

# Evidence of Teaching Effectiveness

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## Overview

I served as the sole instructor for ARE 150 (Principles of Microeconomics) in Fall 2024, where I taught a class of 41 first-year students, most of whom were non-economics majors. This experience provided me the opportunity to design the course independently, develop assignments, and create an inclusive classroom environment that emphasized accessibility, engagement, and relevance. My teaching effectiveness is reflected in both quantitative survey results and written student feedback, as well as in the recognition I received from faculty colleagues.

## Student Evaluations

The official SPOT survey indicates that students viewed my teaching positively. Nearly 70% of students rated the clarity of my presentation, variety of teaching methods, and assessment strategies as beneficial, while 79% rated my responsiveness to questions as highly beneficial. Students particularly valued my passion, accessibility, and ability to make economics engaging and relevant.

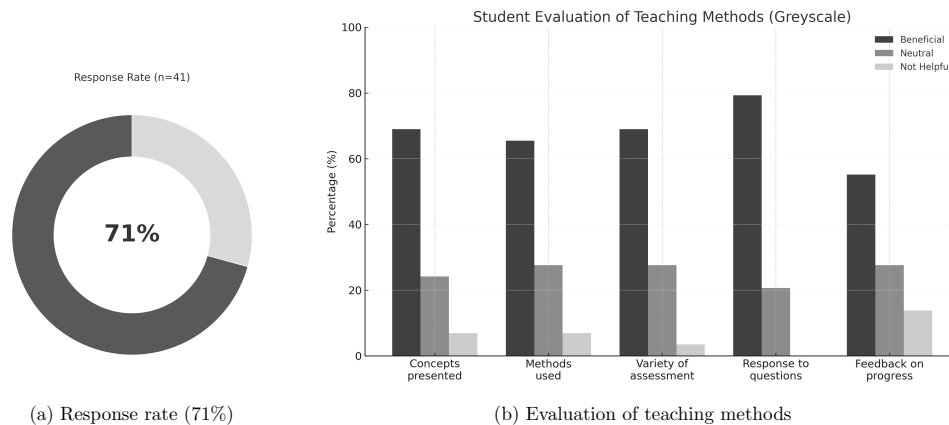


Figure 1: Summary of student evaluations for ARE 150 (Fall 2024).

## Highlights of Strengths

The evaluations demonstrate several strengths:

- **Clarity and Structure:** Students found the organization of the course and the way concepts were presented helpful to their understanding.
- **Responsiveness and Support:** My availability during office hours and prompt responses to questions were highlighted as central to their success.
- **Engagement and Relevance:** Many students remarked on my ability to connect economic concepts to everyday examples and to their fields in agriculture, forestry, and animal sciences.
- **Passion for Teaching:** Several comments praised the enthusiasm and energy I brought to the classroom, noting that it kept them motivated.

## Constructive Feedback and Continuous Improvement

Students also offered constructive suggestions, including slowing the pace of lectures, providing more practice problems, and ensuring better alignment between PowerPoint slides and homework assignments. I view such feedback as an essential tool for growth. In future courses, I plan to incorporate more in-class practice exercises that mirror assessment styles, expand the number of worked examples, and refine the pacing of lectures to allow additional opportunities for student questions. I also intend to provide more structured connections between lecture slides and assignments, so students can more easily transfer concepts from class into graded work. I approach these suggestions not as criticisms but as opportunities to refine my teaching and further enhance student learning outcomes.

## Peer and Faculty Recognition

Although I did not have formal peer evaluations, I benefited from guidance by my advisor, Dr. Levan Elbakidze, and from Dr. Heather Stephens, who advised me on course design and delivery. I also worked closely with the faculty member who taught the course after me, later commending the way I structured the class and chose to adopt the same project guidelines and course management system I had implemented. This recognition from faculty colleagues affirms that my teaching practices are effective and sustainable.

## Student Testimonials

Below are representative student comments from my Fall 2024 ARE 150 evaluations, responding to the question *"Please provide constructive suggestions in terms of how this course could be changed to improve your learning:"*:

*"No suggestions, just appreciated the passion and competence which Mr. Aziz showed in his subject. It was my first economics class and it has definitely changed the way I view the world. Thank you!"*

*"Nothing. I think this course is set up really well. I really enjoyed this professor and I felt that he prepares us well for everything."*

*"The professor made economics interesting and easy to learn, I gained a lot from this class and instructor."*

*"I really enjoyed this class and the way the professor interacted and explained everything thoroughly."*

*"I loved this class and think the course load was beneficial and the instructor was supportive!"*

## Conclusion

Overall, the evidence suggests that I was successful in making economics accessible, engaging, and relevant for students in ARE 150. The combination of strong student evaluations, positive feedback from colleagues, and my own responsiveness to constructive suggestions demonstrates my effectiveness as an instructor and my commitment to continuous improvement.