

**Instructor Note:** *The following are the actual, unedited evaluations of AECN/NRES 883 Ecological Economics (it was numbered as 896 at that time) provided by the Spring, 2006, class which involved 14-students... with about one-half of these students in each group (on-campus and off-campus/distance ed). We have added a "Comment" at the end of each section to help in understanding the Evaluations. We will do our best to address the concerns expressed herein, as well as offered by you during the time you take the class. As you will learn when you see our "metaeconomics," the notion of empathy... walking-in-your-shoes and modifying instructor behavior accordingly... is prominent in the economics and the approach in this class. If you have specific questions/concerns after reading these materials, please feel free to contact me directly (Gary Lynne, [glynne1@unl.edu](mailto:glynne1@unl.edu); the approach of the course is described at <http://agecon.unl.edu/lynne/evolecon/evoleconsyllabus.htm> )*

## **EXAMINATIONS: Comment on the examinations as to difficulty, fairness, etc.**

This last exam is pretty hard and I'm struggling. I did spend many hours on the second one, but I understood it enough to get started. Grading seemed quite fair.

I think this was a very challenging course, even though it is graduate level. I feel it would be better in a graduate economics program than in Community Development. I think in the future, GPIDEA students would benefit more from a more generalized version of this coursework. Fairness was very good. I feel that even though the exams were very difficult, that they were graded fairly. The only thing I felt unfair was that the class was somewhat divided on their previous knowledge of economics, some were very well educated on the subject and others were not. I feel the educated students may have felt let down that it was not as econ-intensive as they would have liked and those with very little economics background felt overwhelmed by those who did know so much.

Fair, and a little difficult in the sense that contents that each exam covers are huge.

Extremely difficult exams. Early on, tests focused more on facts rather than testing overall knowledge. Later, exams became take-home in nature, but usually took two full 8 hour days to complete. A bit too much to expect from an online course.

More than fair.

It was fair.

Examinations were incredibly difficult, and at times they did seem a little unfair. A person with a stronger economics foundation would have a way easier time with these exams than a person without.

Examinations were fair and appropriate for grad level

Three exams, three different methodologies. Multiple choice although misconsidered easy is always the best way to fail. That difficulty was corrected through by combining it with "defend your answer". Very fair and really interested in measuring your the student's knowledge.

Examinations were very in depth and difficult. The focus of the exams was too broad and, in combination with the other course work, too intense to hold the interest of this student.

***Comment by Instructor(s):***

*We first must say that some of the questions asked in the exams would also be asked in graduate level economics courses. What is different is the expectation in the student's answer: we clearly did not grade the exams as we would in a graduate economics class. Rather, we took into account the level of background brought to the class (i.e. we asked only that each student have the level of understanding gained in an undergraduate microeconomics course, and an understanding of our elaborations on this material in this course): We graded accordingly.*

*Second, regarding the style, "methodologies" of the exams: We learned a great deal about what works and does not work in a situation with both off-campus and on-campus students being tested at the same time. The examination process in this next offering of the class will be even more highly refined and suitable.*

*Third, thank you for your comments on fairness: We work hard to make the examination process transparent, open, with no surprises... as well as opportunities to recover from a bad day (see our grading policy, in the On-line Syllabus).*