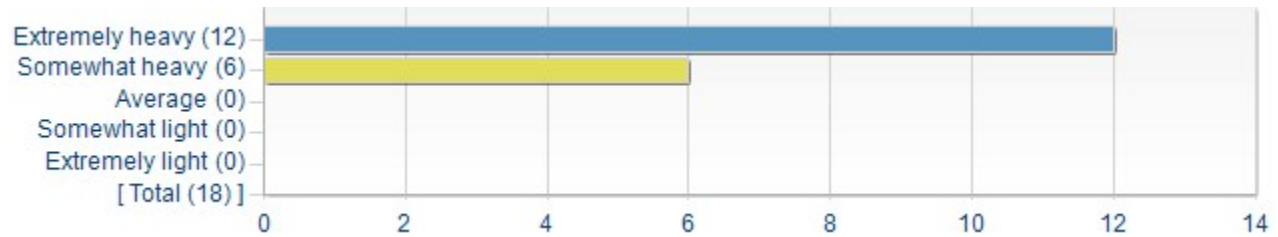
My primary reason for taking the course.



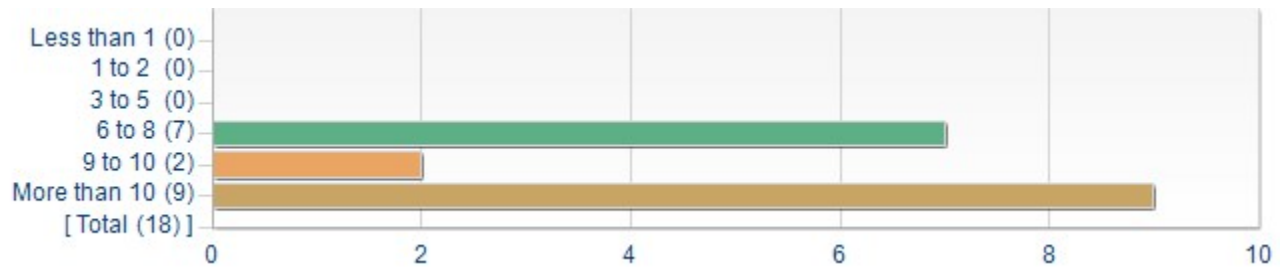
The approximate number of classes or labs that I did not attend



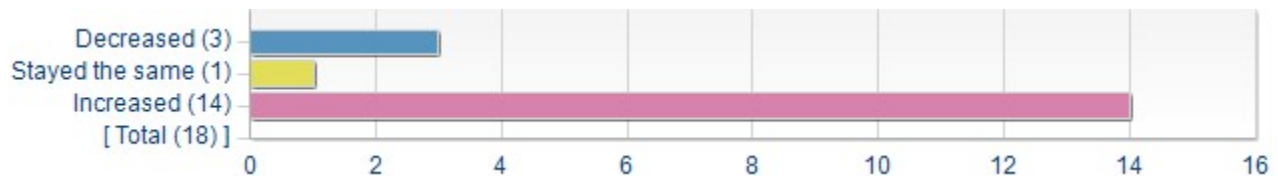
Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:

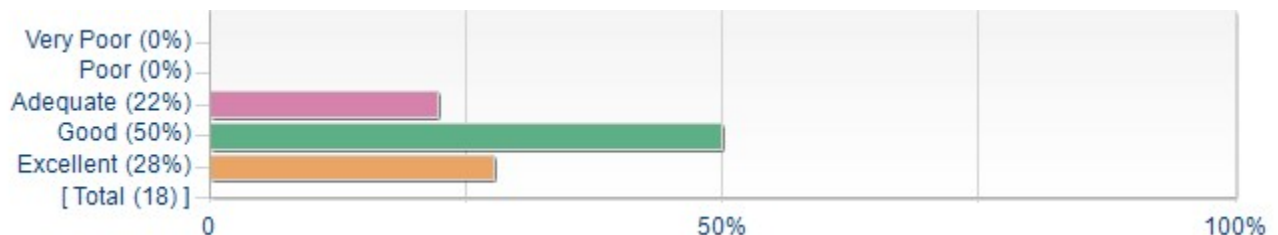


As a result of my experience in this course, my interest in the material:



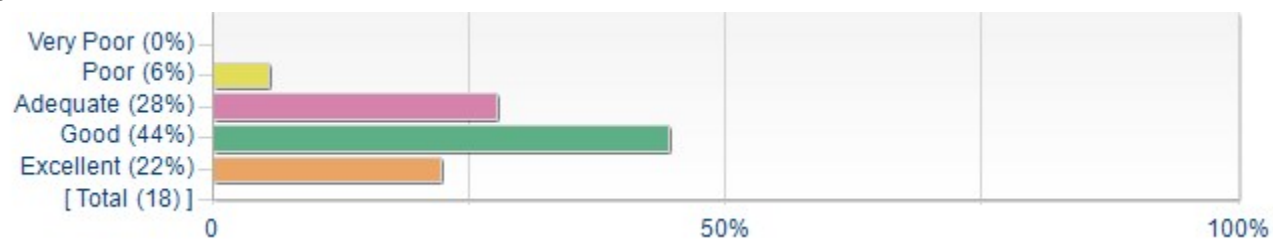
IV Additional Statments:

Overall, I would rate my experience in the Program so far as:



Statistics	Value
Response Count	18
Mean	4.06
Median	4.00
Standard Deviation	+/-0.73

I would rate the ease of use of online resources (e.g., the Moodle site, discussion forums, etc.) as:



Statistics	Value
Response Count	18
Mean	3.83
Median	4.00
Standard Deviation	+/-0.86

IIV Student Comments:

What strengths did your instructor (Lindsay Tedds) demonstrate that helped you learn in this course?

Comment
No nonsense teaching. Straight and to the point. She warned us early on to not fall behind in the readings. She was right. The on line videos that were provided helped throughout the course. I often times utilized YouTube to explain concepts further.
Very knowledgeable, well prepared, hard working, provided more than enough materials to facilitate learning.
<ul style="list-style-type: none">- readily available- clear instruction material
Very knowledgeable and you can tell she put a lot of effort into this class. The amount of content she produced was amazing. A great economics professor.
the course instructor's notes, and assignment outline were the best I have ever seen. Detailed, easy to read, and excellent video supplements. Clearly very well thought out. As well the design of the course allowed for time to complete assignments which was very nice.
The course material and instructor notes were very well laid out. Subject matter was explained effectively. Assignments were challenging but reasonable.
Lindsay was very present during the course. There was never a time I felt like I couldn't contact her or that she was unavailable/absent from discussions. She was active on the boards (not always common from instructors) and provided thorough explanations and follow up from assignments. She clearly has a passion for teaching and for economics and that comes through in her communication with students. I have likely learned more from this course than any other MPA course to date (I'm 1/2 way done) and although that may have partially to do with the content, I feel like the majority is due to Lindsay and her teaching. i also really appreciated the lack of graded emphasis on weekly discussion postings. Rather than feeling as though I had to post a perfected "assignment" each week, I felt as though I was able to participate in a much more free-form discussion, which I think contributed to my overall learning.
Great attitude and very knowledgeable fo the subject matter. I appreciate your sense of humour.
The course material was somewhat overwhelming at the beginning, simply because of the sheer volume. I found the initial days of the course remotely traumatizing (lol) because of the all of the catch-up emails throught the month of December. I niavely thought I'd open the course material on the start date and was somewhat shocked at the volume of communiations and immediate due dates.
The best take away from this course is how the collaborative effort of working together on the assignments and briefs assisted in the learning the material. I expect the best is yet to come as I view things through a new, albeit small, economic lens in the future.
I now, I appreciate the organization of the material and how the course was presented. In my humble opinion it was quite a bit different than the previous four courses I had taken, so somewhat unexpected my be my initial reaction.
Very organized and set up learning material that forced each unit completion (ie unit requirements -- post and quiz not available until all reading was complete). Quiz and assignments provided very good reinforcement of material being learned. Workload for this course was quite high.
Lindsay is an amazing instructor - very organized, knowledgeable, and well-prepared.
Lindsay is excellent at explaining complex concepts. She takes time to create videos for many of the concepts, assignment questions, etc. to illustrate and narrate the concept. This helps learners of different learning styles to understand the content. Good pick on textbook.
I went into the course thinking "why do I need this?" and "I hate math." Professor Tedds was amazing. She was able to successfully able to communicate tough subject material in a very easy way despite teaching on the internet. Her teaching also made me realize how applicable this material is to my professional life.

Very dedicated and helpful.

Lindsay Tedds is knowledgeable about the content and very responsive to questions from students. Am glad that she was the prof for this course.

She is very attentive and passionate

Please provide specific instructions as to how the instructor could have helped you learn more effectively.

Comment

Maybe avoid putting comments up on Twitter about the class. Many of my classmates were very offended by this. I told them to get over it.

Some of the class was disturbed at the fact that they may have missed key information since they did not follow the instructor on Twitter.

Don't be so nasty, grumpy, and judgmental. Give clear instructions as to expectations. In every other course I have taken I have been able to eventually discover precisely what were the instructor's expectations and deliver them, but not this course - and not for lack of asking. Not only were the instructor's comments judgmental and not helpful, but her expectations were very unrealistic as to more than 20 hrs weekly readings alone, not including the brutal assignments. Read 1000 pages of material then answer a vague question in 25 words or less. When replying to requests for a little more clarity in the expectations for a question, either a nasty remark or vague answer or "You should know this" is not appropriate. Especially when we are required to be concise in our answers - how dare you refuse to be concise in clearly communicating the question. You are a nasty person. Very juvenile behaviour belittling students openly and publicly on Twitter. What does that say about your character?

- the feedback was confusing in the forums / vague and sometimes contradictory. I know that she didn't want to give us the answer but her level of feedback was so over our head that we didn't even know what she was talking about / how to apply it on some occasions.

I felt like there was "hidden criteria" in the marking. Often in some assignments, I would get everything correct, however due to the word count, would not cover a certain aspect and be docked marks. I would like to see an answer key developed, and then be graded against that.

I found answers to questions were vague. Instead of answering the question, often I would be referred to a reading or section that I have already read, and still needed clarification. More direct answers would be helpful.

When responding to questions, the professor often provided short answers re-directing to the course material. It would have been helpful if responses could have paraphrased material we had covered instead of brief redirections to course material.

I found the cryptic comments to online discussions regarding the briefs and the assignments frustrating. While I recognize that she can't just give us the answers, I somehow feel as though the comments were misleading (or easily misinterpreted?). I'm not sure there's a solution on Lindsay's end...perhaps just my frustration with the brain-twisting that occurred while I was trying to understand and apply some of the concepts.

I am not sure what could be done differently. It seems like an effective and informative layout. The volume of material appears necessary. I expect it is my unfamiliarity with economics that made this course twice as challenging as any other. From speaking with my peers it seems that perhaps that is simply the nature of the subject matter.

I very much appreciate the knowledge of the prof and her quick responses to all questions.

No suggestions at this time.

I could have used a little more direction with expectations for the assignments. I wasn't always sure what the instructor was looking for.

Sometimes it was difficult to know when certain assumptions could be made. For example, in one assignment question we're expected to know only what is on the page, in another we're expected to make inferences from the outside world. Also, sometimes in completing the quizzes, I'd be looking at a specific line in the text book which would exactly answer the question, only to find that Lindsay had a different answer expected. I would be shocked that the quiz didn't agree with the text as it made it feel more like guessing, not too sure why the textbook was wrong.

Nothing.

Please be more encouraging of students. Reminding us (in course notes and online discussion) about the opportunity cost of spending too much time on an assignment or readings is not helpful. The opportunity cost of "not getting it" or giving up on a quiz because it is taking too long is too high. Students do not really have an option.

She needs to narrow down the readings and materials. This course is at least 2x as heavy as other online MPA courses. By this point in the program, online MPA students have figured out how to balance work, life and school to succeed in the program - this course throws off this balance by being a time-intensive outlier. I understand it's all to support our learning, but every item is graded. Students cannot scale up or down how involved they want to get in the materials. This creates an unfair scenario, and sets up students for failure.

Please provide specific suggestions as to how this course could be improved.

Comment

The course workload was very heavy. However, it was made clear in the beginning that "many students struggle with microeconomics". I am hoping to just pass the class as I made tremendous effort to keep up with the readings and participate in discussions. The assignments were challenging but I think that I "over thought the answers". Overall, I learned so much in this class.

The course should be a reasonable course if taught by a reasonable person.

- The Assignment questions are too involved for the level of knowledge gained from the readings and discussions. It seems that it is assumed we are already economists or majoring in econ. An assignment worth only 15 % took at least 40 hours of work and then to find out that I still answered the questions too basic. The course expectations are far above the learning that occurs during this course.

The weekly discussions could have been considered more important. It seems that they were treated as an unimportant formality.

There is a huge amount of information to absorb in a short amount of time. It is overwhelming at first, and difficult to take in that volume of information. If something can be cut out. cut it out

I think I would like to see more discussion posts similar to the assignments. The application of the concepts is really where I feel like I need practice. Perhaps more scenarios that we can actively discuss without being graded?

I don't really have any suggestions. It was taught by a pro.

I took this as a first MPA class. It would have been better to have had some other coursework in first.

No suggestions at this time.

I thought this was about as well-done as an online course could be done.

For some time I was unaware of the internal message function. Not all classes use this feature, and (especially as this course appears early in the MPA program) unless specific effort is made early in the course to introduce all students to it, it would be better to provide students with feedback via their emails rather than the messaging function.

As much as this is a heavy workload, it is required. It is a lot of material/concepts to cover. I was thankful for the week breaks during the Policy Brief sections to devote ourselves to those projects.

I don't like the 'freedom' to work individually or in groups for the policy briefs. It should be one or the other. It would save you time and be more equitable to select groups (most of the time you don't have a choice in work team in the real world) or make everyone complete the assignment individually.

-This is a very important course for future or current public servants. But it requires more time from students than other courses in the program. Weekly readings are dense especially for students new to economics. The suggested four hours for readings per week underestimates the time it actually takes to get through the readings.

-Weekly quizzes are a good idea and the short assignments are tough, but necessary.

-I don't understand why there are two policy briefs in this course. It would be great if there was only one policy brief at the end of the course that would give students the opportunity to choose a topic from a few options and apply relevant concepts from the entire course

-The expectation that students would start the course material early in December is not fair.

-There are loads of typos in the online course material.

Eliminate short answer assignments. You already have weekly quizzes + blogs + 2 written assignments. The two short answer assignments are overkill.



**University
of Victoria**

Learning &
Teaching Centre

UVic CES Instructor Report - Lindsay Tedds - MICROECONOMICS:POLICY ANALYSIS (CRN 10012)

UVic Course Experience Survey - Fall 2014/Spring 2015

Project Audience 19

Responses Received 19

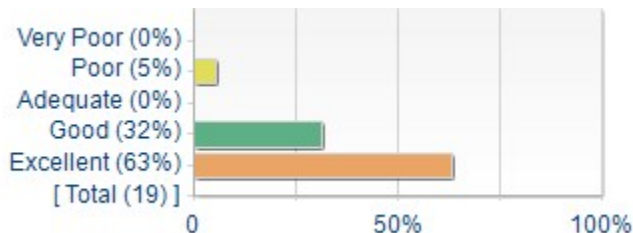
Response Ratio 100%

Creation Date Mon, Jan 12, 2015

Powered by: **BLUE** 

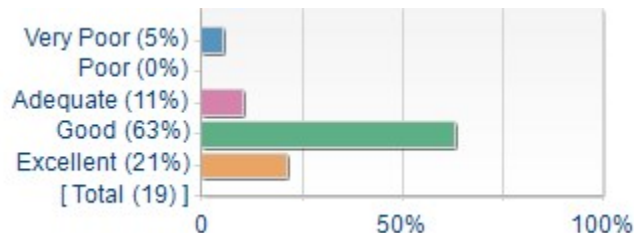
I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



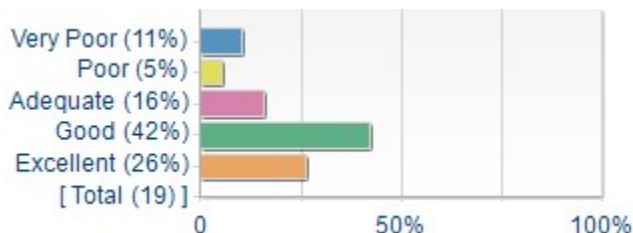
Statistics	Value
Response Count	19
Mean	4.53
Median	5.00
Standard Deviation	+/-0.77

2. The instructor's explanations of concepts were clear



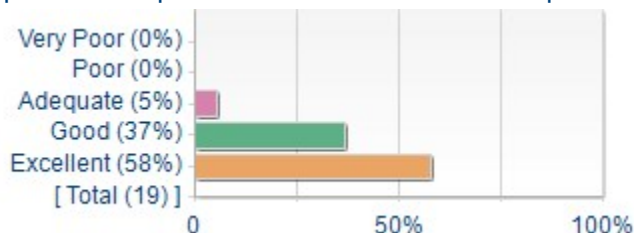
Statistics	Value
Response Count	19
Mean	3.95
Median	4.00
Standard Deviation	+/-0.91

3. The instructor motivated you to learn in this course



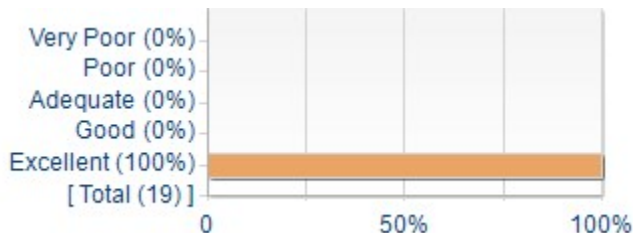
Statistics	Value
Response Count	19
Mean	3.68
Median	4.00
Standard Deviation	+/-1.25

4. The instructor was available to answer your questions or provide extra assistance as required



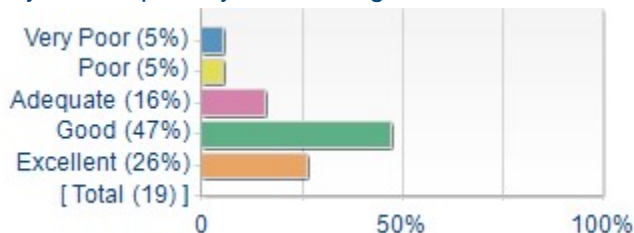
Statistics	Value
Response Count	19
Mean	4.53
Median	5.00
Standard Deviation	+/-0.61

5. The instructor ensured that your assignments and tests were returned within a reasonable time



Statistics	Value
Response Count	19
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

6. The instructor was helpful in providing feedback to you to improve your learning in this course

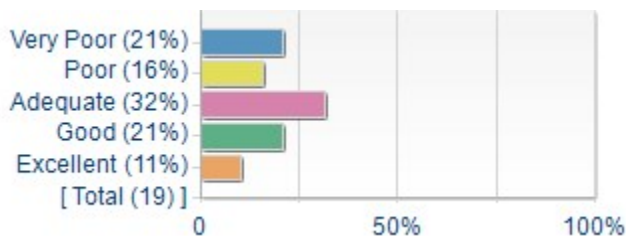


Statistics	Value
Response Count	19
Mean	3.84
Median	4.00
Standard Deviation	+/-1.07

7. The instructor demonstrated respect for

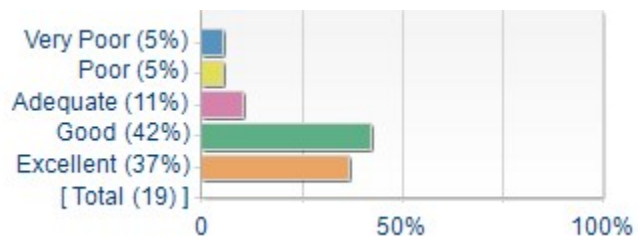
8. Overall, the instructor was effective in this

students and their ideas



Statistics	Value
Response Count	19
Mean	2.84
Median	3.00
Standard Deviation	+/-1.30

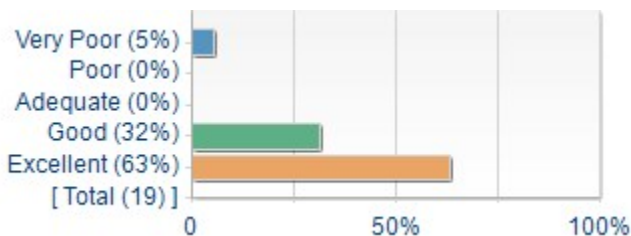
course



Statistics	Value
Response Count	19
Mean	4.00
Median	4.00
Standard Deviation	+/-1.11

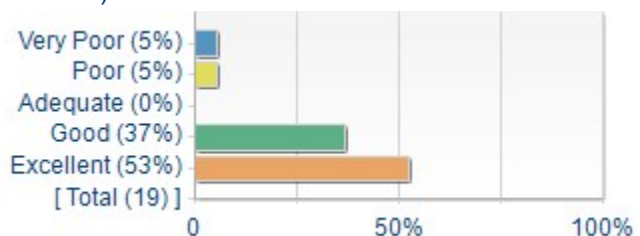
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



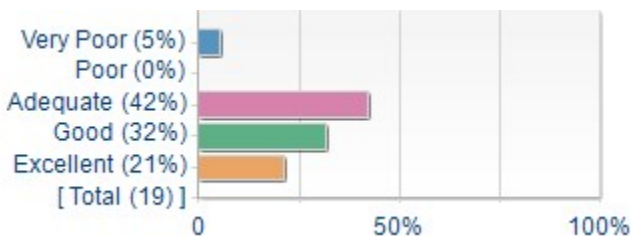
Statistics	Value
Response Count	19
Mean	4.47
Median	5.00
Standard Deviation	+/-0.96

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



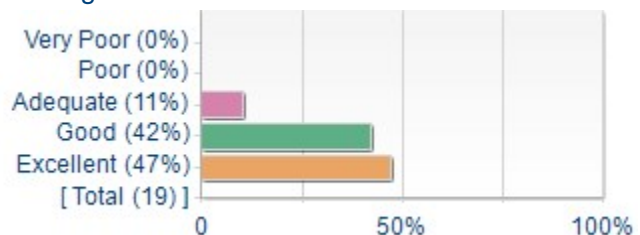
Statistics	Value
Response Count	19
Mean	4.26
Median	5.00
Standard Deviation	+/-1.10

3. The assigned work helped your understanding of the course content



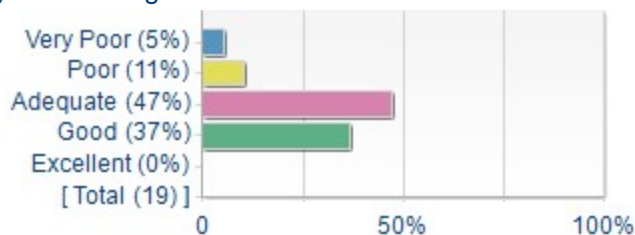
Statistics	Value
Response Count	19
Mean	3.63
Median	4.00
Standard Deviation	+/-1.01

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



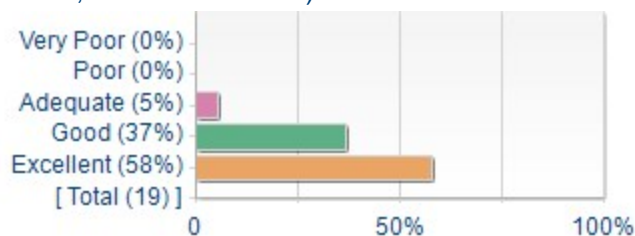
Statistics	Value
Response Count	19
Mean	4.37
Median	4.00
Standard Deviation	+/-0.68

5. The methods of assessment used to evaluate your learning in the course were fair



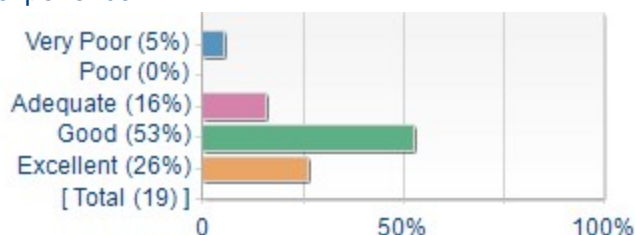
Statistics	Value
Response Count	19
Mean	3.16
Median	3.00
Standard Deviation	+/-0.83

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	19
Mean	4.53
Median	5.00
Standard Deviation	+/-0.61

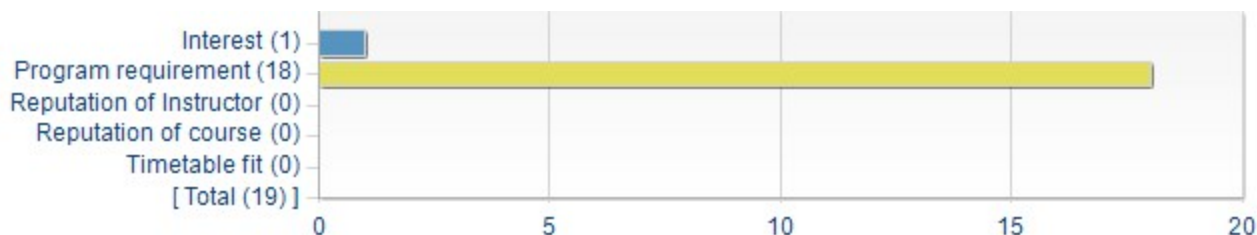
7. Overall, the course offered an effective learning experience



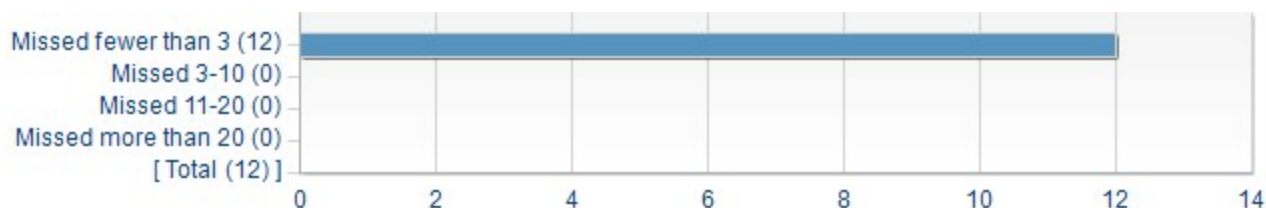
Statistics	Value
Response Count	19
Mean	3.95
Median	4.00
Standard Deviation	+/-0.97

III Statements About The Students:

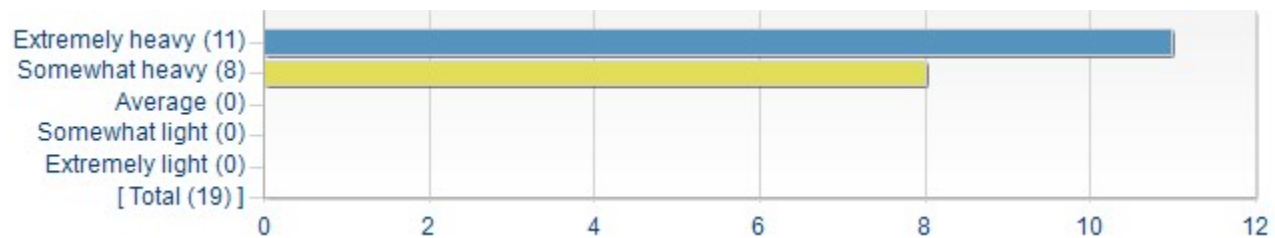
My primary reason for taking the course.



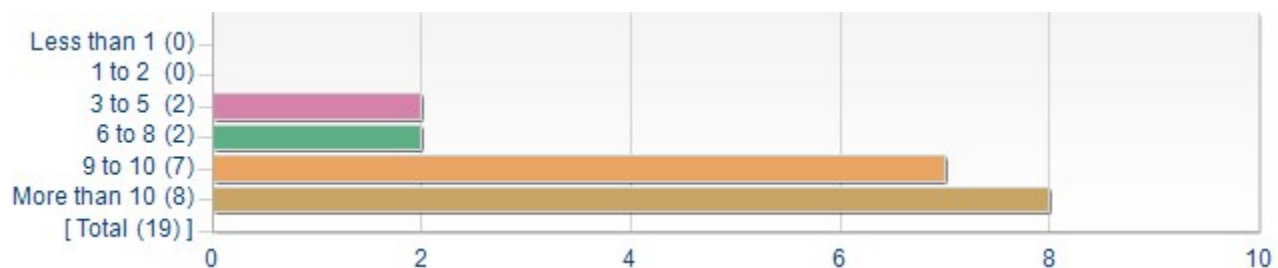
The approximate number of classes or labs that I did not attend



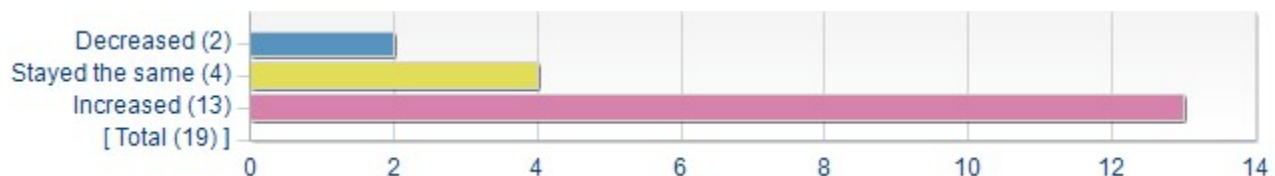
Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:

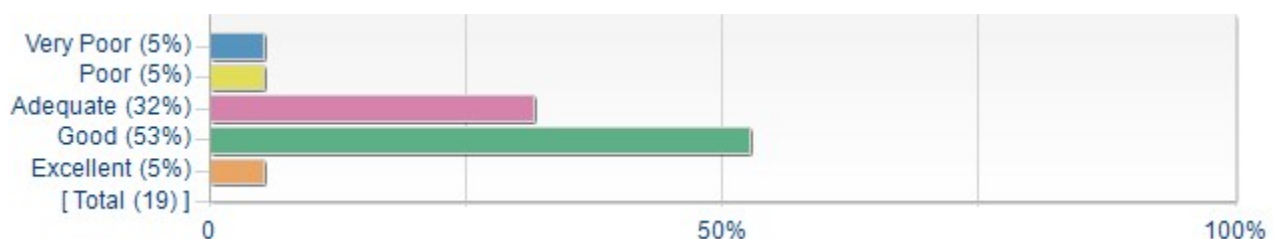


As a result of my experience in this course, my interest in the material:



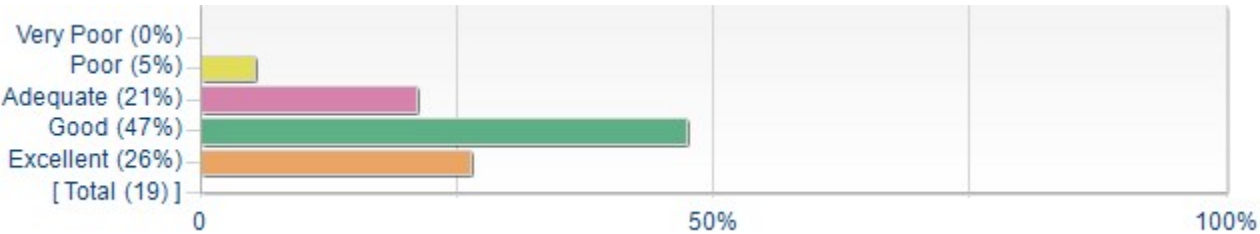
IV Additional Statments:

Overall, I would rate my experience in the Program so far as:



Statistics	Value
Response Count	19
Mean	3.47
Median	4.00
Standard Deviation	+/-0.90

I would rate the ease of use of online resources (e.g., the Moodle site, discussion forums, etc.) as:



Statistics	Value
Response Count	19
Mean	3.95
Median	4.00
Standard Deviation	+/-0.85

IIV Student Comments:

Which aspects of **Lindsay Tedds** teaching have you found to be the most useful to you so far this term? Please give examples.

Comment
Really liked instructor notes
The extra resources that were given on coursespaces. The invisible hand pod casts, and the blog posts were the most helpful.
Very organized course material and format, especially in terms of instructor notes, videos and online site.
Availability out of class time.
The videos were very helpful to help explain concepts. The structure of the course was very well laid out, which was beneficial to the learning experience.
Her frank manner is wonderful, clear and concise. One on one, she is very approachable and helpful.
Detailed instructors notes were amazing. Excellent additional materials made available. Quizzes were useful in highlighting problem areas. Fantastic online component.
Dr. Tedds chose an excellent textbook to give to students for this course. It was a straightforward resource and proved to be highly informative.
Allowing us to work on the policy briefs by cancelling mid term and end of term lectures was much appreciated.
I did find the videos that were provided to be very helpful in adding to my understanding of the concepts.
Professor Tedds is knowledgeable and was able to provide us with a depth of insight into economics and how we would apply it in the public sector. I found that I really enjoyed the reverse classroom structure where we read lecture notes on our own and then came to class to apply the principles. She was also probably the most helpful professor I've ever encountered, during her office hours. I really appreciated the effort she went to with explaining concepts and assignments outside of class time.
Being very well informed, Dr. Tedds often gives very relevant and interesting real world and current examples. The inverted classroom strategy is very good in that students come to class usually quite prepared to discuss or participate in the theory(ies) of the day. However, Dr. Tedds tends to feel that after going through the pre-class preparation the students are or should be masters in the material. Partially for this reason, the last phase of an appropriately executed inverted classroom is often missed or squandered. Rather than given the opportunity to participate in content clarifying and ingraining activities the class is thrown into a high stress, high marks assessment which by design assesses some interesting factors not necessarily directly connected to a student's preparation efforts or understanding of the course material. This kind of assessment would be more reasonable after a student has had more time to absorb and solidify the material. Overall a very interesting, relevant and organized course but by design a bit weak in accounting for students of reasonably diverse background, experience level and learning styles.
The notes online were very clear and it was very useful to have a hard copy.
The online resources were absolutely amazing. The course was structured very well and was approachable. The examples of recent news stories and explaining the economic twist on them in class was a relevant exercise that helped the students discover how these concepts were being used all around us.
The readings were easy to understand and thorough, Dr. Tedds puts a lot of effort into making sure she is available for students.
I like how she gave clear outlines of assignment expectations, was a very efficient marker, used class time effectively, and clearly spent a lot of time designing the course so we would get the most out of it in a short period of time.

Has anything hindered your learning in this course? If yes, please explain and suggest what might be done differently.

Comment

less weight on assignments more on policy brief

How completely unapproachable and scary the instructor was, most profs I have had go out of their way to be approachable, particularly in a class with very challenging, unfamiliar material. She is the most intimidating professor I have ever had. She also seems to really dislike teaching.

The short time-frame of assignments, and feeling rushed during class to try to understand the concepts. Grasping the concepts only after the assignments were graded, but paying the price in marks. Perhaps more time to complete assignments, or more prior explanation of the concepts. Sometimes i felt like I understood the readings and the quizzes, and then the assignments came and I felt unprepared to do the assignments in the short time-frame.

Teaching style was unnecessarily degrading, and created a consistent classroom atmosphere akin to student terror, which proved a severe damper on student participation and engagement. Rushed in-class assignments at the beginning of the semester were unnecessarily stressful and became self-defeating exercises in frantic copying.

Dr. Tedds presents a lack of professionalism to her students:

1. Her instructor notes on the coursespaces website contain a significant number of typos.
2. Her approach to lecturing is often patronizing - not what I'd expect from a graduate-level course.
3. Dr. Tedds' lack of professionalism has introduced an environment of fear and reticence within the classroom that significantly impedes learning in her course.

What might be done differently: I am calling on the Program Director to have a thorough and genuine discussion with Dr. Tedds about her lack of professionalism toward her students.

I found the in class assignments to be very stressful and not helpful to my learning. The short timeframes meant that students were struggling to find the right answers and some were just freezing all together.

I understood why the assignments were done the way they were but I think I would've really got more out of the assignments, had there been a bit more time to work them. Too often I felt like I had to rush through the assignment and this was reflected in my marks. I feel like I didn't have the adequate time to reflect on the questions or work them out with classmates. In most cases, having simply an additional 10 minutes would've really been beneficial.

The time requirements of the program restricted formative learning - I didn't feel that I could properly digest and follow up on criticisms from instructor(s) on handed-back assignments and had difficulties in acquiring the undeveloped skills in time to implement them on the next assignment. Poor assumptions and accommodation of some student's academic backgrounds resulted in considerable disparities in student's learning curves - assignment expectations were aimed at those most prepared with respects to specific skills. The steeper learning curve, high expectations and restricted time limited the amount of learning and content exploration that some students with certain backgrounds could engage in.

The quizzes were not at all effective at measuring our knowledge or ensuring our understanding of the topics. Fewer questions would be more manageable, without being rushed, or with guidance. They were worth too much of our mark for them to not be a true indication of our understanding.

The assignment portion of the class was extremely stressful. They caused a lot of anxiety and I am not sure the grades were a true reflection of the students' understanding of the topics.

The speed that we went through everything made it difficult to be able to apply the concepts.

No

Do you have any other specific suggestions to help future students in this course?

Comment

WARN STUDENTS

Make sure you do the readings, and take notes. Do all the quizzes, because those are invaluable.

Stay ahead of the material and come to class with questions to reinforce the material

Stiff upper lip.

Collaborating with other students in ADMN 509 is highly beneficial, especially if you've never taken economics before.

Put in a lot of time understanding the lecture material before class so that you can be prepared for the in-class assignments.

The program advertises interest in and claims to value students of diverse backgrounds. More care should be taken to understanding what the students' academic background profiles look like. If there is no time to address such significant disparities throughout or at the beginning of the semester, replacing SOME of the pre semester (June - August) readings and assignments with basic PADR pre-requisite skills would be extremely useful in allowing more students to benefit, enjoy and flourish in the PADR program(s). A single MADR preparatory summer course for those failing to meet the demands of an entrance test is another option.

Change the quizzing aspect and make students feel more comfortable to ask questions. Dr. Tedds didn't seem to like being put on the spot, and this was evident.

Need to understand that they can work together on every assignment, or this may impede them doing well in some of the earlier assignments.

No.

Be dedicated.

University of Victoria
Course Experience Survey
Survey Summary Results: Spring 2013

Course: ADMN 5

Section: A01,A02

Instructor: Lindsay Tedds

Dept/Faculty: Public Administration, Faculty of Human and Social Dev

Enrolment: #N/A

Rate of Response: #N/A

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.			
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent		Mean	SD	Median
1. The instructor was prepared for course sessions.	0%	0%	5%	19%	76%	21	4.71	0.56	5.0
2. The instructor's explanations of concepts were clear.	0%	5%	10%	48%	38%	21	4.19	0.81	4.0
3. The instructor motivated you to learn in this course.	5%	14%	29%	24%	29%	21	3.57	1.21	4.0
4. Instructor was available to answer questions or provide assistance.	5%	5%	0%	43%	48%	21	4.24	1.04	4.0
5. Instr. ensured that assign./tests were returned within reasonable time.	5%	5%	5%	29%	57%	21	4.29	1.10	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	5%	5%	33%	38%	19%	21	3.62	1.02	4.0
7. The instructor demonstrated respect for students and their ideas.	10%	5%	33%	38%	14%	21	3.43	1.12	4.0
8. Overall, the instructor was effective in this course.	0%	5%	19%	48%	29%	21	4.00	0.84	4.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.			
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	5%	0%	5%	38%	52%	21	4.33	0.97	5.0
10. The materials provided for learning the course content were clear.	0%	5%	10%	43%	43%	21	4.24	0.83	4.0
11. The assigned work helped your understanding of the course content.	0%	5%	10%	43%	43%	21	4.24	0.83	4.0
12. Course provided opportunities to engage with the course material.	0%	0%	10%	38%	52%	21	4.43	0.68	5.0
13. The methods of assessment used to evaluate your learning were fair.	5%	5%	14%	57%	19%	21	3.81	0.98	4.0
14. The course provided relevant skills and information.	0%	0%	5%	57%	38%	21	4.33	0.58	4.0
15. Overall, the course offered an effective learning experience.	0%	10%	10%	57%	24%	21	3.95	0.86	4.0

III Statements About The Students:

16. My primary reason for taking the course:					
	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	1	20	0	0	0

17. The approximate number of classes or labs that I did not attend:					
	< 3	3 - 10	11 - 20	>20	n/a
Number:	5	0	0	0	16

18. Relative to other courses I have taken at UVic, the workload in this course was:					
	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	11	8	2	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:						
	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	0	0	2	19	0

20. As a result of my experience in this course, my interest in the material:			
	Decreased	Stayed the same	Increased
Number:	5	6	10

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.	0%	5%	5%	62%	29%	21
22.	0%	5%	14%	38%	43%	21
23.						0
24.						0
25.						0

University of Victoria
Course Experience Survey
Survey Summary Results: Fall 2012

Rate of Response: 100.0%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	9%	91%	22	4.91	0.29	5.0
2. The instructor's explanations of concepts were clear.	0%	0%	5%	14%	82%	22	4.77	0.53	5.0
3. The instructor motivated you to learn in this course.	0%	0%	0%	23%	77%	22	4.77	0.43	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	5%	23%	73%	22	4.68	0.57	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	0%	9%	91%	22	4.91	0.29	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	5%	14%	82%	22	4.77	0.53	5.0
7. The instructor demonstrated respect for students and their ideas.	0%	5%	14%	32%	50%	22	4.27	0.88	4.5
8. Overall, the instructor was effective in this course.	0%	0%	5%	18%	77%	22	4.73	0.55	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.			
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent		Mean	SD	Median
9. The course structure, goals and requirements were clear.	0%	0%	0%	23%	77%	22	4.77	0.43	5.0
10. The materials provided for learning the course content were clear.	0%	0%	0%	23%	77%	22	4.77	0.43	5.0
11. The assigned work helped your understanding of the course content.	0%	0%	0%	32%	68%	22	4.68	0.48	5.0
12. Course provided opportunities to engage with the course material.	0%	0%	9%	27%	64%	22	4.55	0.67	5.0
13. The methods of assessment used to evaluate your learning were fair.	0%	0%	0%	32%	68%	22	4.68	0.48	5.0
14. The course provided relevant skills and information.	0%	0%	0%	18%	82%	22	4.82	0.39	5.0
15. Overall, the course offered an effective learning experience.	0%	0%	0%	19%	81%	21	4.81	0.40	5.0

III Statements About The Students:

16. My primary reason for taking the course:					
	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	22	0	0	0

17. The approximate number of classes or labs that I did not attend:					
	< 3	3 - 10	11 - 20	>20	n/a
Number:	15	0	0	0	7

18. Relative to other courses I have taken at UVic, the workload in this course was:					
	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	2	12	8	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:						
	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	0	7	7	4	4

20. As a result of my experience in this course, my interest in the material:			
	Decreased	Stayed the same	Increased
Number:	0	0	22

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.						0
22.						0
23.						0
24.						0
25.						0

University of Victoria

Course Experience Survey

Survey Summary Results: Fall 2010

Course: ADMN 509

Section: A04

Instructor: Lindsay Tedds

Dept/Faculty: Public Administration, Faculty of Human and Social Dev.

Enrolment: 13

Rate of Response: 46.2%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
2. The instructor's explanations of concepts were clear.	0%	0%	0%	33%	67%	6	4.67	0.52	5.0
3. The instructor motivated you to learn in this course.	0%	0%	0%	33%	67%	6	4.67	0.52	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0
7. The instructor demonstrated respect for students and their ideas.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0
8. Overall, the instructor was effective in this course.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0
10. The materials provided for learning the course content were clear.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
11. The assigned work helped your understanding of the course content.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
12. Course provided opportunities to engage with the course material.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0
13. The methods of assessment used to evaluate your learning were fair.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0
14. The course provided relevant skills and information.	0%	0%	0%	17%	83%	6	4.83	0.41	5.0
15. Overall, the course offered an effective learning experience.	0%	0%	0%	0%	100%	6	5.00	0.00	5.0

III Statements About The Students:

16. My primary reason for taking the course:	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	6	0	0	0

17. The approximate number of classes or labs that I did not attend:	< 3	3 - 10	11 - 20	>20	n/a
Number:	0	0	0	0	6

18. Relative to other courses I have taken at UVic, the workload in this course was:	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	2	4	0	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	0	0	0	1	5

20. As a result of my experience in this course, my interest in the material:	Decreased	Stayed the same	Increased
Number:	0	0	6

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.	0%	0%	50%	33%	17%	6
22.	0%	0%	0%	50%	50%	6
23.	0%	0%	0%	67%	33%	6
24.	0%	0%	17%	33%	50%	6
25.	0%	0%	0%	50%	50%	6

University of Victoria

Course Experience Survey

Survey Summary Results: Fall 2010

Course: ADMN 509

Section: A03

Instructor: Lindsay Tedds

Dept/Faculty: Public Administration, Faculty of Human and Social Dev.

Enrolment: 22

Rate of Response: 45.5%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	10%	90%	10	4.90	0.32	5.0
2. The instructor's explanations of concepts were clear.	0%	10%	0%	30%	60%	10	4.40	0.97	5.0
3. The instructor motivated you to learn in this course.	0%	0%	10%	10%	80%	10	4.70	0.67	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	0%	10%	90%	10	4.90	0.32	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	10%	30%	60%	10	4.50	0.71	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	10%	30%	60%	10	4.50	0.71	5.0
7. The instructor demonstrated respect for students and their ideas.	0%	0%	10%	30%	60%	10	4.50	0.71	5.0
8. Overall, the instructor was effective in this course.	0%	0%	0%	40%	60%	10	4.60	0.52	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	10%	0%	10%	20%	60%	10	4.20	1.32	5.0
10. The materials provided for learning the course content were clear.	10%	0%	0%	20%	70%	10	4.40	1.26	5.0
11. The assigned work helped your understanding of the course content.	10%	0%	0%	40%	50%	10	4.20	1.23	4.5
12. Course provided opportunities to engage with the course material.	0%	0%	0%	50%	50%	10	4.50	0.53	4.5
13. The methods of assessment used to evaluate your learning were fair.	20%	10%	30%	20%	20%	10	3.10	1.45	3.0
14. The course provided relevant skills and information.	0%	0%	0%	40%	60%	10	4.60	0.52	5.0
15. Overall, the course offered an effective learning experience.	10%	0%	10%	30%	50%	10	4.10	1.29	4.5

III Statements About The Students:

16. My primary reason for taking the course:	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	10	0	0	0

17. The approximate number of classes or labs that I did not attend:	< 3	3 - 10	11 - 20	>20	n/a
Number:	0	0	0	0	10

18. Relative to other courses I have taken at UVic, the workload in this course was:	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	10	0	0	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	0	0	0	0	10

20. As a result of my experience in this course, my interest in the material:	Decreased	Stayed the same	Increased
Number:	1	1	8

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.	0%	0%	80%	10%	10%	10
22.	0%	0%	20%	60%	20%	10
23.	0%	10%	20%	60%	10%	10
24.	0%	10%	30%	40%	20%	10
25.	0%	10%	20%	50%	20%	10



University of Victoria
Course Experience Survey
Survey Summary Results: Fall 2012

Course: ADMN 518

Section: A01

Instructor: LINDSAY TEDDS

Dept/Faculty: Public Administration, Faculty of Human and Social Dev.

Enrolment: 7

Rate of Response: 28.6%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
2. The instructor's explanations of concepts were clear.	0%	0%	0%	50%	50%	2	4.50	0.71	4.5
3. The instructor motivated you to learn in this course.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
7. The instructor demonstrated respect for students and their ideas.	0%	0%	0%	0%	100%	2	5.00	0.00	5.0
8. Overall, the instructor was effective in this course.	0%	0%	0%	0%	100%	2	5.00	0.00	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	0%	0%	0%	0%	100%	2	5.00	0.00	5.0
10. The materials provided for learning the course content were clear.	0%	0%	0%	0%	100%	2	5.00	0.00	5.0
11. The assigned work helped your understanding of the course content.	0%	0%	50%	0%	50%	2	4.00	1.41	4.0
12. Course provided opportunities to engage with the course material.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
13. The methods of assessment used to evaluate your learning were fair.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
14. The course provided relevant skills and information.	0%	0%	0%	0%	100%	1	5.00	#####	5.0
15. Overall, the course offered an effective learning experience.	0%	0%	0%	0%	100%	1	5.00	#####	5.0

III Statements About The Students:

16. My primary reason for taking the course:	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	1	0	0	0

17. The approximate number of classes or labs that I did not attend:	< 3	3 - 10	11 - 20	>20	n/a
Number:	2	0	0	0	0

18. Relative to other courses I have taken at UVic, the workload in this course was:	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	1	1	0	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	0	0	0	1	1

20. As a result of my experience in this course, my interest in the material:	Decreased	Stayed the same	Increased
Number:	0	0	2

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.						0
22.						0
23.						0
24.						0
25.						0

University of Victoria

Course Experience Survey

Survey Summary Results: Fall 2010

Course: ADMN 518

Section: A01

Instructor: LINDSAY TEDDS

Dept/Faculty: Public Administration, Faculty of Human and Social Dev.

Enrolment: 9

Rate of Response: 55.6%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
2. The instructor's explanations of concepts were clear.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0
3. The instructor motivated you to learn in this course.	0%	0%	0%	0%	100%	5	5.00	0.00	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
7. The instructor demonstrated respect for students and their ideas.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
8. Overall, the instructor was effective in this course.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
10. The materials provided for learning the course content were clear.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
11. The assigned work helped your understanding of the course content.	0%	0%	20%	20%	60%	5	4.40	0.89	5.0
12. Course provided opportunities to engage with the course material.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0
13. The methods of assessment used to evaluate your learning were fair.	0%	0%	0%	40%	60%	5	4.60	0.55	5.0
14. The course provided relevant skills and information.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0
15. Overall, the course offered an effective learning experience.	0%	0%	0%	20%	80%	5	4.80	0.45	5.0

III Statements About The Students:

16. My primary reason for taking the course:	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	5	0	0	0

17. The approximate number of classes or labs that I did not attend:	< 3	3 - 10	11 - 20	>20	n/a
Number:	5	0	0	0	0

18. Relative to other courses I have taken at UVic, the workload in this course was:	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	0	4	1	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	1	0	1	2	1

20. As a result of my experience in this course, my interest in the material:	Decreased	Stayed the same	Increased
Number:	0	0	5

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.	0%	0%	40%	60%	0%	5
22.	0%	0%	0%	60%	40%	5
23.	0%	0%	0%	80%	20%	5
24.	0%	0%	0%	80%	20%	5
25.	0%	0%	0%	80%	20%	5

University of Victoria

Course Experience Survey

Survey Summary Results: Fall 2010

Course: ADMN 502A

Section: A02

Instructor: LINDSAY TEDDS

Dept/Faculty: Public Administration, Faculty of Human and Social Dev.

Enrolment: 23

Rate of Response: 104.3%

I Instructor's Teaching - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
1. The instructor was prepared for course sessions.	0%	0%	0%	21%	79%	24	4.79	0.41	5.0
2. The instructor's explanations of concepts were clear.	0%	0%	0%	33%	67%	24	4.67	0.48	5.0
3. The instructor motivated you to learn in this course.	0%	0%	8%	38%	54%	24	4.46	0.66	5.0
4. Instructor was available to answer questions or provide assistance.	0%	0%	17%	13%	70%	23	4.52	0.79	5.0
5. Instr. ensured that assign./tests were returned within reasonable time.	0%	0%	4%	29%	67%	24	4.63	0.58	5.0
6. Instr. was helpful in providing feedback to improve learning in course.	0%	0%	17%	25%	58%	24	4.42	0.78	5.0
7. The instructor demonstrated respect for students and their ideas.	4%	4%	8%	33%	50%	24	4.21	1.06	4.5
8. Overall, the instructor was effective in this course.	0%	0%	13%	17%	71%	24	4.58	0.72	5.0

II Course Design - Students' Ratings on the Following Statements:

Statement	% Response to Scale Ratings					Total # of Resp.	Mean	SD	Median
	1=Very Poor	2=Poor	3=Adequate	4=Good	5=Excellent				
9. The course structure, goals and requirements were clear.	0%	0%	13%	33%	54%	24	4.42	0.72	5.0
10. The materials provided for learning the course content were clear.	0%	0%	13%	33%	54%	24	4.42	0.72	5.0
11. The assigned work helped your understanding of the course content.	0%	0%	8%	42%	50%	24	4.42	0.65	4.5
12. Course provided opportunities to engage with the course material.	0%	0%	8%	33%	58%	24	4.50	0.66	5.0
13. The methods of assessment used to evaluate your learning were fair.	0%	4%	8%	42%	46%	24	4.29	0.81	4.0
14. The course provided relevant skills and information.	0%	0%	17%	29%	54%	24	4.38	0.77	5.0
15. Overall, the course offered an effective learning experience.	0%	0%	13%	38%	50%	24	4.38	0.71	4.5

III Statements About The Students:

16. My primary reason for taking the course:	Interest	Program Requirement	Reputation of Instructor	Reputation of Course	Timetable Fit
Number:	0	23	1	0	0

17. The approximate number of classes or labs that I did not attend:	< 3	3 - 10	11 - 20	>20	n/a
Number:	17	0	0	0	7

18. Relative to other courses I have taken at UVic, the workload in this course was:	Extremely Heavy	Somewhat Heavy	Average	Somewhat Light	Extremely Light
Number:	10	12	2	0	0

19. The approximate number of hours per week I spent studying for this course outside of class time:	< 1	1 <= 2	2 <= 5	5 <= 8	8 <= 10	> 10
Number:	0	1	3	8	7	5

20. As a result of my experience in this course, my interest in the material:	Decreased	Stayed the same	Increased
Number:	0	17	7

IV Additional Statements:

Statement	% Response to Scale Ratings					Total # of Resp.
	1	2	3	4	5	
21.	5%	5%	48%	43%	0%	21
22.	0%	4%	4%	70%	22%	23
23.	0%	4%	13%	48%	35%	23
24.	0%	0%	17%	52%	30%	23
25.	0%	0%	17%	52%	30%	23