

2210-YSS3255-01

AY2022/23 Semester 1 | Stephen Louis-Andre Monroe

Teaching Score Analysis

Response Rate

Raters	Students
Responded	19
Invited	20
Response Ratio	95%

Quantitative

Overall Mean Score

Competency	Faculty Score
Overall Mean	4.50

Breakdown Mean Score for each statement

	# Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable	Standard Deviation	Mean
The course was effectively organized.	19	0	0	0	8	11	0	0.51	4.58
The course clearly articulated objectives and expectations.	19	1	0	0	7	11	0	0.96	4.42
The course assignments helped me learn.	19	0	1	1	7	10	0	0.83	4.37
The instructor helped me understand course materials and concepts.	19	0	1	1	6	11	0	0.84	4.42
The instructor encouraged student participation and/or engagement.	19	1	0	0	3	15	0	0.96	4.63
The instructor provided constructive feedback on my work.	19	0	1	1	3	14	0	0.84	4.58
The instructor was helpful outside of class.	19	0	1	1	4	13	0	0.84	4.53

Faculty Mean Score Comparison

Question	Faculty Score (Stephen Louis- Andre Monroe)		Major Score (Global Affairs)		Division Score (Social Sciences)		College (Yale- NUS College)		Students	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The course was effectively organized.	19	4.58	88	4.50	479	4.42	1451	4.48	19	4.58
The course clearly articulated objectives and expectations.	19	4.42	88	4.43	479	4.43	1451	4.47	19	4.42
The course assignments helped me learn.	19	4.37	88	4.48	479	4.46	1450	4.49	19	4.37
The instructor helped me understand course materials and concepts.	19	4.42	88	4.59	479	4.44	1434	4.55	19	4.42
The instructor encouraged student participation and/or engagement.	19	4.63	88	4.53	479	4.47	1431	4.53	19	4.63
The instructor provided constructive feedback on my work.	19	4.58	88	4.58	478	4.41	1424	4.46	19	4.58
The instructor was helpful outside of class.	19	4.53	84	4.58	462	4.56	1397	4.56	19	4.53
Overall	-	4.50	-	4.53	-	4.46	-	4.51	-	4.50

Number of hours spent per week, outside the scheduled class meetings. [1]

Name	1hr	2hrs	3hrs	4hrs	5hrs	6hrs	7hrs	8hrs	9hrs	10hrs
2210-YSS3255-01	0	1	2	4	1	7	0	2	0	2

Number of hours spent per week, outside the scheduled class meetings. [2]

Name	11hrs	12hrs	13hrs	14hrs	15hrs	16hrs	17hrs	18hrs	19hrs	20hrs	N/A	Mean
2210-YSS3255-01	0	0	0	0	0	0	0	0	0	0	0	5.63

Course Comments

What were the main concepts and skills you learned in this course?

Comments
I learned about different topics in international development, such as health, education, foreign aid, war, etc.
Development, and how to conceive of development. How to measure and evaluate development. Policy recommendations to encourage development.
How to analyse data sets, conduct regression analysis but also quantitative definitions of development (and how broad-based it actually is)
Political economy of development, stakeholder interests in development issues
Regression analysis, exposure to quantitative and qualitative research methods, development issues & controversies.
I learnt about quantitative and qualitative methods, especially data analysis and regression tables. I also learnt other soft skills like presentation skills and working with team members well.
I learnt about different developmental issues and the barriers to solving these issues
Social science methods, regression analysis, R, writing policy reports, identifying suitable datasets
I was able to explore how and why poor countries develop (or don't) through a myriad of lenses, e.g. health, conflict, poverty, etc. I was able to expand on both my qualitative and quantitative understanding of international development issues.
Understanding and discussing papers that deal with topics on international development, interpreting regression tables, and applying qualitative and quantitative research methods for topics under international development
Over the course, I learnt more about issues surrounding development, such as health, education, and environment. I was also able to learn how to interpret graphs and data, as well as experiment with sorting data via R.
The different aspects and even definitions of development. It was also helpful to have brushed up on quantitative analysis for social sciences.
I learned the various discourses around international development, and important key terms and frames used in the current literature to discuss development in conjunction with a whole host of other topics, such as gender, conflict, and health. I also learned skills regarding quantitative data analysis and interpreting quantitative data in publications.
<ul style="list-style-type: none">– global affairs theories (critical junctures, path dependencies, institutionalism)– how to read, critique & write quali-quantological papers
I learnt about the main problems of underdevelopment across the world and was able to identify the causes and solutions using different lenses. In terms of skills, I was taught in both quantitative and qualitative methods with many examples taken from the readings to explain and learn about how to understand and analyse data.
Quantitative skills: Reading regression tables, Understanding types of data used in social sciences and pertaining to global development, Writing an Op-ed, Making a country report and policy memo, Research on quantitative data for country-specific issues
Learned how to run a regression analysis, how to write a good op-ed, how to critically assess the methods bit of a research paper, understand some key GA concepts
<ul style="list-style-type: none">– different measures of development– long-term determinants to (under)development– veil of ignorance– the importance of scoping: the way we approach a problem determines how we are going to answer to it ex: education in Vietnam the problem is not the lack of education but the attitude/actions of the children themselves, the parents, the teachers...
Reading dense, text-heavy papers and skimming. My favourite "reading" was the Poverty Inc one, but I didn't have time to do all the readings because there was so much at once.

What helped you learn? Please provide examples such as reading materials, activities, assignments, and the instructor's distinctive teaching methods.

Comments
Reading materials and seminar discussions.
I think the methods breaks encouraged by Prof Monroe were really helpful to teach some "hard skills" in a course which could very easily otherwise be theoretical.
class activities helped more than the readings, presentations also helped! I would say office hours helped to clarify certain concepts but as a student that is unfamiliar with regression analysis, i think it would have helped to have a short recap rather than going straight into the activities
Reading, assignments. Group project was useful to push us to independently investigate an issue with both quantitative and qualitative lens.
Group projects were often quite instructive, and Prof Monroe took a lot of care to go through the readings and methods of each study. Nice fella, hope he gets tenure.
The Prof is encouraging and offers support in his capacity inside and outside the classroom during office hours. He keeps the classroom environment open and supportive. He is also someone who is patient. He structures lesson material like slides and rubrics very clearly to aid understanding.
The reading materials were well selected and very informative. The class assignments could have been more varied in form and expectations. In-class discussions were also too frequent and I would prefer more lectures from my professor to hear his expert opinions on things.
bite-sized assignments to build up each of the skills and walking them through class. Office hours were also a great additional touchpoint to clarify doubts. Prof also emailed us constructive and helpful feedback for each assignment
I liked that we did methods breaks, those were helpful in bolstering my quantitative analysis skills and knowledge. I also enjoyed Prof's recaps and reminders every class, they were helpful in book-ending the class' learning.
Case studies, research papers, group presentations, and group research work
Prof assigned many different readings which often provided different insights on a general topic. These varied readings were helpful in broadening my perspective on each topic, especially so where contrasting views were covered across the different reading materials. These prompted me to synthesise the opposing views and arrive at my own opinion on what position to adopt. Prof also incorporated videos during our classes, which was tremendously helpful in conveying key ideas in an easy-to-digest manner.
Prof Monroe employs a mix of lectures and group activities. He also keeps a balance between qualitative discussions and quantitative skill-building. This makes every class feel unique. I also appreciate that he makes the effort to draw the links between concepts covered across different weeks. Most importantly, while there were many concepts covered, the workload is not overwhelming and it makes learning in this class a lot less stressful and much more enjoyable.
The variety of activities kept me engaged in the discussions every week even when the reading load felt dense. I appreciated the instructor's mini-lectures in class that clarified concepts and that slides were shared beforehand, which ended up being a helpful reference throughout the course.
METHOD BREAKS ! where prof monroe zooms into a quali/ quanti method (eg. regression tables) and has the class study them / figure them out, discuss, and later explain them.
also love when we have small group exercises (eg. role plays) because i can learn from my peers and also take on the perspective of a group in a real life case study... really interesting to see how spontaneous and unpredictable the situation can develop.
I think the class lectures and discussions helped me to learn the most. Prof Monroe's teaching style is also very clear in terms of the objectives for each class. In terms of assignments, I enjoyed the Op-Ed and the reading presentation as it helped me to think critically and creatively about the concepts that I was learning in class.
The discussions in class helped to foster my understanding of the readings and concepts talked about in class. Since this is my first level 3000 course and first Global Affairs module, my classmates raised some relevant concepts of which I was initially unaware. Professor Monroe does a good job making sure that each technical term or concept relevant is explained so that I could comprehend them, making the class accessible to students with no prior background in global development issues.
Reading materials were interesting, activities allowed students to be engaged with the material, Prof Monroe was also very encouraging and allowed everyone to speak/mediated class discussion/debates well
<ul style="list-style-type: none"> - reading materials: Why Nations Fail; Poor economics; Women and power in post conflict Africa - assignments: the Op-Ed exercise was really interesting - the "method breaks" were really useful
Having the slides earlier helped me learn. Providing rubrics did, too, but there's a lack of clarity on how to do well on assignments with arbitrary points deducted and no rubric on how to avoid losing points in the first place.

Please elaborate on your previous responses or address other issues such as class dynamics or atmosphere.

Comments
I enjoyed open seminar discussions as they helped me learn different perspectives.
Good class dynamic, and I appreciated the clear agendas provided before every class.
class dynamics were generally very friendly / approachable!
I think some of the class discussion questions were too shallow/surface level so students did not participate as actively as could be possible otherwise. I liked the readings! but it was not always clear what the overarching structure was/ what the themes were leading up to. I enjoyed that Prof Monroe put effort into explaining quantitative concepts and methods in class.
Discussions were facilitated very very well. Prof Monroe made sure to include people who were less comfortable speaking up, and would moderate very well by responding and linking what one person said to class themes or comments by other students.
Prof has helped me gain confidence in sharing my thoughts in class more openly and made me realise how much I enjoy the course.
I feel that the class atmosphere could be a bit tense sometimes. At times I did not feel comfortable to share my opinion. My professor is very transparent with his grading which is great, but I feel that he can be more engaging during class. While my professor has many office hour slots, I did not feel that my questions were answered completely during office hours, as I often left feeling confused and had to google to find more concrete answers.
Robust discussions and engaging class dynamics overall
Class dynamics overall did feel a little bit behaviorally prescriptive, e.g. taking points of for device use. I think it should either be laissez-faire (let students do what they want, its their own learning that suffers in the end) or completely authoritarian (no-device policy).
Prof. Monroe gives us enough avenues to participate in class and contribute to the discussion. I thought that the group activities where everyone is required to contribute a point and share it with the class were the most effective of all the methods in terms of getting everyone to engage with the class material.
Although the class size was a bit larger than expected, Prof made sure to give everyone ample room to participate in class. I also greatly appreciated how he incorporated more group discussions towards the later part of the semester. This helped me to better consolidate my thought processes and feel more confident in sharing my views with others.
Prof makes it a point to prioritise class participation chances for people who have not spoken much in each lesson. This helped to prevent class discussions from being dominated by a few individuals.
The class was too big and limited the quality of the discussion at times, and as a result of the overflow, group presentations and activities ended up feeling a bit rushed.
class is generally reserved, but prof. always makes an effort to engage students and make space for deliberation...he's a top notch facilitator :)
I would posit that the group country report is not as effective in synthesising what we have learnt in class. As a group assignment which lasts almost half the semester, it is very difficult to engage with the project for so long and work with what we have learnt in class. I feel that we spend more time trying to do something novel and nothing in the assignment links to any readings. Assignments in the future would do well to reference the literature we read in class, perhaps by doing a global development report instead of focusing on a country. This allows us to have a broader understanding of developmental challenges and will be more fun to analyse.
Prof Monroe frequently does mini-group breakouts so that we can discuss and present a specific aspect of the day's readings. The groupings are random and getting the chance to interact with other students from various years and majors helped to give a different opinion and challenge my thinking about the topic. The atmosphere in class is one that is serious and focused, which is fitting for a rigorous class that heavily discusses and critiques issues regarding development.
Everyone in class appears to be extremely proactive and enthusiastic about learning
I think that in this class I've learnt more from my classmates or the readings than from the prof. I wish the prof would have talked and actually taught more.
I was afraid as to whether I should even write this evaluation or risk being punished for what I wrote vs non-participation. I felt as though the instructor was uncaring... and unempathetic. Without grace periods for deadlines, flexible absences, and exhibiting care for the well-being of students, it felt as though he inhibited a nurturing learning environment focused on wellness. The instructor does not clearly communicate grading expectations, which created a lot of anxiety in our group chats over what to do to try to make it difficult to lose points (rather than focus on engaging in learning to demonstrate what we've learned). With all this talk about "wellness" at Yale-NUS, I believe the school needs to make an active effort to walk the walk by teaching instructors how to exhibit grace, flexibility, and empathy for students' needs and understand that students genuinely want to do their best, show up to the classes THEY paid for, and learn as much as they can. But when grading becomes punitive and searching for flaws rather than

Comments

creative engagement, and research rather than teaching takes the front seat, it creates a harmful learning environment. I found myself wanting to skip classes to avoid seeing the instructor because I felt so anxious about attending, but also knew that even if I asked for some time off, he would not have been understanding and would require an AD note.