

STATEMENT OF TEACHING EFFECTIVENESS

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TEACHING EXPERIENCE

During my Ph.D. at the Southern Methodist University (SMU), I have had the opportunity to teach intermediate macroeconomics as a lecturer for two semesters (summer 2015 and spring 2016). This is the second course in undergraduate macroeconomics sequence (the first being principles of macroeconomics) in SMU and is generally offered to sophomores, juniors and seniors having the necessary background in economics and mathematics. I have also worked as a teaching assistant for several Ph.D. level courses including microeconometrics and applied econometrics, and for several undergraduate courses including principles of microeconomics, labor economics, public economics, and behavioral and experimental economics between fall 2012 and summer 2016. Additionally, during my visit to my home in Kolkata, India in summers of 2014 and 2016, I have briefly lectured at my undergraduate and graduate institutions on recent advancements in development and behavioral economics.

TEACHING EVALUATION – SUMMARY

Intermediate Macroeconomics (Eco 3302), Spring 2016

Enrollment: 19

RATING SCALE: 0 – 4 [0=N/A, 1=Strongly Agree, 2=Disagree, 3=Agree, 4=Strongly Agree]

No.	Question	Mean Score
1.	The syllabus clearly explained the goals for learning, grading policy, and the schedule.	3.73
2.	Class time was well-organized.	3.36
3.	Course materials supported my learning of the course content.	3.55
4.	Examples and/or particular readings used during class time helped me understand the course content.	3.40
5.	Assignments including readings, videos, and problem sets, helped clarify my understanding of the course content.	3.55
6.	Feedback on assignments improved my understanding of the course content.	3.36
7.	My performance in the class was clearly communicated to me throughout the semester.	3.27
8.	My interest in the subject increased as a result of taking this course.	2.82
9.	If the class had a discussion component, the instructor encouraged widespread involvement, kept focus, and limited extraneous comments.	3.20
10.	The instructor was available to answer questions outside of class.	3.45

Student Comments

- *“The homeworks were applicable to what we were learning in class and the free response parts of the homeworks helped me to apply what we were currently learning.”*
- *“The lectures were probably the most helpful.”*
- *“The homework and reviews were extremely helpful for exams. The availability of the lecture slides made studying for this class and understanding the material far easier.”*
- *“The organized structure of the class greatly effected my success this semester. The instructor always followed through on commitments, including his office hours. I always felt comfortable to interject during class or ask for help when needed.”*

Intermediate Macroeconomics (Eco 3302), Summer 2015

Enrollment: 26

RATING SCALE: 0 – 4 [0=N/A, 1=Strongly Agree, 2=Disagree, 3=Agree, 4=Strongly Agree]

No.	Question	Mean Score
1.	The syllabus clearly explained the goals for learning, grading policy, and the schedule.	3.61
2.	Class time was well-organized.	3.52
3.	Course materials supported my learning of the course content.	3.52
4.	Examples and/or particular readings used during class time helped me understand the course content.	3.35
5.	Assignments including readings, videos, and problem sets, helped clarify my understanding of the course content.	3.26
6.	Feedback on assignments improved my understanding of the course content.	3.13
7.	My performance in the class was clearly communicated to me throughout the semester.	3.23
8.	My interest in the subject increased as a result of taking this course.	3.29
9.	If the class had a discussion component, the instructor encouraged widespread involvement, kept focus, and limited extraneous comments.	3.25
10.	The instructor was available to answer questions outside of class.	3.48

Student Comments

- *“Teacher was available after class to discuss real world issues and economic systems.”*
- *“The powerpoint slides were very helpful.”*
- *“He focuses a lot on the mechanism of graphs which has helped me learn more about Eco.”*
- *“He was very nice when approached outside of class.”*
- *“The lecture notes enhanced my learning.”*
- *“Great slides!”*
- *“The lectures were well organized and made available online after class”.*
- *“Great course, I wish other courses are like this.”*

April 26, 2016

Teaching Evaluation for Punarjit Roychowdhury
Econ 3302
Thursday March 31, 2016

The topic of the day's lecture was the development of the IS/LM model. Punarjit began the class by reviewing the topics covered in previous lectures followed by explaining how they formed the basis for the current lecture as well as explained where the class would be heading in future classes. Providing a road map like this that helps students understand the narrative flow of the material and the course is an excellent way to begin a lecture.

The lecture switched between PowerPoint slides and the whiteboard in a way that I thought was quite effective. Punarjit also did an excellent job of asking students questions over the course of the lecture that were aimed at stimulating discussion. The students didn't always bite on these questions but it was clear that they felt comfortable with the idea of doing so, it's just that sometimes classes are more silent than ideal. Overall I found the lecture to be quite clear and well organized.

While I thought the lecture was quite good, there are a few areas that I think warrant improvement. In the beginning of class, Punarjit did a good job of constructing a narrative for the lectures but sometimes while deep into presenting the details of things like the Keynesian Cross for example, he would leave out the explanation of the point behind constructing such a model. The explanation of the model was good and I expect that in future classes he would be showing more of what can be done with the model, but I find it very helpful in keeping students motivated and interested if you always try to keep those explanations parallel to developing the model.

I think Punarjit did an excellent job in the lecture and the student reaction seemed positive as well. It was evident from the lecture that Punarjit is already an effective lecturer.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Salmon', with a stylized flourish at the end.

Tim Salmon