

Teaching Portfolio

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TEACHING PHILOSOPHY STATEMENT

As an economist, I view education as a market activity. To ensure efficiency in my pedagogical approach, I believe it is essential that I provide a worthwhile experience by showing students how to think about the world as an economist does. Through my passion for teaching, I strive to enhance the learning experience for every student I teach.

For the supply side of the education process, I believe teaching is similar to the production of any commodity or service. It requires inputs in the right proportion to maximize output. I believe exceptional teaching includes taking multiple approaches, innovating, planning effectively, and presenting proficiently. Through the use of video, interactive exercises, multiple lecture styles, music, and more, I have put the inputs of teaching to work for my students consistently.

For the demand side of the education process, I believe learning necessitates inclusiveness, connection, and understanding. Learning my students' names, having students work in groups, providing feedback, encouraging students to ask questions, and promoting discussion—these lead to inclusion. With the belief that this inclusiveness promotes learning, I connect to the real life experiences of my students to tell their own stories illustrating economic concepts. To improve understanding, I appeal to auditory, visual, written, and interactive learning preferences through the use of multiple methods and approaches.

I set benchmarks that require students to challenge themselves to their fullest potential. I believe goals such as readily using economic terminology, understanding the analytical approach economists take to scarcity, and improving critical thinking skills are attainable by all students. I trust that setting such high standards helps my students build skills that will serve them well for their lives beyond the classroom.

Through reflection, experience, study, and assessment, I believe growth and development are essential to the classroom. Using tools such as midterm evaluations, peer evaluation, books such as *Small Teaching*, and the *Teaching in Higher Ed* podcast, I have explored what works and where I could improve to increase the effectiveness of my teaching and the students' learning. Through my research, I have expanded my understanding of the discipline and pedagogy, which enhances the learning experience in the classroom. My teaching has progressed by driving deeper to the root of economic concepts.

With market forces at work, I consistently seek to provide my students with a larger worldview and analytical skills for success. Remaining ardent in my commitment to educate, I am an avid investor in the human capital that my students build. I believe that the input I commit today will produce a future output of accomplishment and fulfillment beyond the classroom for my students.

DESCRIPTION OF COURSES TAUGHT

University of Georgia

ECON 2105: Principle of Macroeconomics

Role: Instructor
Semesters Taught: Spring 2009
Enrollment and Student Profile: 40 undergraduates
Format: Campus

Course Description: Students explore the macroeconomy in this course with the fundamental assumption of rational decision making. Macroeconomics emphasizes how society as a whole and various groups within society manage scarce resources. To better understand macroeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include: supply and demand, real and nominal values, trade, money, economic growth, inflation, international macroeconomics, aggregate demand, and aggregate supply.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. Students were given four quizzes, three exams, one writing assignment on Walmart, sample exercises, and homework problem sets for each textbook chapter completed. I used video clips, vignettes, a real auction, and music to illustrate concepts. Discussions of in-class sample exercises and current events were conducted intermittently throughout the semester. An online simulation was carried out to teach students about the efficiency of markets. I also led voluntary exam review sessions outside of regular class time.

ECON 2106: Principles of Microeconomics

Role: Instructor
Semesters Taught: Fall 2009; Spring 2010; Fall 2010
Enrollment and Student Profile: 40 undergraduates
Format: Campus

Course Description: In this course, students consider the interactions of firms and households within markets when confronted with scarcity. Rational behavior is fundamentally assumed for firms and households decisions. To better understand microeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include: supply and demand, elasticity, efficiency of markets, trade, externalities, competition, monopolies, oligopolies, and factors of production

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. Students were given four quizzes, three exams, two current event papers, in-class group work exercises, and homework problem sets for each textbook chapter completed. I used video clips, vignettes, a real auction, and music to illustrate concepts. Discussions of in-class group exercises and current events were conducted intermittently throughout each semester.

International trade and pit market simulations were run to provide students with highly interactive experiences that emphasized course content. I also led voluntary exam review sessions outside of regular class time.

West Texas A&M University

ECON 2302: Principles of Microeconomics

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Fall 2011; Spring 2012; Fall 2012; Fall 2013; Fall 2014; Fall 2015; Fall 2017; Fall 2018; Fall 2019; Fall 2020; Fall 2021; Fall 2022; Fall 2023; Spring 2024; Fall 2024; Spring 2025
<i>Enrollment and Student Profile:</i>	30-70 undergraduates
<i>Format:</i>	Campus

Course Description: In this course, students consider the interactions of firms and households within markets when confronted with scarcity. Rational behavior is fundamentally assumed for firms and households decisions. To better understand microeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include production possibilities, supply and demand, price floors and ceilings, elasticity, costs, efficiency of markets, competition, monopolies, oligopolies, factors of production, technology, and antitrust policy.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. During the most recent iteration of this course, students were given multiple short homework assignments using Pearson's Revel, three exams, in-class group participation exercises, and a service learning project that involves volunteering at a nearby nonprofit and comparing the experience to the for-profit sector covered in class. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recording of all lectures that were distributed to all students, video clips, vignettes, a real auction, a mock production process, and music to illustrate concepts. Discussions of in-class group participation exercises and current events were conducted intermittently throughout each semester. An international trade and pit market simulations were run to provide students with highly interactive experiences that emphasized course content. I also led voluntary exam review sessions outside of regular class time.

ECON 4301/5301: Industrial Organization

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Spring 2013
<i>Enrollment and Student Profile:</i>	60 undergraduates and 10 graduates
<i>Format:</i>	Campus and Online

Course Description: In this course, students evaluate industries using the structure, conduct, and performance paradigm of modern industrial organization. Emphasis is also placed on analyzing the regulation of markets and exploring specific U.S. industries. The course covers

topics such as market structure, market strategy, innovations, antitrust law and practices, mergers, and the role of government among others.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. All students were given multiple quizzes, four problem sets, two exams, and industry case study discussions to complete. Graduate students were given an additional paper assignment. I used pedagogical tools such as PowerPoint slides with lecture notes, video clips, vignettes, and music to illustrate concepts. All lectures were recorded using lecture capture technology and made available. Relevant current event discussions were conducted intermittently throughout the semester. I also led voluntary exam review sessions outside of regular class time.

ECON 4321/5321: Comparative Economic Systems

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	May 2014
<i>Enrollment and Student Profile:</i>	20 undergraduates and 5 graduates
<i>Format:</i>	Study Abroad

Course Description: In this course, students tour Germany, Austria, and Switzerland while examining economic systems that presently exist or have existed in the recent past. Emphasis is placed on evaluating differences between the economic systems of the European Union, Switzerland, and the United States. The course cover topics such as economic systems in history, definition and classification of economic systems, changes in economic systems, economic systems and outcomes, structure of economic systems, capitalism, planned socialism, and market socialism.

Teaching Responsibilities: As instructor of this course and founder of this faculty-led study abroad program, I was responsible for all planning, teaching, and grading. Students completed participation exercises, city tour presentations, city journals, and a term paper. I used pedagogical tools such as think-pair-share, lectures, group discussions, and student led class sessions to illustrate concepts.

ECON 4341: International Economics

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Summer 2012; Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Spring 2023; Summer 2023; Summer 2024; Summer 2025
<i>Enrollment and Student Profile:</i>	40 undergraduates
<i>Format:</i>	Campus and Online

Course Description: In this course, students explore modern globalization, the dynamic international economic environment, and recent historical origins of the worldwide economy. The class covers topics such as comparative advantage, tariffs, trade agreements, and multinational enterprises.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students were given Aplia homework assignments, four exams, and an ethics in international economics paper to complete. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recorded videos, video clips, vignettes, and music to illustrate concepts.

ECON 4370: Economics of Health Care

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Spring 2012; Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Summer 2018; Spring 2019; Spring 2020; Spring 2021; Spring 2022; Spring 2023; Spring 2024
<i>Enrollment and Student Profile:</i>	25-40 undergraduates
<i>Format:</i>	Campus and Online

Course Description: This course introduces students to how economic forces impact the allocation and use of resources in health and health care. The class cover topics such as the significance of economics in health and health care, supply and demand of health care, market structures in health care, and the role of government.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students had three exams and an ethics in health economics paper to complete. Campus student worked in small groups on participation exercises while online students were put in small groups to complete a role-playing discussion forum. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts. As an interactive hands on activity, campus students participate in a health insurance simulation to illustrate how health insurance markets work under various scenarios such as a free market or a market with guaranteed issue and an individual mandate.

ECON 6305: Seminar in Microeconomic Theory

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Fall 2011; Fall 2012; Fall 2013; Summer 2014; Fall 2014; Summer 2015; Fall 2015; Fall 2016; Summer 2017; Fall 2017; Spring 2018; Summer 2018; Fall 2018; Spring 2019; Summer 2019; Fall 2019; Spring 2020; Summer 2020; Fall 2020; Spring 2021; Summer 2021; Fall 2021; Spring 2022; Summer 2022; Fall 2022; Fall 2023; Fall 2024; Spring 2025
<i>Enrollment and Student Profile:</i>	20-50 graduates
<i>Format:</i>	Campus and Online

Course Description: This course provides an introduction to intermediate microeconomic theory. Topics include but are not limited to the theory of the firm, theory of the consumer, supply and demand, market structure, and game theory.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students completed MyEconLab homework assignments and four exams. Campus students worked in small groups on participation exercises while online students were put in small groups to complete a role-playing discussion forum. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts.

ECON 6341: Seminar in International Economics and Development

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Summer 2015; Summer 2016; Winter 2016; Summer 2023; Summer 2024; Summer 2025
<i>Enrollment and Student Profile:</i>	30 undergraduates and 10 graduates
<i>Format:</i>	Online

Course Description: In this course, students explore modern globalization, the dynamic international economic environment, recent historical origins of the worldwide economy, and aspects of development. The class covers topics such as comparative advantage, tariffs, trade agreements, multinational enterprises, and the stages of development.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students were given Aplia homework assignments, four exams, and two paper assignments on economic development to complete. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recorded videos, video clips, vignettes, and music to illustrate concepts.

ECON 6370: Economics of Health and Medical Care

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Summer 2012; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018; Summer 2019; Winter 2020; Summer 2020; Winter 2021; Summer 2021; Spring 2022; Summer 2022; Spring 2023; Spring 2024; Spring 2025
<i>Enrollment and Student Profile:</i>	30 undergraduates and 10 graduates
<i>Format:</i>	Online

Course Description: In this course, students are introduced to how economic forces impact the allocation and use of resources in the market for health and medical care. The class covers topics such as supply and demand of health care, the role of insurance, the role of government, health care reform, and market structures in health care.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students had four exams, a small group role-playing discussion forum, and a reform in the U.S. health care system paper to complete. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts.

SAMPLE TEACHING MATERIALS

The assignment described below requires students to write a paper that significantly involves ethical considerations in the economics of health care. The goal is for students to learn that ethical decision making is challenging and important in the economics of health care.

Economics of Health Care Paper Instructions

1. For this paper, students will choose a topic to write **3,500-4,000 words** about that has substantive ethical considerations in the economics of health care. The following is a list of some example topics:
 - a. Name brand prescription drug pricing in developing (i.e. relatively poor) countries
 - b. Name brand prescription drug pricing in the U.S.
 - c. Federal law prohibiting Medicare from negotiating prescription drug prices
 - d. Altruistic organ donation instead of a market for organ donation in the U.S.
 - e. Reinstating the individual mandate to require all U.S. residents to purchase health insurance
 - f. Optional expansion of Medicaid by states as part of the Affordable Care Act
 - g. Expansion of scope of practice for nurse practitioners in the U.S.
 - h. Cornering the market on generic drugs in the U.S. (e.g. the Martin Shkreli case with Daraprim)
 - i. Mandatory vaccination laws (e.g. California vaccination law)
 - j. The Emergency Medical Treatment and Labor Act (EMTALA)
 - k. Price discrimination in U.S. hospitals to finance uncompensated and/or underfunded care (i.e. treatment of the uninsured, Medicaid patients, etc.)
 - l. Lack of price transparency in U.S. hospitals
 - m. Lack of interoperability of electronic medical records in the U.S.

This list is not exhaustive and students may choose a different topic not on this list. Any student unsure about a topic choice should contact me to discuss it. Please be careful to choose a topic that is not too narrow (i.e. difficult to write 3,500-4,000 words about it) or too broad (i.e. difficult to adequately cover the topic in 3,500-4,000 words).

2. The paper should be structured as follows:
 - a. A first section that introduces and provides background information on the specific topic.
 - b. A second section where each student evaluates strengths and weaknesses of arguments concerning the topic. In other words, what arguments have others made, what do they do well, and why is it right? What arguments have others made, what do they not do well, and why is it wrong?

- c. A third section should elaborate on the ethical dilemma encountered in the topic. That is, what is the “right” thing to do and why?
 - d. A brief conclusion that summarizes the paper.
- 3. Papers should conform to and follow APA 6th Edition style and formatting guidelines. The only guideline a student can skip is the inclusion of an abstract. To be clear, the paper does not need to have an abstract. Please follow all of the other guidelines. See <http://owl.english.purdue.edu/owl/resource/560/01/> for information on APA style and formatting guidelines. The font must be Times New Roman size 12. **The expected length of the body of the paper is 3,500-4,000 words.** This is more than enough room for students who are concise and choose a topic that is not too wide or too narrow.
- 4. Students should not simply give their opinion. Research should be carefully conducted to back up statements in all sections of their paper with resources that are cited and referenced using APA 7th edition style.
 - a. Papers should have at least ten outside references (i.e. references that are not in the course textbook or course notes), which should be formatted according to APA 7th edition style.
 - i. At least five of the references must be concerning strengths and weaknesses in the second section of the paper.
 - ii. At least five references must be concerning the ethical dilemma in the third section of the paper.
 - iii. To be clear, each student’s paper must have at least ten separate sources and each of the ten separate sources must be cited in the body of the paper and referenced in a list at the end of the paper. The course textbook and course notes do not count toward the ten sources. It is not enough to put ten sources into a reference list at the end of the paper and never cite the sources within the body of the paper. The ten sources need to be actively included in the body of the paper.
 - iv. Students are expected to cite and reference everything. Outside of commonly accepted knowledge, everything in a student’s paper must be cited and referenced.
- 5. To help with writing quality, the following are recommended resources that students are encouraged to read and apply when writing their paper:

William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction*, Harper Perennial, 2006.

William Strunk Jr. and E.B. White, *The Elements of Style*, 4th Edition, Pearson, 2019.

Students should not use quotes unless absolutely necessary. It is generally better for students to provide information in their own words and cite the source.

Finally, students should be sure to proofread their paper, and if possible, have someone else proofread it, as it is often difficult to catch some mistakes after having spent a significant amount of time working on a paper. **Students are highly encouraged to contact the WTAMU Writing Center, <http://www.wtamu.edu/academics/writing-center.aspx>, for help with writing their papers.**

6. Each student will be scored according to the rubric on the next page of these instructions.

Grading Rubric

TRAIT	POOR	ACCEPTABLE	EXCELLENT
Content	Topic is poorly developed. Supporting details are absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience. (0-20)	Topic is evident with some supporting details; generally meets requirements of assignment. (21-26)	Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed. (27-30)
Organization	Writing is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way. (0-20)	Writing demonstrates some grasp of organization, with a discernible theme and supporting details. (21-26)	Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework. (27-30)
Language	Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited. (0-20)	Some sentence variety; adequate usage of wording, grammar, and punctuation. Some cited sources used. (21-26)	Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Multiple sources cited correctly. Effective integration of information. (27-30)
Style	Does not follow directions for formatting, length, and other design guidelines for the assignment. (0-6)	Follows most directions for formatting, length, and other design guidelines for the assignment. (7-8)	Strictly adheres to and follows directions for formatting, length, and other design guidelines for the assignment. (9-10)

SAMPLE STUDENT WORK

The following is a submission for the Economics of Health Care Paper Assignment. It is written by an undergraduate student. A description of the assignment can be found in the Sample Teaching Materials portion of this portfolio.

The Ethical Implications of Mandatory Vaccination Laws

April 22, 2020

Viral diseases, such as Smallpox, Influenza, Measles, etc., have been commonplace throughout humanity's history. Recently, though, humanity has been able to severely reduce, or even eradicate, some of the killer infections through the use of vaccinations. There has been a growing movement, however, of people, Anti-Vaxxers, who believe that vaccines are not as safe and effective as they are believed to be. Because of their beliefs, Anti-Vaxxers believe that it is their right to refuse vaccinations for themselves and for their children. Conversely, those who believe in the effectiveness of vaccinations, believe the health and safety of the population supersedes the rights of Anti-Vaxxers to choose to vaccinate or not through the use of mandatory vaccination laws. Does the health of the many supersede the rights of the few? In order to understand this argument, both arguments presented must be analyzed, followed by a discussion of the ethical dilemma surrounding mandatory vaccination laws. Before this analysis, however, must come a brief history of how both camps developed.

During the Revolutionary War, George Washington's Continental Army was plagued by Smallpox while they were camped for the winter at Valley Forge. This viral infection was killing Washington's army, until his field doctors began to inoculate the healthy soldiers against this disease. The inoculation was done by opening small wounds in the arms of healthy soldiers and inserting the pus that came from the sores of infected soldiers. This early form of vaccine allowed Washington's army to continue fighting after the winter at Valley Forge. Without this vaccination, however, there is a likely possibility that the Revolutionary War could have been lost (Thacker, n.d.).

As time progressed from these early vaccinations, scientists developed them into more sophisticated forms of medicine. For example, in the mid-20th century, the DTP vaccine was developed, followed by the historical development of the Polio vaccine, which helped almost eradicate the disease in the United States (Offit, 2019). As the century continued, vaccines for Measles, Mumps, Rubella, Hepatitis, and Influenza were developed, with the Smallpox vaccine being removed from the list due to its eradication (Offit, 2019). These vaccines revolutionized public health not only in the United States, but around the world, as these vaccines were administered worldwide. For example, according to the World Health Organization, in 2018 129 countries had reached 90% coverage of the DTP3 vaccine.

It is likely that most people in the world will become infected with a virus at least once in their lives. The question is, is it possible to mitigate, or even avoid the infection, with a vaccine? At least, that used to be the question; now, however, there are calls by some to reevaluate the safety and effectiveness of vaccinations, as well as their political implications. Antivax movements have existed almost as long as vaccinations themselves, with mandatory vaccination laws being only slightly younger than the two (History of Vaccines, 2018). When the Smallpox vaccine was introduced in the early 1800's, it was vehemently opposed for many reasons, which varied from the religious, to distrust in the medical community of the time.

Towards the end of the 19th Century, anti-vaccination associations had already been formed, such as the Anti Vaccination Society of America, in 1879 (History of Vaccines, 2018). These associations were formed to protect a person's right to bodily autonomy from the state and were involved in many court battles. As time continued into the early 20th century, Smallpox outbreaks were happening across the United States. In 1902, after a Smallpox outbreak, Cambridge, Massachusetts, made it mandatory for all residents to receive the Smallpox

vaccination. One man, Henning Jacobson, opposed this mandate, and took his case all the way to the Supreme Court, where the court ruled in favor of the state (History of Vaccines, 2018). This was the first case involving public health to make it to the Supreme Court.

Throughout the 20th Century, and into the 21st, controversies and confusions continued to surround the safety and effectiveness of vaccines, while others simply did not wish to allow the government to have a say in their health decisions. Many physicians and studies have been thrown into the fray as well, which has added to the public confusion and skepticism, despite some studies being “debunked”. This has developed into the current positions of both camps, where one camp argues that the health and safety of the majority take supremacy to all else, while the other camp argues for the rights and decision-making autonomy of the individual. However, what are the strengths and weaknesses of these arguments?

Vaccines are highly effective forms of medicine that are designed to provide those vaccinated with antibodies against the infection, so that they are almost entirely immune to the disease or can at least fight off the disease. However, the argument for vaccinations is not based entirely around their effectiveness or their scientific merit. Rather, the argument for vaccinations is a political one that delves into whether the rights of the many are being infringed by the choices of the few, with the effectiveness of the vaccines being used as supporting evidence.

How are the rights of the many infringed, though? First, it must be understood what rights are presumably being violated. As stated in the first Supreme Court case of public health, *Jacobson vs. Massachusetts*, the Supreme Court ruled in favor of the state, with the opinion that: “liberty itself, the greatest of all rights, is not unrestricted license to act according to one's own will. It is only freedom from restraint under conditions essential to the equal enjoyment of the same right by others. It is then liberty regulated by law” (Justia, n.d.). This opinion, which has been upheld as a staple of public health law, means that the rights of the individual are intact, insofar as they do not infringe on the rights of others. This includes instances of public health where the health and safety of others takes precedence over the liberty granted to individuals. Therefore, those who advocate for mandated vaccines do so with this Supreme Court opinion alongside their arsenal of science.

Thus, with the rights in question established, how are these rights to public health within life, liberty and property violated by those who choose not to vaccinate? This violation is mainly done by the loss of herd immunity, which is a state where those who cannot be vaccinated due to their health conditions are protected by the “herd” of people who are vaccinated, thus providing protection against viral diseases. However, when a sufficient amount of people decides against vaccination, then this herd immunity is negatively impacted in a severe way. It can lead to resurgences in diseases that were once thought to be almost eradicated, such as recent measles outbreaks throughout the nation. While these resurgences may not greatly impact the health and wellbeing of those who decided not to vaccinate, it can severely hurt, or even kill, those who depend on herd immunity, such as the elderly, immunocompromised, and those with pre-existing conditions.

Therefore, if the rights of the many are being infringed by the loss of herd immunity, then mandatory vaccination laws should come into place to eliminate this breach of rights. In fact, there are already many vaccine mandates across the nation. For example, to attend public

schools, children must have a certain schedule of vaccinations met. This schedule includes, DTP, IPV, MMR, and the flu vaccines (CDC, n.d.). There are some exemptions granted to students who medically cannot receive these vaccinations, as well as some religious exemptions as well, with 48 states allowing religious exemptions (History of Vaccines, 2018).

Along with the health and political rights being argued, there is now a strong economic case for mandatory vaccinations. As the world has come to grips with the devastating impacts of the COVID-19 crisis, there is little doubt as to the terrible human and economic toll that it is carrying out. As the economies of countries around the world have shut down, there is now the question as to whether or not this could happen with other infectious diseases as well. If one virus has the ability to shut down the world economy for months, potentially until a vaccine is developed, then what damage could be done should other diseases outbreak due to the loss of herd immunity? Society has already seen the impacts of small quarantines, such as the hundreds of students and staff quarantined from two Los Angeles universities in April of 2019, due to a measles outbreak (Brice-Saddler, 2019). Therefore, not only are there health and political consequences to avoiding mandatory vaccinations, there are possible large economic consequences as well.

While these arguments for mandatory vaccinations may seem airtight, there are still issues that must be taken into account when considering this argument, especially within the political realm. The argument for mandatory vaccines circles around the collective rights of those who wish to maintain their health, however, how dangerous could the cost be to individual rights when it is a case of individual rights against the state? If the state gains the ability to consistently supersede individual freedoms in the name of the “common good”, there could arrive a possibility where the “common good” does not lie within the best interests of the citizenry.

For example, during World War 2, the government believed it to be within the best interest of the country to place thousands of Japanese Americans into concentration camps. The government’s justification for this was that it was done in the interest of national security, so as to protect the homeland. These actions were taken to the Supreme Court, where the Court ruled in favor of the government (U.S. History, n.d.). There are other examples in history where governments have cited national security as justification for breaches in civil rights. This raises the grave concern as to whether the rights to bodily autonomy should be given up so easily to the state, and what actions could be taken once those rights are gone.

Furthermore, once those rights are taken away, they may be extremely hard to gain back. For example, after the 9/11 terrorist attacks, many privacy freedoms were taken away due to the interest of national security. Some of these privacy freedoms that were lost included the government being able to monitor phone calls and emails of Americans without obtaining a warrant first through the Terrorist Surveillance Program. It was not until 2006 when the ACLU sued the government’s use of this program. The court ruled in favor of the ACLU, however, in 2007, the United States Court of Appeals for the Sixth Circuit overturned the original ruling, which, legally, allowed the government to continue this program (Boyd, 2019).

This fear of the loss of rights is one of the critical arguments for those who wish to maintain their right to choose whether or not to get vaccinated. Alternatively, if the rights of the individual supersede the rights of the majority, many questions would be raised over how to protect the majority in extraordinary cases. For example, with the current COVID-19 crisis there are already vaccines under development, however, if individuals have the right to choose, and many choose not to receive the vaccine, how will communities and governments respond to the high potential of further outbreaks?

Along with the political argument, the Anti-Vax movement also questions the health benefits and effectiveness of vaccines. Some of these health concerns, though, are not based on accepted medical science, with some of the current beliefs having been “debunked” long ago. Despite this being a vociferous point for Anti-Vaxxers, it is an exceptionally weak argument when placed under scientific scrutiny.

For example, some of these health concerns include the belief that too many vaccines at once cause Autism, or that there is an unhealthy amount of mercury found in the vaccines. Other arguments used by the Anti-Vax movement are that diseases had already begun to diminish due to increased hygiene standards and better sanitation, or that the use of too many vaccines at once will overload a child’s immune system. However, according to the World Health Organization, all of these arguments are demonstrably false, or greatly misleading. Furthermore, the World Health Organization, CDC, and other health organizations have many sources of information to help inform the population on the safety and effectiveness of vaccines.

Scientifically, it is clear that Anti-Vaxxers are wrong in almost all of their beliefs concerning the effectiveness and safety of vaccinations. There is ample evidence provided by many health organizations worldwide concerning the safety, and effectiveness of vaccinations. Politically, both Pro and Anti-Vaxxers have strengths and weaknesses in their arguments concerning the rights of the many and the rights of the individual. Furthermore, neither argument is a definitive political winner, therefore leading to the ethical discussion of which argument should take precedence over the other.

Discussing the ethics of an issue is a discussion to understand not what needs to happen, rather, to understand what should happen. This is due to the absence of a clear and definitive answer to the issue at hand. In the case of mandatory vaccinations, the ethical discussion revolves around two central themes, one for Pro-Vaxxers, and the other for Anti-Vaxxers. For Pro-Vaxxers, the question is whether society should prioritize protecting public health, especially the health of those who are vulnerable, through mandatory vaccination laws. On the other hand, for Anti-Vaxxers the question is why individuals should have to give up their individual rights and risk the government having more control over personal freedoms, and how do those personal freedoms, religious or otherwise, inform their decisions.

For those who do believe in mandatory vaccination laws, the ethics of that choice are clear. It is a choice of protecting those who cannot protect themselves through herd immunity. Regardless of individual rights and freedoms, those who believe in mandatory vaccinations believe that the health and safety of the general public must come above all else. This is because disease does not discriminate against those with individual rights, nor does it skip those with

religious affiliations. Disease does, however, attack with great ferocity those who do not have adequate defenses against it, such as the elderly, children and the immunocompromised.

Furthermore, although vaccines have greatly reduced the amount of infections with certain diseases, as well as disease eradication, many diseases can still be contracted if the individual has not been vaccinated. For example, according to the National Foundation for Infectious Diseases, the number reason it argues for vaccinations is due to the prevalence of vaccine preventable diseases. That is why failures to vaccinate have caused limited, but serious, outbreaks of diseases that can be easily prevented through vaccinations. This leads to the question of why should society allow one person not vaccinate, if it can cause serious harm and possibly death to many others?

This may also seem like an airtight argument for Pro-Vaxxers, however, there are still holes in this as well. For example, while a vaccine may be able to prevent a serious disease, how was that vaccine developed in the first place? What research and development went into its creation, and was that process itself ethically correct? This is a classic question of if the ends justify the means.

For some people, as long as the vaccine does its job, that is all that matters. For others, however, it's not so simple. There are many different reasons why the means may not be justified. Mostly, concerns against the research and development come from religious concerns. Along with these concerns, there is also a general mistrust or suspicion of the vaccine, or the organization that administers it from some minority groups with a history of disenfranchisement (History of Vaccines, 2018).

Religiously, there are many different reasons against the use of vaccines, due to the prevalence of many different religions. Within the United States, the main religions are Judeo-Christian, with the focus mainly on Catholics, Jews, and Protestants. However, Catholics and Protestants are generally the religions with varying degrees of ethical concerns against vaccinations. Amongst Catholicism, the Moral Reflection on Vaccines published by the Pontifical Academy for Life informs that, when the option is available, Catholics should not receive vaccines from cell lines that are derived from aborted fetuses. However, if there is no other alternative, and the choice is between not taking the vaccine and risking an outbreak that could harm others, the Church provides consent to the use of these vaccines.

Amongst Protestants, the ethical concerns vary amongst different denominations. Some Protestants who refuse vaccinations do so on the grounds that vaccinations interfere with God's work, while others who do vaccinate regard the side effects of vaccines as acts of God warning against further use (Pelčić et al., 2016). There are Protestants, though, who accept vaccinations without any concerns against them. Notably, there are no central teachings in Protestant theologies concerning vaccinations, which leaves it open to individuals and their personal concerns (Pelčić et al., 2016). Through this, if individuals choose not to vaccinate, there are many arguments that that should be accepted due to the first amendment of freedom of religion. Furthermore, superseding this right could lead to significant and unforeseen political ramifications in the future.

Moving away from the religious, there are also those groups who have historically been disenfranchised. These groups have generally had mistrust and suspicions against the public organizations and institutions that provide public health services. For example, within the United States there is a history of African Americans having great mistrust due to the denial of appropriate treatment opportunities, along with the use of unsolicited medical studies against them, such as the Tuskegee Syphilis Study (History of Vaccines, 2018).

To counteract the mistrust and suspicions, which are not just present in the United States but worldwide, national and international organizations are pushing vaccine and public health initiatives to inform and assist disenfranchised populations. For example, the World Health Organization started its Global Vaccine Safety Initiative in 2011. This initiative pushes for countries to have proven and effective vaccine safety standards, along with effective communication to the population so that the safety of the vaccines is widely understood.

After having analyzed the strengths and weaknesses of each argument, as well as discussing the ethical dilemmas present, it is clear that mandatory vaccination laws should be implemented on a national scale in the interest of public health and safety. Politically, the rights, safety, and wellbeing of the majority should take precedence over the individual liberties of the individual. Such was opinioned by the Supreme Court in the *Jacobson vs. Massachusetts* case of 1905 arguing that liberty through the law is limited and cannot infringe on the liberty of others (Justia, n.d.). Despite this, those wary of the government still believe that allowing mandated vaccines gives the government too much control over individuals. However, through the political framework and institutions currently in place, the people have the power to make sure that the rights of their rights are not abused.

Furthermore, on a scientific basis, the safety, effectiveness, and need of vaccines has been proven time and again throughout history. Examples such as the eradication of Smallpox, the near elimination of Polio, and the amazing reduction of preventable diseases, such as Measles, Mumps, Rubella, Hepatitis, and Influenza, are all only possible with the use of widespread vaccinations. However, as long as there have been vaccines there have also been people opposed to them. Often, this opposition has led to misinformation campaigns that have cast confusion and doubt over one of the greatest public medicine breakthroughs of history. This has led to public health outreach initiatives that are informing the public on the safety and effectiveness of vaccines, while also debunking the misinformation surrounding their use.

Economically, the use of vaccines helps to maintain productive equilibrium within the world economy. As we are seeing with the COVID-19 crisis, some diseases prove to be too much for current political and economic institutions to handle normally, thus causing the shutdown of many countries. While one disease lays low entire economies, the threat of other disease outbreaks becomes much starker. Should other infectious disease outbreaks happen, however isolated, they have the potential to greatly harm, or even stop, the economies of local populations; or, if left unchecked, the economies of regions, or states. Thus, the economic case for vaccines is clear.

Ethically, the notion of allowing many to suffer, and possibly die, so as to satisfy an individual's personal beliefs, however important those beliefs may be to the person, does not

seem right. Furthermore, despite some religions having a clear theological teaching against certain vaccines, such as Catholicism, the same religion may have exceptions for the case of public health and safety. Alternatively, there are denominations with decentralized theological teachings against vaccinations that do not have any exceptions. Although this would favor the personal belief of the individual to not vaccinate, it is important to understand that superseding this religious belief would intrude on the first amendment rights of that person, which could lead to dangerous political consequences in the future.

However, by having effective information and education initiatives, it is possible to reduce the number of religious exemptions. Along these lines, it is also imperative to inform and educate the population over vaccine safety and effectiveness so that disenfranchised communities can trust health officials and improve the public health of these communities. By understanding the political, economic, scientific, and ethical issues surrounding vaccines, informed decisions can be made as to whether or not vaccines should be mandated.

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INNOVATIVE TEACHING PROJECT

INTERNATIONAL TRADE GAME

The purpose of this project is to teach students about international trade by conducting an interactive simulation. The game is configured to demonstrate that trade is not always equal, fair, or free. Details of the materials involved and instructions as given in class follow below.

Game Leader Materials

- 10 sheets printer paper per game
- Slips of paper with country names written on one side for randomly assigning countries to groups
- 1 poster displaying specification and value of shapes
- One slip of paper for each student in the class with the student's name written on one side for randomly assigning a student as commodity trader
- Paper, pencil, and ruler for the commodity trader

Envelopes of Materials for the start of the game

Rich countries: 2 (U.S. and Australia)

2 pairs of scissors
2 rulers
1 compass
1 set square (the exact size of the large triangular shape)
1 protractor (the exact size of the semi-circular shape)
2 pencils
3 sheets of printer paper
6 × \$100 fake
1 poster displaying specification and value of shapes
1 scoring rubric

Middle-income countries: 2 (Brazil, Romania)

2 pencils
1 ruler
11 sheets of printer paper
3 × \$100
1 poster displaying specification and value of shapes
1 scoring rubric

Low-income countries: 2 (Zimbabwe, Mongolia)

2 pencils
5 sheets of printer paper
2 × \$100 fake
1 poster displaying specification and value of shapes

1 scoring rubric

INSTRUCTIONS

As students come into the room, do the following.

- Tell the students to leave all bags and any equipment (e.g. paper or pens) at the front and have them sit down in assigned groups
- Have one random student select the class' commodity trader by drawing a slip of paper from the stack containing all students' names individually
- Have a representative from each group draw a slip of paper with a country name on it to determine which country the group will be during the game.
- Distribute the country envelopes to the corresponding group.
- Give the following instructions about the game:

Each of the groups is a team and represents a country. The objective for each country is to make as much money for itself as possible by using the materials in the envelope. No other materials can be used. Use the materials to manufacture paper shapes. You can choose to make any of the shapes shown on the diagrams in your envelopes. You may only look at the diagrams. They may not be used in the manufacturing process.

All shapes must be cut with clean sharp edges using scissors and must be of the exact size specified on the diagrams. The shapes can then be sold to the trader in batches, who will check them for accuracy and exchange them for cash. Inaccurate shapes will be rejected. You can manufacture as many shapes as you like - the more you make, the richer you will become. You must not cut up your envelope!

Every member of each team will receive seven in-class points for participating. The trader will receive ten points for participating. Additional points may be earned according to the rubric in your country's envelope.

You can move around the room. If you hear me say stop, you must immediately stop what you are doing and pay attention. If there is any dispute, I will settle it. My word is final! No physical force is to be used in the game.

Give no further instructions. The students need to work out what they should do.

Announce the start of manufacturing and tell the students how long they have to play the game.

SCORING RUBRIC

Scoring Rubric-USA and Australia

Each member of your team will earn 1 additional point for every \$6000 your team has at the end of the game.

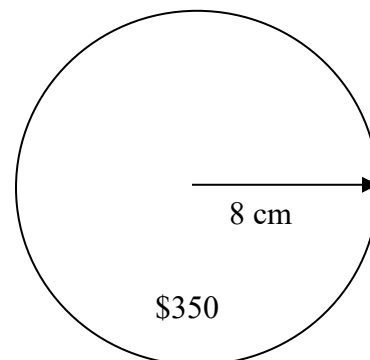
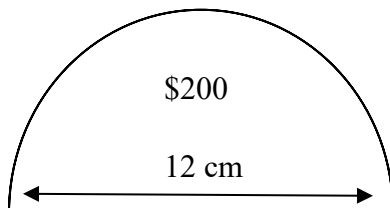
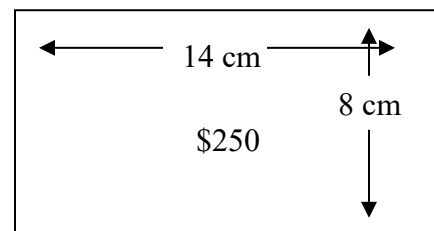
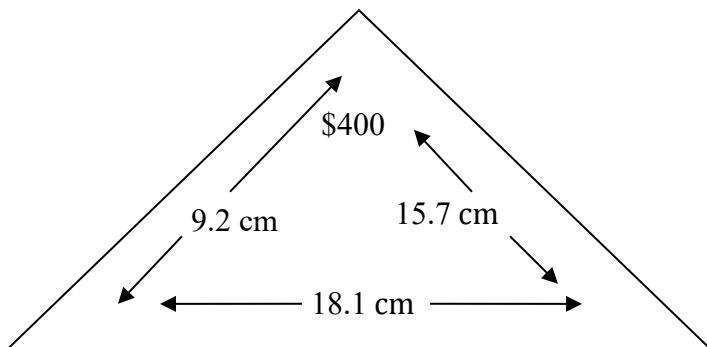
Scoring Rubric-Brazil and Romania

Each member of your team will earn 1 additional point for every \$4500 your team has at the end of the game.

Scoring Rubric-Mongolia and Zimbabwe

Each member of your team will earn 1 additional point for every \$3000 your team has at the end of the game.

SHAPE SPECIFICATIONS AND VALUE



ACTIVITIES RELATED TO TEACHING

Certificates and Credentials

In the spring of 2022, I completed a microcredential course on Inclusive Teaching for Equitable Learning through the Association of College and University Educators. Module coursework covered managing the impact of biases, reducing microaggressions in learning environments, addressing imposter phenomenon and stereotype threat, creating inclusive learning environments, and designing equity-centered courses.

During 2010, I completed a teaching certificate through the University of Georgia Graduate School. The certificate program involved submitting a teaching portfolio for review by Graduate School personnel.

Tutoring

From 2006-2011, I tutored several undergraduate students at the University of Georgia. Courses for which I tutored students include microeconomic principles, macroeconomic principles, intermediate microeconomic theory, and intermediate macroeconomic theory.

Coursework on Teaching Undergraduate Economics

In the summer of 2008, I took a course on teaching undergraduate level economics. The class involved reading and reviewing several chapters from *Teaching Undergraduate Economics: A Handbook for Instructors*, giving and critiquing mock lectures, designing syllabi, and discussing pedagogy. We also read *Economics is Everywhere* and used the book to aid in the development of our own vignettes to illustrate economic concepts. Potential video clips, music, and other media were also explored for use in classroom instruction.

Teaching Consultation with the Center for Teaching and Learning

While teaching a class in the spring of 2010, I participated in a teaching consultation with the Center for Teaching and Learning at the University of Georgia. The consultation involved a pre-conference, observation, videotaping of a lecture, and a post-conference with the Coordinator of Faculty and TA Development. The process led to changes in my instructional methods such as assigning in-class group work, designing warm-up activities, and using a simple midterm evaluation. These changes, in addition to critiquing my videotaped lecture, significantly improved my teaching.

Teaching Workshops and Conferences

I have attended and/or participated in the following teaching workshops and conferences:

American Society of Health Economists Teaching Health Economics Workshop, June 2018

International Health Economics Association World Congress Teaching Health Economics Session, July 2017

11th Annual Economics Teaching Conference, Dallas, Texas, October 2015

11th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, February 2015

10th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, April 2014

9th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, April 2013

University of North Carolina Wilmington Annual Economics Teaching Workshop, Wilmington, North Carolina, October 2010

Each conference and workshop has featured helpful sessions on topics such as teaching economics with stories, teaching with Gapminder, dynamic pedagogy for conceptual thinking, designing an effective learning assessment process, and employing role-playing discussion forums among others. The various speakers have offered a plethora of ideas on how to improve instruction and student outcomes within and beyond the classroom. I have employed some ideas such as role-playing discussion forums in my own teaching.

Pedagogy Publications

I have written one peer-reviewed research paper and one peer-reviewed book chapter on pedagogical topics:

Meredith, N.R. (2021). Strategic Pedagogy: Pursuing Best Practices for Teaching Asynchronous Online Health Economics Courses. *International Handbook on Teaching Health Economics: Best Practices*, edited by Maia Platt and Allen C. Goodman.

Terry, N., Meredith, N., Williams, K., and Rosa, D. (2014). The Impact of Lecture Capture on Student Performance in Economics Courses. *Journal of Academy of Business and Economics*, 14(3), 83-92.

EVALUATION OF TEACHING

Summary

The remaining pages of this portfolio are copies of my student evaluations for the most recent full academic year, 2024-2025. The evaluations are rated on a 1 to 4 scale, where the higher the score, the better the evaluation.

Each course evaluation includes three questions for rating the course (i.e. Course Questions) and six questions for rating the instructor (i.e. Instructor Questions). The weighted average among students completing an evaluation for the academic year yields a score of 3.56 out of 4 for the course and 3.53 out of 4 for the instructor. The evaluations also include a section for open comments that may relate to areas such as the course's content, subject matter, or relevance. Comments I received were substantively favorable overall.

Name: Neil Meredith

Evaluation Session: Fall 2024

Comprehensive Report for PRIN/MICROECONOMICS (2024FA*ECON*2302*01) - Meredith, Neil - Fall 2024

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (23 Responses)	8 / 34.78%	8 / 34.78%	6 / 26.09%	1 / 4.35%	0 / 0.00%	0 / 0.00%	2.00	0.90
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (23 Responses)	7 / 30.43%	15 / 65.22%	1 / 4.35%	0 / 0.00%	0 / 0.00%	1.74	0.54	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (23 Responses)	12 / 52.17%	10 / 43.48%	1 / 4.35%	0 / 0.00%	0 / 0.00%	3.48	0.59
2. Course content was consistent with course objectives. (23 Responses)	15 / 65.22%	7 / 30.43%	1 / 4.35%	0 / 0.00%	0 / 0.00%	3.61	0.58
3. I would recommend this course to a friend. (23 Responses)	13 / 56.52%	8 / 34.78%	2 / 8.70%	0 / 0.00%	0 / 0.00%	3.48	0.67

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (23 Responses)	17 / 73.91%	4 / 17.39%	2 / 8.70%	0 / 0.00%	0 / 0.00%	3.65	0.65
2. My instructor encouraged critical thinking and/or appreciation for the subject. (23 Responses)	15 / 65.22%	8 / 34.78%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.65	0.49
3. My instructor used teaching methods that enhanced my learning. (23 Responses)	12 / 52.17%	8 / 34.78%	3 / 13.04%	0 / 0.00%	0 / 0.00%	3.39	0.72
4. My instructor explained the course's content clearly. (23 Responses)	12 / 52.17%	9 / 39.13%	2 / 8.70%	0 / 0.00%	0 / 0.00%	3.43	0.66
5. My instructor used effective examples and illustrations. (23 Responses)	15 / 65.22%	6 / 26.09%	2 / 8.70%	0 / 0.00%	0 / 0.00%	3.57	0.66
6. I would take another course from this instructor. (23 Responses)	16 / 69.57%	5 / 21.74%	0 / 0.00%	2 / 8.70%	0 / 0.00%	3.52	0.90

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Course is great.
- The course was well-structured, and the material was engaging. I appreciated the emphasis on real-life applications of microeconomic principles, which made the course content feel more relevant and useful.
- all we did in this class was look at powerpoints and if i would have known that i would have just taken it online
- Very fun and good course
- Good course
- I liked how he taught the content and got us involved with group exercises to learn other people's methods and ideas.
- n/a
- The courses content was good.
- This semester is the first year that we have had online textbooks. With that change our instructor lost some teaching material that would have been valuable for students.
- It was an easy to learn and was ab;e to learn and take time for myself to learn at my own pace.
- Not a very engaging course.
- This content talked about various things in economics in firms. I say this is a really relevant course in terms of microeconomics.
- n/a
- Good teacher and his methods are great

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Homework is all easy to follow and has clear instructions.
- N/A
- Books made assignments and lessons much easier and understandable
- Good info
- The presentations were very in pair with the questions on the exams.
- n/a
- The homework is not to much and writing one paper is not bad.
- His assignments were very reasonable.
- Just listening to the lectures was able to help me the most over other things like homework and papers.
- I never read the book since the course was purely thought through powerpoint.
- The book became somewhat worthless with the powerpoints we got explaining the material. The problems sets he gives were fair enough but they were really inflexible about being able to correct and improve on them. The exams are also okay but they are really fast paced.
- The reviews were not as helpful as they could be, very small reviews.
- n/a
- Decent amount not too much work

Please provide any suggestions for improving this course.

- None.
- While the course was very engaging, additional interactive activities or group discussions could further enhance understanding of the material.
- No improvement needed
- N/a
- Give a little more feedback on the exams
- Following the slideshows can quickly cause the students to lose interest in learning. Make it more hands on.
- n/a
- I have no suggestions.
- The material was hard for me to understand. That might simply be because I am bad at economics. I loved when he would play clips to get class started because I understood those significantly more. Lectures were hard for me to understand, and that is the only reason I rated him poorly in some areas. He is a good teacher who will answer your questions, but it is just confusing material.
- Make the class more engaging and hands-on with examples.
- Fewer PowerPoint slides and more real examples.
- I think this course could be improved by allowing more revisions. If you get a grade you are stuck with it, rather than being given an opportunity to improve it, especially in the super-fast paced exams at 50 questions in 75 minutes.
- it gets repetitive going to the class two times a week to listen to an hour lecture and finish with group work
- Perfect as is

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Dr. Meredith is a great professor and finds ways to make economics enjoyable and fun to learn.
- The instructor did an excellent job connecting the topics to real-world situations, which made the course much more engaging. Their teaching style was very approachable, and they provided clear explanations of complex ideas.
- Very good instructor and would definitely recommend to anyone. 1088198
- Very fun instructor, knowledgeable and charismatic
- I liked the class structure and how everything tied into each other.
- I liked your teaching method and how you did the grading.
- Very friendly and always welcoming!
- Can be a bit boring sometimes going through the course work but otherwise I enjoyed the class.
- I like the way he teaches and we have a little group project at the end of class.
- I would suggest discussing tables in more detail. Those were very difficult to understand. Your examples made the material much easier to understand as well.
- Continue to show videos and do your jokes they were what made the class special and different from others.
- Pleasant instructor and I wish he wasn't struggling with the new/different course curriculum so I could get his true teaching rhythm. Maybe next semester will be better.
- The instructor himself is a good and mindful person. He makes sure to include people in the discussion, and he is open to questions. Even before and after class he sets the tone by making good small talk. I also appreciate that he would try to loosen up the mood by playing clips of movies or tv shows in order to portray a lesson of economics we would learn that day. His method of powerpoint teaching was effective. I just wish I had taken less notes and focused more on the way he presented things, because sometimes over worry of taking notes I would miss something. Luckily he does have the lectures recorded, so that is another benefit he has about his class.
- Very good at keeping the class engaged.
- not as helpful; thought that because of the leniency with some grades being dropped meant that no other help could be given as if we are not college students who mess up sometimes
- I like how he teaches, jokes around, and makes the class more fun

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Name: Neil Meredith

Evaluation Session: Fall 2024

Comprehensive Report for PRIN/MICROECONOMICS (2024FA*ECON*2302*02) - Meredith, Neil - Fall 2024

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (22 Responses)	7 / 31.82%	10 / 45.45%	4 / 18.18%	1 / 4.55%	0 / 0.00%	0 / 0.00%	1.95	0.84
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (22 Responses)	6 / 27.27%	14 / 63.64%	2 / 9.09%	0 / 0.00%	0 / 0.00%	1.82	0.59	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (23 Responses)	11 / 47.83%	12 / 52.17%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.48	0.51
2. Course content was consistent with course objectives. (22 Responses)	15 / 68.18%	7 / 31.82%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.68	0.48
3. I would recommend this course to a friend. (22 Responses)	10 / 45.45%	11 / 50.00%	1 / 4.55%	0 / 0.00%	0 / 0.00%	3.41	0.59

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (23 Responses)	15 / 65.22%	8 / 34.78%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.65	0.49
2. My instructor encouraged critical thinking and/or appreciation for the subject. (22 Responses)	13 / 59.09%	8 / 36.36%	1 / 4.55%	0 / 0.00%	0 / 0.00%	3.55	0.60
3. My instructor used teaching methods that enhanced my learning. (22 Responses)	10 / 45.45%	11 / 50.00%	1 / 4.55%	0 / 0.00%	0 / 0.00%	3.41	0.59
4. My instructor explained the course's content clearly. (22 Responses)	10 / 45.45%	11 / 50.00%	1 / 4.55%	0 / 0.00%	0 / 0.00%	3.41	0.59
5. My instructor used effective examples and illustrations. (22 Responses)	10 / 45.45%	12 / 54.55%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.45	0.51
6. I would take another course from this instructor. (21 Responses)	12 / 57.14%	8 / 38.10%	0 / 0.00%	1 / 4.76%	0 / 0.00%	3.48	0.75

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- The course content was very organized and clear. I loved the teaching style and the format of the class.
- I think this courses information could be very useful for me.
- It is about Economics and the basic principles of it.
- He taught well overall and explained everything very well. He also works with you if you have any difficulty with anything.
- Course was about the price changes in economies.
- The contents of this course are very basic and relatively easy to understand.
- Appreciated the relevant and humorous example at the beginning of every class.
- Great
- Gave clear examples of topics that we were discussing and answered questions very well.
- Great professor and course.
- Was challenging, wish more examples in class were done.
- Loved it
- Professor does a great job and should be granted more freedom to teach concepts he knows.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- I enjoyed the in class participation groups. Being able to work with a group in the classroom was far more productive than group projects.
- All we used was the book in this course and did not have a ton of homework.
- No books are required and very little homework
- The homework and test correlated with everything he taught in class and also made sure he included what was going to be on the test and set us up for success.
- Nothing crazy at all
- There is very little homework for this course. It is very easy to stay on top of your work because there is very little of it.
- N/A
- Great
- It is very important to do as many practice problems as possible. Dr. Meredith did a good job at providing the class with practice problems before every unit exam.
- Did not use the book. Exams were online and not too hard.
- Homework was easy and very reasonable. Exams were also easy.
- Very good
- All was good.

Please provide any suggestions for improving this course.

- None
- I would suggest not going through slides every single day for an hour and a half straight. This is very disengaging and I did not learn much from this.
- More class activities
- Everything he does is very effective.
- no comment

- N/A
- I would suggest doing more hands on or group activities like the activity we did with the different countries and trading.
- More practice problems in class.
- I can't think of any
- Trust professor Meredith.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- I loved Dr. Meredith teaching style. He is always striving to find ways to help us understand the information. He is one of the best teachers I have had at WT.
- This instructor was very rude and did not help me at all when I asked for help one time. I did not like how he just read straight off of slides every single class.
- Teaching methods were good and was effective.
- N/a
- No comment
- For having to alter his whole lesson plan this course was still very fruitful for me and my peers.
- This courses instructor is very knowledgeable on microeconomics and is kind enough to always record his lectures so if you miss a class you can watch it remotely.
- N/A
- I really appreciated how you came to class everyday with the same good attitude and willingness to teach us with the best of your ability
- Organized and reminds students of work due and when it's due.
- Did a good job with answering questions. Very good structure
- Love him
- Super relatable, and smart. Favorite professor this semester by far.

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Name: Neil Meredith

Evaluation Session: Fall 2024

Comprehensive Report for SEM MICROECONOMICS (2024FA*ECON*6305*70) - Meredith, Neil - Fall 2024

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (28 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	28 / 100.00%	0 / 0.00%	5.00	0.00
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (30 Responses)	16 / 53.33%	13 / 43.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.45	0.51	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (31 Responses)	24 / 77.42%	7 / 22.58%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.77	0.43
2. Course content was consistent with course objectives. (31 Responses)	24 / 77.42%	7 / 22.58%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.77	0.43
3. I would recommend this course to a friend. (31 Responses)	20 / 64.52%	10 / 32.26%	1 / 3.23%	0 / 0.00%	0 / 0.00%	3.61	0.56

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (31 Responses)	25 / 80.65%	6 / 19.35%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.81	0.40
2. My instructor encouraged critical thinking and/or appreciation for the subject. (31 Responses)	22 / 70.97%	9 / 29.03%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.71	0.46
3. My instructor used teaching methods that enhanced my learning. (31 Responses)	21 / 67.74%	9 / 29.03%	1 / 3.23%	0 / 0.00%	0 / 0.00%	3.65	0.55
4. My instructor explained the course's content clearly. (31 Responses)	21 / 67.74%	10 / 32.26%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.68	0.48
5. My instructor used effective examples and illustrations. (31 Responses)	21 / 67.74%	9 / 29.03%	1 / 3.23%	0 / 0.00%	0 / 0.00%	3.65	0.55
6. I would take another course from this instructor. (31 Responses)	20 / 64.52%	11 / 35.48%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.65	0.49

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- I found this course to be very relevant and has a lot of useful information. This material is very heavy though and requires a lot of study time. This is very valuable for everyday work though and I know that this course will help me be able to understand the market and how it may be effected.
- Really enjoyed the course once I figured out the format.
- This course was challenging but provided me with a lot of information and knowledge that I can carry throughout my career.
- The course was organized and efficient. The content was relevant and helped provide a clear understanding of the significance of economics.
- The course covered helpful and core economic principles.
- Course could integrate real life (smaller scale) business problems
- This course was one of the most difficult I took at WT, simply because we went through so much material in such a short period of time. I had to work really hard to get an A in this course, since I had no microeconomics background.
- One suggestion is to show more examples on working through problems. Content in slides are good but just a little more time in working through solutions, step by step would be beneficial.
- My favorite part of the class was how half of the course material was real world examples. Relating the material back to the real world is always great IMO.
- This course's syllabus, content, assignment, and project were explained very thoroughly. There is no areas that I felt confused.
- I really enjoyed the video recordings of the professor. There were so many videos. The explanations were very helpful in understanding the book.
- I thought the course was structured well.
- Taking this course opened my eyes and made me more conscious of things related to the economy and how they could potentially affect me. I found myself watching more news and reading articles related to the economy.
- The lecture videos are numerous and each is very long. Watching them is a bit of a slog, but Dr. Meredith is insightful and explains each concept very thoroughly.
- Excellent teaching!

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- I thought that the homework was perfect, it didn't require too much, but it was valuable. The lecture videos were very relevant and helpful and was the main thing that I used throughout this course.
- The homework and exams correlated together well and the exams that were provided was helpful to understand with exams/homework.
- I enjoyed the homework program that we used and I thought all of the provided material was sufficient.
- Excellent work. Great videos with helpful explanations matching textbook content
- overall the mix of assignments, homework, test and papers was good.
- The value was good. I wish the exam practice questions could have been a little narrower to what was actually on the test because I had a hard time getting through them all working fulltime in each exam window
- N/A
- I enjoyed the writing assignment. Using an article from an actual journal was a nice touch.

- Homework is very time consuming and but they worth when we want to learn. redoing the assignment helped to score higher in these assignment. Book, practice exams etc. are helpful.
- I believe the use of the books and book recommendations are critical to the learning.
- Most of the coursework covered in the book, video, and slides was relevant and relatable to real-life experiences.
- The focus of the course was almost entirely on the textbook aside from one pseudo-group project. The homework assignments were equally tests of knowledge and patience as the UI for the online textbook was a bit of a headache.

Please provide any suggestions for improving this course.

- I have no suggestions, I felt like this course was laid out well, provided a lot of information and was supported by the professors lecture videos.
- I did sometimes struggle on the exams as it takes me a while to do the math and short answers, so I tended to struggle on the exams with the timeline and trying to do the calculations.
- This is a well-planned course and I had no issues.
- It would be helpful to have exam review sessions. Where Professor Meredith walks through example questions and then takes some questions.
- Provide a more concrete connection between the application of microeconomics in practice in real life business
- In the past teachers have gone over the most missed problems from the exams in a video. In these videos the problems the students missed most would be explained in detail. This was a good tool to help explain what wasn't understood and why questions were missed. I use this type of tool with my staff and find it helpful. I wish this was done in this class after the exams as well.
- See above. Also I am surprised the college doesnt make us do a leveling course for economics like we have to do with finance and accounting. Having previous economics experience would have helped a lot in this class for keeping up with the pace
- N/A
- none
- I think the course is great as it is.
- If I could recommend something. Some of the math problems weren't difficult for the math part but conceptually if you went over them in some of the videos it would've helped my understanding more. For example i would be stuck on figuring out consumer surplus with the math on Pearson. Then i would just miss the question purposely so i could "show an example how" Which happened often on some of the conceptually challenging math hw questions.
- I like how the course is structured currently, and I won't make any necessary improvements.
- I personally dislike online textbooks and their inflated costs. My two other courses used no such systems and were equally as effective in their delivery of information.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- I only have positive things to say. This material was difficult for me, it was a lot of information to learn, but I felt supported throughout the course by the lectures and homework. The course is laid out well and BuffsConnect is very organized.
- The organization and layout of the course was phenomenal. I appreciate the easy navigation of Blackboard and all the objectives.
- The instructor was efficient and communicated effectively. I enjoyed my time in this course.
- Professor Meredith did a great job communicating in his lectures. Economics is a difficult topic for me and he helped break down the concepts in a way that I could understand.
- The instructor did make a solid effort to teach a relatively hard on-line course. There were some mistakes in the videos which made it a little hard to follow sometimes.
- Dr Meredith is great! No complaints
- Enjoyed the course and the content. As mentioned above, only improvement I can think of is spending a little more time walking through needed formulas to solve solutions.
- I enjoyed/learned this class. Dr. Meredith followed up with his student so thoroughly that I didn't need to email him for any clarification. Actually, every professor should follow his workflow. Thank you, Dr. Meredith for this class. I know this class had boosted my confident at work during the strategic meetings.
- My communication with instructor was uninterrupted. I only reached through email and it was great.
- Otherwise than some tricky hw problems i thought the course was structured well and it had some difficult topics covered but with the professors explanations it went smoothly for online.
- I believe Professor Neil is doing a great job running the class. He communicates with his students regularly, provides clear instructions, and is available when needed.
- This course was tough, lots of math and graphs and made me want to throw up from information overload. However, Dr Meredith was phenomenal in breaking down every little detail in to simple terms while also throwing in practical applications that related to the topic at hand which made it click. I am extremely impressed with how well he can convey a complicated subject to more simpler terms. Thanks Dr. Meredith.
- Dr. Meredith is very passionate about his subject, and he clearly knows the ins and outs of everything he taught. I only wish that the powerpoints and lectures were more concise and relied less on copy and pastes straight from the textbook.

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Name: Neil Meredith

Evaluation Session: Fall 2024

Comprehensive Report for SEM MICROECONOMICS (2024FA*ECON*6305*71) - Meredith, Neil - Fall 2024

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (13 Responses)	0 / 0.00%	1 / 7.69%	0 / 0.00%	0 / 0.00%	12 / 92.31%	0 / 0.00%	4.77	0.83
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (13 Responses)	7 / 53.85%	6 / 46.15%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.46	0.52	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
2. Course content was consistent with course objectives. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
3. I would recommend this course to a friend. (14 Responses)	8 / 57.14%	6 / 42.86%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.57	0.51

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (14 Responses)	10 / 71.43%	4 / 28.57%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.71	0.47
2. My instructor encouraged critical thinking and/or appreciation for the subject. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
3. My instructor used teaching methods that enhanced my learning. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
4. My instructor explained the course's content clearly. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
5. My instructor used effective examples and illustrations. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50
6. I would take another course from this instructor. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.50

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- It was my first time taking this course. Professor Neil's videos made it easier to understand.
- This course was challenging but definitely improved my understanding of economics.
- Dr.Meredith is one of the most experienced professors. The course materials are very well explained and very clear. Dr. Meredith is always available to help and provide any guidance needed to do well in the course.
- This course offers a comprehensive exploration of its subject matter, effectively bridging theory and practice with relevant, current industry trends. The engaging materials and knowledgeable instructors enhance the learning experience, while the course's practical application and real-world examples ensure the knowledge gained is directly applicable to professional scenarios. Interactive learning and updated content make it a valuable investment for career advancement and professional growth.
- Very interesting subject
- I thought the course was really well planned out. I was able to learn a lot more than I previously did when it comes to Economics
- Dr Meredith's module lectures were clear and easy to follow.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- There was a very good mix of assignments that included homework, exams, and a group paper combined with lectures and a textbook. I appreciate the variety in which the information was presented and evaluated.
- Books and homework assignments focus on the subject matter. The examples and case studies also helped me understand the subject.
- I did not purchase the book and instead used Dr. Meredith's videos. The homework was quite helpful and definitely harder than the exam questions, so it helped a lot to prepare.
- I believe that the homework we were given helped reinforce the material we were covering each week. I enjoyed the structure of the group project; although we were one team - we each were graded on our individual efforts.
- The homework helped with understanding the lectures. I appreciated the ability to solve three times. I believe more value could be gained from the report by requiring students to do all parts but at a smaller amount, preferably a paragraph from each perspective similar to the reporter. I enjoyed how the examinations are set up with both multiple choice and free response. The book helped for the paper but other than that a book is not needed for this course.
- I was nervous about taking this course because of my background. However, this course gave me the confidence to finish my program more successfully. I love this course and Dr. Meredith. I learned so much in this course, more than I expected.
- Books, homework, papers, examinations, and other relevant course resources play a crucial role in the learning process. Books provide foundational knowledge and in-depth exploration of topics, serving as essential references for students. Homework reinforces learning by offering practical applications of theoretical concepts, helping to solidify understanding. Papers encourage critical thinking and research skills, allowing students to explore topics deeply and present their findings. Examinations assess comprehension and mastery of the material, ensuring that students are progressing as expected. Overall, these resources collectively enhance the learning experience, promote intellectual growth, and prepare students for academic and professional success.
- The books I have not used a whole lot, the homework website was really good though and I liked how it would help me figure out problems I wasn't sure with.

Please provide any suggestions for improving this course.

- It's a great course, I don't have suggestions.
- N/A
- I really enjoyed the videos and they helped me a lot. However, sometimes it was hard to read through the smart pen marks. I don't know if there is a good solution to this but other than that I really enjoyed the class!
- I think the structure of this course works really well. I felt that the material was challenging but attainable. The homework assignments were helpful to understand the material better. The exams were tough, but as the semester comes to an end I feel like I have retained the material.
- No, any suggestions.
- nothing to improve
- N/A

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Prof. Meredith is a great instructor, the lectures and the course were very well organized and the information was very well presented, I will definitely take another course from him if opportunity arises.
- I suggest adding videos for solving exercises, such as demonstrating the thought process for dealing with difficult questions. Overall, I benefited the most from the videos and Dr. Meredith's explanations.
- I really appreciated the added videos, as that is my preferred learning method. They could be quite lengthy but really described the content well. I also think the exams were longer than the timeframe allowed, but after not finishing the first exam in time I was able to better prepare.
- I believe Dr. Meredith put a lot of thought into this course. This course was organized well and the professor was very forthcoming with expectations. I feel like the grading was fair to my level of understanding each week. Dr. Meredith made sure to challenge us, but we were also provided with enough resources to ensure a successful semester.
- I appreciated the communication and clear directions throughout the course.
- world class professor
- Clear expectations and very responsive
- He was very knowledgeable and I enjoyed his class.

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Name: Neil Meredith

Evaluation Session: Spring 2025

Comprehensive Report for PRIN/MICROECONOMICS (2025SP*ECON*2302*02) - Meredith, Neil - Spring 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (31 Responses)	15 / 48.39%	9 / 29.03%	5 / 16.13%	2 / 6.45%	0 / 0.00%	0 / 0.00%	1.81	0.95
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (31 Responses)	16 / 51.61%	11 / 35.48%	3 / 9.68%	1 / 3.23%	0 / 0.00%	1.65	0.80	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (31 Responses)	16 / 51.61%	14 / 45.16%	0 / 0.00%	0 / 0.00%	1 / 3.23%	3.53	0.51
2. Course content was consistent with course objectives. (31 Responses)	20 / 64.52%	11 / 35.48%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.65	0.49
3. I would recommend this course to a friend. (31 Responses)	16 / 51.61%	14 / 45.16%	0 / 0.00%	0 / 0.00%	1 / 3.23%	3.53	0.51

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (31 Responses)	21 / 67.74%	10 / 32.26%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.68	0.48
2. My instructor encouraged critical thinking and/or appreciation for the subject. (31 Responses)	17 / 54.84%	14 / 45.16%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.55	0.51
3. My instructor used teaching methods that enhanced my learning. (31 Responses)	15 / 48.39%	14 / 45.16%	2 / 6.45%	0 / 0.00%	0 / 0.00%	3.42	0.62
4. My instructor explained the course's content clearly. (31 Responses)	16 / 51.61%	15 / 48.39%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.52	0.51
5. My instructor used effective examples and illustrations. (31 Responses)	16 / 51.61%	15 / 48.39%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.52	0.51
6. I would take another course from this instructor. (31 Responses)	18 / 58.06%	13 / 41.94%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.58	0.50

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- I think everything is good.
- A lot of the assignments require very through understanding of the work we do in class. Especially in later chapters where things we learned in previous exam segments come back on top of the newer topics.
- N/a
- Good layout overall keep up the amazing work
- I liked the set up of this course better than my macroeconomics class. I also enjoyed the in class participation with the shapes and trading.
- thought he did a great job explain complex issues and making them simple and easy to understand
- Very entertaining guy enjoyed listening to him
- The course's content was good and useful to help me understand economics.
- The course was interesting and applicable to today's economy.
- I enjoyed the course content.
- None
- Honestly a super easy class if you pay attention, he goes over the content in a way that everyone can understand

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- I like that there are practice problem sets before each exam.
- The slides are very good at getting an understanding of the course material and often times serve as notes by themselves but I would still recommend attending classes because Dr. Meredith goes a lot more in depth with better explanations and examples.
- Really good help me learn more deeply
- I thought the book and slides were helpful in my learning process.
- Homework and tests were easy as long as you studied. Didn't see a need for books since its all provided in the course.
- The exams were easy to understand and on topic.
- The notes are very important and so is the hw because that's a good chunk of the grade.
- It was kind of hard
- The books, homework, papers, examinations and course resources all were given in a way that was organized and strait forward.
- The assignments were well spaced out, relevant, and helpful.
- None
- Everything is online and super easy to access

Please provide any suggestions for improving this course.

- I think we would have done more problems that were similar to the ones on the test. It kinda felt like when we got to the test that we were kind of blindsided.
- n/a

- I don't think I have any suggestions to improve this class! It is structured perfectly and the Service Project is pretty much the most daunting thing you have to do, but the hours for it have changed from 5 to 3 already so changes are already being made.
- It seems odd to be that an intro level course requires all the students to do 3 hours of community service. But, that is just my opinion.
- More dad jokes
- I honestly can't think of anything, I thought this course was clear concise and well done.
- great course I would say more paper exercises
- None
- The group work feels like it really shouldn't be group work, since most of the time it felt like one person wrote the whole thing.
- No report
- I have none.
- None
- N/A

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- More group activities.
- Dr. Meredith is a very insightful professor, his love for his field apparent with how he teaches and is eager to have each of his students learn and think more about economics. Before this class I didn't fully understand Econ too much but as we continued through this semester I feel like I learned a lot about why firms do what they do to make profits.
- Really good teacher love the dad jokes and how he shows real world things to relate to what we learn
- I liked how energized he was each day, he is very passionate about teaching
- He worked with me very closely with a family emergency and did an excellent job of making me feel better including giving me opportunities to make up work while I was gone.
- Dr. Meredith is a fun teacher and good at teaching economics.
- Not very much on that I enjoyed your class and the way you taught it.
- Dr. Meredith was a great professor and had great jokes and humor that made my day. He also did a great job teaching the material.
- I really appreciated this class and Dr. Meredith's teaching methods. I don't think there's anything to be improved upon.
- None

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Name: Neil Meredith

Evaluation Session: Spring 2025

Comprehensive Report for SEM MICROECONOMICS (2025SP*ECON*6305*70) - Meredith, Neil - Spring 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (36 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	36 / 100.00%	0 / 0.00%	5.00	0.00
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (36 Responses)	21 / 58.33%	15 / 41.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.42	0.50	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (37 Responses)	22 / 59.46%	13 / 35.14%	2 / 5.41%	0 / 0.00%	0 / 0.00%	3.54	0.61
2. Course content was consistent with course objectives. (37 Responses)	23 / 62.16%	13 / 35.14%	0 / 0.00%	0 / 0.00%	1 / 2.70%	3.64	0.49
3. I would recommend this course to a friend. (37 Responses)	25 / 67.57%	9 / 24.32%	3 / 8.11%	0 / 0.00%	0 / 0.00%	3.59	0.64

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (37 Responses)	28 / 75.68%	8 / 21.62%	1 / 2.70%	0 / 0.00%	0 / 0.00%	3.73	0.51
2. My instructor encouraged critical thinking and/or appreciation for the subject. (37 Responses)	24 / 64.86%	12 / 32.43%	1 / 2.70%	0 / 0.00%	0 / 0.00%	3.62	0.55
3. My instructor used teaching methods that enhanced my learning. (37 Responses)	20 / 54.05%	13 / 35.14%	4 / 10.81%	0 / 0.00%	0 / 0.00%	3.43	0.69
4. My instructor explained the course's content clearly. (37 Responses)	22 / 59.46%	11 / 29.73%	4 / 10.81%	0 / 0.00%	0 / 0.00%	3.49	0.69
5. My instructor used effective examples and illustrations. (37 Responses)	21 / 56.76%	13 / 35.14%	3 / 8.11%	0 / 0.00%	0 / 0.00%	3.49	0.65
6. I would take another course from this instructor. (37 Responses)	22 / 59.46%	11 / 29.73%	4 / 10.81%	0 / 0.00%	0 / 0.00%	3.49	0.69

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- The lecture notes are detailed, and it enhance my understanding.
- - Course content is interesting. It requires some effort to grasp all of its aspects, including equations, diagrams and terminologies.
- Person homework is more challenging.
- Exams are closely related to the Quizzes.
- This class was the hardest class so far in my MBA program. I am not exactly sure why, but I don't feel like I learned anything new compared to my undergrad economics classes- the tests and homework assignments were extremely difficult and didn't really show if you have understood the concept. I enjoyed the paper.
- Great class, I was not a big fan of economics due to previous bad experiences but this class got me interested in economics and I also signed up for another course with this professor
- Pearson's MyLabs is an excellent tool that allows easy learning module participation and bookwork.
- Instructor videos were very helpful.
- I Appreciated the class structure. It is how an MBA class should be. I loved that I could work on my stuff in the module over the time period that was given.
- Overall, a very good experience.
- The course itself is good, but the due dates and class schedule are a little wonky. Having homework due on a Thursday and then a test due that following Monday is a little awkward to remember.
- The course was overwhelming to me especially without a background in microeconomics. Dr. Meredith is an excellent teacher. I scored less than expected in the discussion because I struggled to get hold of the instructions to the discussion. That was my bad though I should have looked for them harder.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- The exams are all from the lecture notes, and once you read the notes thoroughly, you will be good with the exams.
- - Slides containing course materials contain so many errors, mistakes and typos. Although the instructor sometimes corrects them through the videos, keeping the errors in the files shared are very misleading during studying. I believe all slides saved in Blackboard shall be carefully revised before being shared.
- Person lessons are quite long.
- Value is good. All work is relevant to course objectives.
- Homework assignments started off easy, but became increasingly difficult and had not much to do with the lectures. Exams were hard, but fair. I spent a good 5-7 hours per week on lectures alone, plus homework, plus studying for tests. I really didn't have time to read the book in addition to the lectures, which might explain why the homework was hard.
- Great material
- Homework was relevant and helpful. The discussion forum project was a great way to tie in application.
- 10/10
- Homework and practice exam downloads were extensive, but helpful.
- I like the professor's lectures over the textbook.
- Books and homework helped to understand lectures and tests significantly.
- The videos by Dr. Meredith were excellent. I plan to dig more and reread the books since it was overwhelming.

Please provide any suggestions for improving this course.

- - Like for exams from 2 to 4, I prefer having "exam-like" practice questions to study from rather than the practice questions in MyLab (Pearson).
- None
- More time is needed during the exams. 15 extra minutes would be helpful to work through problems and carefully read through the answers more accurately. I am rushing to finish and feel like this affects my exam performance.
- More feedback on the free response questions within the exams would be helpful.
- I used to love Microeconomics, but this class was just hard and I didn't enjoy it much. I am not sure how to improve it, as I think Dr. Meredith did the best he could with what he had.
- The lessons and schedule were great for a busy full time employee
- I would like to see more calculus tied into the concepts. The course felt very graph-heavy and light on the mathematical explanations and relationship explaining. I recognize both are necessary. For example, when illustrating a curve that is the slope of another, it was helpful to see that one is the derivative of the other, and relationally take the derivative of one to get the other (and integral conversely).
- Switch to Canvas (not just this course, but everything)
- Videos were very helpful, so more may be a good idea to break down further the concepts of the Power Point slides.
- I would like to see homework that is more in line with the lectures.
- Maybe just adjusting the schedule/due dates a bit.
- Not sure whether it was just me but the instructions for the discussion wasn't easy to find. It may help changing the formatting.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Dr. Meredith is always ready to help, and I sure will recommend this course to others.
- - I liked how the instructor organized the project of this course. Was new method to me and I found it interesting. - When I take the exam, I feel that my understanding from the instructor (videos + slides) is not sufficient, and I find difficulty answering the questions.
- He is great and has an energetic personality.
- Instructor provides good instruction.
- This is a tough subject, Dr. Meredith's lectures, support, and timeliness were great.
- He is great!! Loved the lectures, kept me interested in the subjects every week.
- Professor Meredith is excellent at facilitating cooperation and progress throughout the course. The reminders that come often, prompt feedback of exams and quizzes, and additional material provided in addition to the textbook all greatly enhanced this course's value.
- Not too much to add as I was satisfied. Only suggestion may be to have less PDF downloads or have them to be more concise.
- This instructor did a great job of communicating what needed to be done and had great videos that I could understand.
- Very dedicated and passionate about education. Great job.
- The instructor overall is great. Sometimes in lectures he rambles a little bit, but he does bring it back to tie up the point. But this causes the weekly lectures to be a bit long.
- Dr. Meredith knows his stuff. Excellent teacher. It's a shame I didn't do as well yet I was super excited about the course at the beginning.

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Name: Neil Meredith

Evaluation Session: Spring 2025

Comprehensive Report for ECON/HLTH/MED CARE (2025SP*ECON*6370*70) - Meredith, Neil - Spring 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (24 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	23 / 95.83%	1 / 4.17%	5.04	0.20
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (28 Responses)	13 / 46.43%	14 / 50.00%	1 / 3.57%	0 / 0.00%	0 / 0.00%	1.57	0.57	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (28 Responses)	18 / 64.29%	10 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.49
2. Course content was consistent with course objectives. (28 Responses)	18 / 64.29%	10 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.64	0.49
3. I would recommend this course to a friend. (28 Responses)	17 / 60.71%	10 / 35.71%	0 / 0.00%	1 / 3.57%	0 / 0.00%	3.54	0.69

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (28 Responses)	21 / 75.00%	6 / 21.43%	0 / 0.00%	1 / 3.57%	0 / 0.00%	3.68	0.67
2. My instructor encouraged critical thinking and/or appreciation for the subject. (28 Responses)	15 / 53.57%	13 / 46.43%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.54	0.51
3. My instructor used teaching methods that enhanced my learning. (28 Responses)	13 / 46.43%	14 / 50.00%	1 / 3.57%	0 / 0.00%	0 / 0.00%	3.43	0.57
4. My instructor explained the course's content clearly. (28 Responses)	18 / 64.29%	9 / 32.14%	1 / 3.57%	0 / 0.00%	0 / 0.00%	3.61	0.57
5. My instructor used effective examples and illustrations. (28 Responses)	15 / 53.57%	12 / 42.86%	1 / 3.57%	0 / 0.00%	0 / 0.00%	3.50	0.58
6. I would take another course from this instructor. (27 Responses)	19 / 70.37%	6 / 22.22%	1 / 3.70%	1 / 3.70%	0 / 0.00%	3.59	0.75

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Dr. Meredith is an amazing professor, I have learned a lot in this course that I will use in my potential career field. He communicates very clearly and in a timely manner. He was always very helpful when I had questions and had to send emails, he challenged me to think critically and to problem solve effectively. I would definitely take another course of his in the future.
- I thought it was a well-designed course. The material covered was relevant and useful.
- This was a very informative class and expanded my knowledge about economics and healthcare.
- Phenomenal course. I really enjoyed this. Especially the last few chapters. Once we got into the details of the different systems it was so dang interesting. Thank you!
- Appreciated the clear and concise structure of the course.
- Course subject matter and content matched up
- Great course to take! Im in Healthcare and it was interesting to learn about the economics of Healthcare and how it applies.
- I liked that the instructor had videos explaining the powerpoints for each module. That was very helpful. I also liked that there was one discussion forum for the semester and to work as a team.
- Enjoyed the lecture summarizations that were quite complete. The book didn't add much to the overall content.
- I really enjoyed the course and found the content to be highly relevant. The integration of economic theories with real-world applications helped solidify key concepts and made the learning experience valuable.
- Course content was excellent
- This course provided a lot of insight for my field, and the professor gave real life examples. My knowledge has increased as I have maneuvered throughout this semester. This is the first time I have been introduced to economics through the looking glass of healthcare. It was extremely interesting to learn from a different perspective.
- This was a great course I just struggle with Economics as a topic so it was not as engaging as my other courses.
- Professor reviews all topics he will cover in the exam, pretty much
- Great way to teach through lecture videos, super helpful
- Content was great and everything was related.
- It was amazing.
- I really enjoyed the structure of the class. We had lots of resources and review activities to learn from and prepare for exams.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- I didn't use the text much. I focused more on the notes and recorded lectures. Perhaps the text would have added a little to my overall understanding of the materials. Exams were not problematic. Questions were well written to make you think and not simply spit answers back out.
- This course was set up and organized very well.
- Phenomenal course. I really enjoyed this. Especially the last few chapters. Once we got into the details of the different systems it was so dang interesting. Thank you!
- Textbook was difficult to understand. Professor notes and lecture videos was extremely useful.
- Liked the idea of the discussion project, but maybe needs a little more structure or enforceable face-to-face time with other group members.

- Course materials provided by the professor were all very helpful. Additional books suggested for reading and Writing Center consult to enhance writing skills were all good resources.
- Valuable
- The practice questions for each chapter should not have short answer. I never was able to see how I did because they were "waiting to be reviewed" status. If all multiple choice, it probably would have let me see how I did, and they could have been helpful to prepare me for the exam. After I realized this, I quit taking since I was not getting feedback.
- Not sure what the exams tested other than how quickly you can search the slides and book for answers. There was a lot of content but the effect was search quickly with little time.
- The course materials, including the textbook and supplemental resources, were valuable in helping me understand the subject matter. I also appreciated the research required for the paper—it was a great way to dive deeper into the topics and apply what we learned.
- book chapter questions did not align with the answers provided - many questions were not applicable to our course and for higher level economics - would have been nice to know which questions to skip
- PowerPoints were my best friend throughout this semester. While exams are not necessarily easy, a lot of the information they cover are well within the resources provided. Additionally, my professor has taken the time to thoroughly explain each and every slide with video recordings. Even though I am not in person, I always felt like I was getting a full and proper lecture for the class. I couldn't ask for better resources! Any additional source had clear instructions, examples, and set expectations and guidelines. As someone who prefers to know exactly what is being asked of me, I greatly appreciated this!
- Textbook was not needed
- I rarely used my book
- N/A
- Everything was fair
- The exams were relevant and challenging to the coursework that was provided. He also provide higher learning activities in reviews for personal growth and extended knowledge that would help us grow with the field of health care economics.

Please provide any suggestions for improving this course.

- I think it was easy to navigate and find what I needed. The syllabus contained just about everything I needed to know so that was very helpful having that all in one place for reference.
- I would have liked to have more weekly discussions on topics with other students.
- I'm kind of grabbing at straws here. It was a great course. Another great WTAMJ professor, Pjesky, does weekly discussion posts. I could see that working well here. It gives students a chance to address a really interesting component (Germany's system for example- that could be a great post where we address whether or not we think it's strong). I just enjoyed that as a regular opportunity to wrestle with a component of the curriculum.
- Above.
- None. Course was as expected.
- Unclear on the answers to the book exercises. They seemed to be a level beyond the instruction and didn't show up on the exam. I propose that they not be provided to make things clearer.
- None at this time.
- I felt there was disdain when teaching people's values and how they view the purpose of insurance companies. It would have been more professional to describe the view rather than make it seem like those with that viewpoint were in the wrong, especially since it's a nominal view and not a positive attribute. The lectures should be redone with the help of a communication professor. I paid more attention to the Ummms, ahhs, lip smackings, and giant pauses than I did to the content. Extremely distracting and probably why I didn't do as well in the course - I spent more time tallying them up on each slide than I did learning the course material. The pauses also make it seem like you are also learning the material for the first time along with us, even if you do know it. For the slides - Pre-color code the graphs and make either animation or have type come up in power point as you talk rather than spending the time writing and drawing during the lecture - I lose track of the topic and concept. and I cant se the colors anyway as it is too fine.
- The sample questions for each lesson, while helpful, typically felt too short. It seemed like they didn't actually test my knowledge on the full topic to prepare me for the exams. I wish there were a few more example questions that covered a little bit more of what was taught within the lesson.
- Overall solid course with clear expectations set. I typically to not perform well in Econ so I am happy if I achieve a B.
- the lectures are designed in such a way where they're broken up, but there isn't a clear stopping point. I felt like I was supposed to be going straight through. Even though they're cut up into 10 sections, it feels like I was supposed to start the next section right away. This made the class feel more overwhelming.
- I would suggest having an example of an excellent paper vs terrible paper for the research paper. Why? Is it a make or break your grade.
- No improvements.
- If anything, to provide a project for students to create or entirely build up plan to create access to health clinics in rural communities for 24 hour access.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Good class. Good topic. Clearly applied economic concepts to the medical field. Was hoping to get more into the math since we were provided a math review to start the class.
- Dr. Meredith did a great job and I enjoyed the course.
- None. I love that it is so closely aligned to the text. The organization is phenomenal.
- Very efficient teaching methods. Professor was very helpful with my performance concerns.
- Appreciated the communicativeness of the professor with the prompt response times.
- Excellent teaching materials and teaching method by Professor Meredith to enhance student learning.
- Great instructor! Video lessons were clear and concise. Overall his coursework kept us engaged and helped us learn.
- Instructor communicated well.
- Appreciate that the instructor went to a great deal of time explaining the concepts through the videos.
- The instructor was clear, organized, and communicated course objectives effectively. I found his recorded lessons especially helpful—they allowed me to review key concepts at my own pace, which enhanced my understanding. His explanations of complex topics were concise yet thorough, and his approach to teaching made challenging material more accessible.
- Lecture 9-6, minute 2:45 - quinolones is not a spanish pronunciation - it is pronounced: Kwin -nuh -lones (like in alone)- not Keen-ah- lone- ayes. You can use Google to learn the correct pronunciation.
- This professor is extremely knowledgeable, fair, willing to help, and definitely goes out of his way for his students. I couldn't ask for anything better. While his overall communication isn't as frequent, it's typically because he already provides students with everything they need. He reaches out when needed and will answer any questions.
- Teaching methods are great I actually had to watch the videos. They were pretty long but worth it.
- The course instructor was phenomenal.
- I enjoyed the supplemental slides that were provided with the textbook. It provides other means to process the knowledge aside from just reading textbook. Definitely, one of my favorite professor thus far.

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Name: Neil Meredith

Evaluation Session: Summer 2025

Comprehensive Report for INTERNATIONAL ECO (2025SU1*ECON*4341*70) - Meredith, Neil - Summer 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (28 Responses)	0 / 0.00%	1 / 3.57%	3 / 10.71%	24 / 85.71%	0 / 0.00%	0 / 0.00%	3.82	0.48
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (28 Responses)	4 / 14.29%	19 / 67.86%	4 / 14.29%	1 / 3.57%	0 / 0.00%	2.07	0.66	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (30 Responses)	12 / 40.00%	15 / 50.00%	1 / 3.33%	1 / 3.33%	1 / 3.33%	3.31	0.71
2. Course content was consistent with course objectives. (29 Responses)	12 / 41.38%	15 / 51.72%	0 / 0.00%	0 / 0.00%	1 / 3.45%	3.44	0.51
3. I would recommend this course to a friend. (29 Responses)	8 / 27.59%	15 / 51.72%	1 / 3.45%	3 / 10.34%	2 / 6.90%	3.04	0.90

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (30 Responses)	14 / 46.67%	14 / 46.67%	2 / 6.67%	0 / 0.00%	0 / 0.00%	3.40	0.62
2. My instructor encouraged critical thinking and/or appreciation for the subject. (30 Responses)	16 / 53.33%	11 / 36.67%	1 / 3.33%	1 / 3.33%	1 / 3.33%	3.45	0.74
3. My instructor used teaching methods that enhanced my learning. (30 Responses)	9 / 30.00%	17 / 56.67%	3 / 10.00%	1 / 3.33%	0 / 0.00%	3.13	0.73
4. My instructor explained the course's content clearly. (30 Responses)	10 / 33.33%	16 / 53.33%	2 / 6.67%	0 / 0.00%	2 / 6.67%	3.29	0.60
5. My instructor used effective examples and illustrations. (29 Responses)	9 / 31.03%	16 / 55.17%	2 / 6.90%	0 / 0.00%	2 / 6.90%	3.26	0.59
6. I would take another course from this instructor. (29 Responses)	10 / 34.48%	15 / 51.72%	2 / 6.90%	2 / 6.90%	0 / 0.00%	3.14	0.83

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Very relevant information. Important information and data was given.
- This course offered valuable insights into the complexities of international trade, finance, and global economic policies. The subject matter was both relevant and timely, especially in understanding how global events impact economic relationships between nations. The content helped me develop a broader perspective on economic interdependence and equipped me with analytical tools that are applicable to real-world international economic issues. Overall, it was a highly relevant and enriching course.
- Though short, I learned from this course.
- I like this course.
- Very good information taught in this course and super informative.
- The instructor was easy to understand and follow.
- I think only informing us once about the paper and writing center visit at the beginning of the term was very unhelpful. It is Summer and people have work and sports outside of this class like myself and it is helpful when I receive reminders about exams and problem sets so the fact that the writing center due date puts me in a bad position since it is worth 20 points of the paper.
- I feel like there was definitely enough content to this course
- I think the slides and course videos are extremely helpful when preparing for the tests and quizzes.
- This course was informative
- This was a more difficult class, specially being a short summer class. Simply formatted, and easy to set the time aside to get the assignments done.
- course content was very clear and easy to break down enough to understand

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- The practice exams help a lot. There are a lot of questions but it is very beneficial when studying for exams. Exams are very well made and have the perfect difficulty.
- The textbook and assigned readings provided a solid foundation for understanding key international economic concepts and theories. Homework assignments and papers reinforced the material by encouraging critical thinking and real-world application. Examinations were fair and effectively assessed my understanding of the content. Overall, the combination of course resources supported my learning and contributed to a deeper grasp of global economic dynamics.
- Books were helpful and learned plenty from this course
- Exams were hard.
- Cost friendly and not at all expensive very affordable.
- I do not believe a writing center visit should be worth 20 points. The times I have gone to them before they have made minimal changes that have affected my papers in the past. I do not think that should be worth 1/5 of a paper that is 1/4 the grade of the class.
- Very accessible.
- Everything was great
- I like the practice problems.
- E-book was free. Homework was quick and easy to complete. Didn't feel like I had enough time to write a paper during summer session because of my life schedule and how quickly homework and test were due. Exams were given enough time to complete and easy to navigate.

- Homework instruction were easy to understand, videos in the class were easy to follow
- The content was more difficult because it was a higher level Econ class. The learning material was good, and it definitely challenged me to learn more.
- Value of book and course resources was reasonable

Please provide any suggestions for improving this course.

- I wish this course was offered a full semester. There's a lot of really good content that could go in depth.
- I do not have any suggestions for improving this course. The content was well-structured, the materials were effective, and the learning objectives were clearly met. It was a well-designed and informative course that enhanced my understanding of international economics.
- Though a summer course, I do not have much to say.
- NA
- None overall great course taught by a very good instructor.
- n/a
- Nothing
- Discussion board instead of a full paper during summer session.
- N/A
- I have no suggestions.
- N/A

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Overall very good class and professor. Keep up the good work!
- The instructor demonstrated excellent knowledge of international economics and communicated the material clearly and effectively. Their teaching methods were engaging and well-organized, making complex concepts easier to understand. The instructor consistently aligned lessons and assessments with the course objectives, providing timely feedback that supported student learning. Overall, the instructor created a positive and productive learning environment.
- Enjoyed this course would, take this instructor again.
- NA
- Instructor did a good job explaining all the concepts and was helpful when having any questions!
- n/a
- Instructor does an excellent job at explaining assignments.
- I had this professor in person and its pretty similar to online so I would say he's a great professor
- I think the professor does a great job at trying to keep all students engaged and on the same page.
- I like that grade were completed quickly. Class instruction and format were easy to navigate. Instructor was very organized.
- Instructor was informative and replied quickly to emails, instructions on assignments were clear and easy to follow
- Dr. Meredith is great and I definitely enjoy him in person more. He is helpful, and wants his students to learn!
- I feel that course was very informational and one of the clear classes I've taken so far.

Comprehensive Report for SEM/INTERNAL ECO DEV (2025SU1*ECON*6341*70) - Meredith, Neil - Summer 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (30 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	28 / 93.33%	2 / 6.67%	5.07	0.25
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (29 Responses)	14 / 48.28%	14 / 48.28%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.50	0.51	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (30 Responses)	20 / 66.67%	10 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.48
2. Course content was consistent with course objectives. (30 Responses)	20 / 66.67%	10 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.48
3. I would recommend this course to a friend. (30 Responses)	16 / 53.33%	14 / 46.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.53	0.51

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (30 Responses)	21 / 70.00%	8 / 26.67%	1 / 3.33%	0 / 0.00%	0 / 0.00%	3.67	0.55
2. My instructor encouraged critical thinking and/or appreciation for the subject. (30 Responses)	18 / 60.00%	12 / 40.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.60	0.50
3. My instructor used teaching methods that enhanced my learning. (30 Responses)	15 / 50.00%	11 / 36.67%	4 / 13.33%	0 / 0.00%	0 / 0.00%	3.37	0.72
4. My instructor explained the course's content clearly. (30 Responses)	19 / 63.33%	8 / 26.67%	2 / 6.67%	0 / 0.00%	1 / 3.33%	3.59	0.63
5. My instructor used effective examples and illustrations. (30 Responses)	17 / 56.67%	11 / 36.67%	1 / 3.33%	0 / 0.00%	1 / 3.33%	3.55	0.57
6. I would take another course from this instructor. (30 Responses)	19 / 63.33%	9 / 30.00%	1 / 3.33%	1 / 3.33%	0 / 0.00%	3.53	0.73

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Online course, I mostly learned through slides.
- The course covered important topics in international economics, and the content was relevant overall. But a lot of it felt more like an overview than a deep dive, which I expected more of in a graduate-level course. The textbook wasn't really used much, even though we had to buy it, and the lectures didn't always explain the harder parts, especially the graphs. Most of the assignments were just multiple-choice exams, so there weren't many chances to really apply what we were learning in a deeper way.
- No comments

- This was by far one of the most interesting course I've taken in the MSFE program. Dr. Meredith did a great job keeping the content relevant and provided supplemental information to tie into real world examples. The paper assignment was also challenging and unique to the rest of the course work I've had, but I really enjoyed the research element.
- over-reliance on graphs, graphical representations
- I enjoyed this course more than I thought I would. Dr. Meredith organized the course well and was on track week over week. This was helpful for a graduate student as it sets the expectation up front of what needs to be completed.
- The content of this course was very relevant and valuable, and I had an easy time relating my work to it.
- Great effort made to make awesome lecture videos. I learned a lot from this course. It was a lot and challenging, but professor provided everything I needed to succeed.
- Please provide grading rubric outside of TurnItIn dropbox. I wasn't able to find it until I went to turn in the paper.
- N/A
- Good course, I learned a lot
- Given timeliness of subject would be nice to have more update videos
- This is an interesting course that I wish I hadn't taken during the summer. The course content and material is a lot to consume during a summer semester for those who work full time. I enjoy it, but this may be my first potential B in any class.
- Great content and perspectives and well done review of academic material.
- Summer course. Had 4 test with lowest grade removed, and one paper submission.
- In my personal opinion the exam multiple choice questions are a little difficult. I think that the short answer questions are great and allows students to show their understanding of the subject matter. It may be just because this is a condensed course for the short summer semester, but I believe that there is too much specific information that is required to do well on the multiple choice questions.
- The course content is well-structured and aligns closely with real-world economic issues. I found the subject matter both intellectually engaging and practically relevant, especially the applications to trade policy and global economics. The balance between theory and real examples helped make the material more understandable.
- No additional comment needed. All was good.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Didn't really use the book, didn't have any homework. There's a paper, but I haven't done it yet. Exams were fine.
- The textbook was solid but wasn't clearly highlighted early as a key resource, so its importance might have been missed by some. There were no required homework assignments—only optional practice questions—so reinforcement of concepts was limited. There was one paper assigned, and it came with a rubric, which helped clarify expectations and grading criteria. The biggest issue was with exams: despite following all Respondus LockDown Browser procedures, I couldn't access past exams for review. This lack of access seriously hurt my ability to prepare, impacted my learning and progress, and ultimately affected my grade. Overall, the resources had potential but needed better integration and transparency.
- All relevant
- The materials for the course were thorough, and well done. I personally did not utilize the book, I relied more on the professor's notes and videos. The supplemental materials that tied the course to current events were intriguing and I enjoyed having that relevancy added to the course.
- over-reliance on graphs, graphical representations
- Writing the paper in this course was not very helpful. It's not my learning style.
- I very much appreciate the use of an up to date textbook, that highlighted events of the last 10 years rather than some dusty old book written in the 80s. Exams were difficult, mainly due to the extensive course material that had to be covered in a short amount of time (common in summer courses of course) While the Developing Economy paper was very challenging, it was honestly one of the most useful exercises I've had in my MBA. The course content and line of thought was able to be practically applied to a real world situation, and I was able to use my own critical thinking and opinions to formulate a plan for my country. I thought it was a lot of fun and super interesting
- N/A
- Just ok
- All resources, materials, and lectures have been essential and well-presented.
- The value of the homework, paper, and exams was above the expected.
- the videos the instructor makes are good. It may be because I work 12-16 hours per day, but the videos get a bit long and by the time of watching videos there is not enough time to read the book for more context.
- The lectures and course materials were thoughtfully designed, and the concepts were presented in a clear and accessible way. The professor does a great job of making complex theories understandable, often incorporating humor and engaging examples to hold interest.
- All very helpful.

Please provide any suggestions for improving this course.

- All good.
- The course would benefit from making the textbook's importance crystal clear from day one, so students don't overlook a key resource. Requiring mandatory homework or graded practice questions would push students to engage with the material more consistently, since optional practice isn't enough. While the single paper had a rubric, providing sample papers or clearer guidance would help reduce confusion and set expectations. The biggest issue was the inability to review past exams, and the lack of clear, proactive communication from the instructor about how to resolve this was frustrating and seriously hindered my learning, preparation, and ultimately my grade. Finally, adding more interactive elements like discussions or case studies would make the material more relevant and engaging overall.
- No improvements
- I honestly really enjoyed the course as is. I also sincerely appreciate that the course was created to fit a summer semester, not cramming an overbearing amount of busy work into 4-weeks, it was manageable to complete.
- use less graphs for instruction and testing
- I thought the course was well structured and conveyed the material well. If I were to make recommendations to potential future students though it would be to try to take the course in a Fall or Spring semester, and not the summer. It was just very difficult to complete lecture videos, reading, and practice questions for the courses in one week ahead of the exam. I pretty much skipped the lecture content for the most part and focused on reading the book and exam prep
- N/A
- None
- More update videos
- I believe the only thing I would do differently is take the class during a full semester.
- Potentially more time on the graphing sections.
- While the course content is valuable, I think it could benefit from a few more interactive or hands-on components, like policy simulations or data analysis exercises. These would help bridge the gap between theory and application.
- None

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Instructor seems nice, but I haven't really interacted much outside of the syllabus and a few emails.
- The instructor demonstrated solid knowledge of the subject, and the encouragement of critical thinking was a strong point. However, the teaching methods often lacked engagement and felt somewhat disconnected from practical application, which made it harder to stay focused. Organization was inconsistent—key resources like the textbook weren't emphasized early on, leading to confusion about what to prioritize. Communication was a major weak spot, especially around exam procedures; the lack of clear guidance and follow-up about accessing past exams negatively impacted preparation and confidence. Assessment methods were reasonable, but transparency could be improved, particularly regarding grading expectations. Overall, the instructor has a good foundation but needs to tighten communication, clarify priorities, and make teaching more interactive to improve student experience.

- His lectures are excellent for understanding the material
- The professor's materials were very thorough, and relevant to the tests. I relied on the videos and powerpoint notes for studies and always felt very prepared for the tests with those. Professor Meredith communicated clearly with the class and always provided reminders for when tests were opening/closing so you weren't confused or missing a due date. The videos were engaging and interesting and having them broken down into smaller sections allowed for easier re-review if you needed to go back. Again, I really appreciated that this course was created to fit into a summer semester and wasn't cramming the same workload of a full semester course into 4-weeks. This class was the perfect summer course workload, still challenging but not overbearing to handle on top of work/other responsibilities. Sincerely appreciate Professor Meredith's approach to the course!
- over-reliance on graphs, graphical representations
- Dr. Meredith was great to work with but has very strict expectations when it comes to writing a paper. I wish Dr. Meredith could give out more extra credits where able because exam scores are weighted very very high. If you do well in one exam but don't in another, there is no relief and your grade will suffer.
- Dr. Meredith structured his class well and communicated the material effectively
- Great teacher and relevant information.
- Great course - objectives are clear and there is sufficient content available for students. I liked the paper the most.
- N/A
- Great teacher, I like his structure of his classes. Very helpful
- I've taken a couple courses with Dr. Meredith during my MSFE program. He is a professional, an effective communicator, and sets clear expectations.
- Great job by the professor.
- Less graphs with tricky wording.
- Dr. Meredith is an outstanding instructor. This is my second consecutive semester with him, and I continue to appreciate his clarity, organization, and responsiveness. He replies to emails promptly, provides quick turnaround on grading, and offers valuable feedback on assessments. His teaching methods are very effective—especially in an online format where clarity and structure are critical. The course is intense and the workload is steep, but everything is well-aligned with the learning objectives. The most impactful part of the course is the graph videos. They distill complex ideas into visual logic and bring together multiple concepts in a way that enhances deep understanding. In fact, I found that mastering the graphs was the key to doing well on exams. The lecture videos are also very helpful, but the graphs really elevate the learning experience. A suggestion for future students: always assess your confidence with the graphs for each module—that's a reliable indicator of how well you've understood the content and how you'll perform on the tests.
- Instructor was thorough, concise, and helpful with follow up correspondence.

Total Comprehensive Report - Summer 2025 - Course/Instructor Evaluation Questionnaire

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (58 Responses)	0 / 0.00%	1 / 1.72%	3 / 5.17%	24 / 41.38%	28 / 48.28%	2 / 3.45%	4.47	0.73

Question	A	B	C	D	F	Mean	StDev
. Your grade expected in this course: (56 Responses)	18 / 31.58%	33 / 57.89%	4 / 7.02%	1 / 1.75%	0 / 0.00%	1.79	0.65

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (59 Responses)	32 / 53.33%	25 / 41.67%	1 / 1.67%	1 / 1.67%	1 / 1.67%	3.49	0.63
2. Course content was consistent with course objectives. (57 Responses)	32 / 54.24%	25 / 42.37%	0 / 0.00%	0 / 0.00%	1 / 1.69%	3.56	0.50
3. I would recommend this course to a friend. (57 Responses)	24 / 40.68%	29 / 49.15%	1 / 1.69%	3 / 5.08%	2 / 3.39%	3.30	0.76

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (60 Responses)	35 / 58.33%	22 / 36.67%	3 / 5.00%	0 / 0.00%	0 / 0.00%	3.53	0.60
2. My instructor encouraged critical thinking and/or appreciation for the subject. (59 Responses)	34 / 56.67%	23 / 38.33%	1 / 1.67%	1 / 1.67%	1 / 1.67%	3.53	0.63
3. My instructor used teaching methods that enhanced my learning. (60 Responses)	24 / 40.00%	28 / 46.67%	7 / 11.67%	1 / 1.67%	0 / 0.00%	3.25	0.73
4. My instructor explained the course's content clearly. (57 Responses)	29 / 48.33%	24 / 40.00%	4 / 6.67%	0 / 0.00%	3 / 5.00%	3.44	0.63
5. My instructor used effective examples and illustrations. (56 Responses)	26 / 44.07%	27 / 45.76%	3 / 5.08%	0 / 0.00%	3 / 5.08%	3.41	0.60
6. I would take another course from this instructor. (59 Responses)	29 / 49.15%	24 / 40.68%	3 / 5.08%	3 / 5.08%	0 / 0.00%	3.34	0.80

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Very relevant information. Important information and data was given.
- This course offered valuable insights into the complexities of international trade, finance, and global economic policies. The subject matter was both relevant and timely, especially in understanding how global events impact economic relationships between nations. The content helped me develop a broader perspective on economic interdependence and equipped me with analytical tools that are applicable to real-world international economic issues. Overall, it was a highly relevant and enriching course.
- Though short, I learned from this course.
- I like this course.
- Very good information taught in this course and super informative.
- The instructor was easy to understand and follow.
- I think only informing us once about the paper and writing center visit at the beginning of the term was very unhelpful. It is Summer and people have work and sports outside of this class like myself and it is helpful when I receive reminders about exams and problem sets so the fact that the writing center due date puts me in a bad position since it is worth 20 points of the paper.
- I feel like there was definitely enough content to this course
- I think the slides and course videos are extremely helpful when preparing for the tests and quizzes.
- This course was informative
- This was a more difficult class, specially being a short summer class. Simply formatted, and easy to set the time aside to get the assignments done.
- course content was very clear and easy to break down enough to understand
- Online course, I mostly learned through slides.
- The course covered important topics in international economics, and the content was relevant overall. But a lot of it felt more like an overview than a deep dive, which I expected more of in a graduate-level course. The textbook wasn't really used much, even though we had to buy it, and the lectures didn't always explain the harder parts, especially the graphs. Most of the assignments were just multiple-choice exams, so there weren't many chances to really apply what we were learning in a deeper way.

- No comments
- This was by far one of the most interesting course I've taken in the MSFE program. Dr. Meredith did a great job keeping the content relevant and provided supplemental information to tie into real world examples. The paper assignment was also challenging and unique to the rest of the course work I've had, but I really enjoyed the research element.
- over-reliance on graphs, graphical representations
- I enjoyed this course more than I thought I would. Dr. Meredith organized the course well and was on track week over week. This was helpful for a graduate student as it sets the expectation up front of what needs to be completed.
- The content of this course was very relevant and valuable, and I had an easy time relating my work to it.
- Great effort made to make awesome lecture videos. I learned a lot from this course. It was a lot and challenging, but professor provided everything I needed to succeed.
- Please provide grading rubric outside of Turnitin dropbox. I wasn't able to find it until I went to turn in the paper.
- N/A
- Good course, I learned a lot
- Given timeliness of subject would be nice to have more update videos
- This is an interesting course that I wish I hadn't taken during the summer. The course content and material is a lot to consume during a summer semester for those who work full time. I enjoy it, but this may be my first potential B in any class.
- Great content and perspectives and well done review of academic material.
- Summer course. Had 4 test with lowest grade removed, and one paper submission.
- In my personal opinion the exam multiple choice questions are a little difficult. I think that the short answer questions are great and allows students to show their understanding of the subject matter. It may be just because this is a condensed course for the short summer semester, but I believe that there is too much specific information that is required to do well on the multiple choice questions.
- The course content is well-structured and aligns closely with real-world economic issues. I found the subject matter both intellectually engaging and practically relevant, especially the applications to trade policy and global economics. The balance between theory and real examples helped make the material more understandable.
- No additional comment needed. All was good.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- The practice exams help a lot. There are a lot of questions but it is very beneficial when studying for exams. Exams are very well made and have the perfect difficulty.
- The textbook and assigned readings provided a solid foundation for understanding key international economic concepts and theories. Homework assignments and papers reinforced the material by encouraging critical thinking and real-world application. Examinations were fair and effectively assessed my understanding of the content. Overall, the combination of course resources supported my learning and contributed to a deeper grasp of global economic dynamics.
- Books were helpful and learned plenty from this course
- Exams were hard.
- Cost friendly and not at all expensive very affordable.
- I do not believe a writing center visit should be worth 20 points. The times I have gone to them before they have made minimal changes that have affected my papers in the past. I do not think that should be worth 1/5 of a paper that is 1/4 the grade of the class.
- Very accessible.
- Everything was great
- I like the practice problems.
- E-book was free. Homework was quick and easy to complete. Didn't feel like I had enough time to write a paper during summer session because of my life schedule and how quickly homework and test were due. Exams were given enough time to complete and easy to navigate.
- Homework instruction were easy to understand, videos in the class were easy to follow
- The content was more difficult because it was a higher level Econ class. The learning material was good, and it definitely challenged me to learn more.
- Value of book and course resources was reasonable
- Didn't really use the book, didn't have any homework. There's a paper, but I haven't done it yet. Exams were fine.
- The textbook was solid but wasn't clearly highlighted early as a key resource, so its importance might have been missed by some. There were no required homework assignments—only optional practice questions—so reinforcement of concepts was limited. There was one paper assigned, and it came with a rubric, which helped clarify expectations and grading criteria. The biggest issue was with exams: despite following all Respondus LockDown Browser procedures, I couldn't access past exams for review. This lack of access seriously hurt my ability to prepare, impacted my learning and progress, and ultimately affected my grade. Overall, the resources had potential but needed better integration and transparency.
- All relevant
- The materials for the course were thorough, and well done. I personally did not utilize the book, I relied more on the professor's notes and videos. The supplemental materials that tied the course to current events were intriguing and I enjoyed having that relevancy added to the course.
- over-reliance on graphs, graphical representations
- Writing the paper in this course was not very helpful. It's not my learning style.
- I very much appreciate the use of an up to date textbook, that highlighted events of the last 10 years rather than some dusty old book written in the 80s. Exams were difficult, mainly due to the extensive course material that had to be covered in a short amount of time (common in summer courses of course) While the Developing Economy paper was very challenging, it was honestly one of the most useful exercises I've had in my MBA. The course content and line of thought was able to be practically applied to a real world situation, and I was able to use my own critical thinking and opinions to formulate a plan for my country. I thought it was a lot of fun and super interesting
- N/A
- Just ok
- All resources, materials, and lectures have been essential and well-presented.
- The value of the homework, paper, and exams was above the expected.
- the videos the instructor makes are good. It may be because I work 12-16 hours per day, but the videos get a bit long and by the time of watching videos there is not enough time to read the book for more context.
- The lectures and course materials were thoughtfully designed, and the concepts were presented in a clear and accessible way. The professor does a great job of making complex theories understandable, often incorporating humor and engaging examples to hold interest.
- All very helpful.

Please provide any suggestions for improving this course.

- I wish this course was offered a full semester. There's a lot of really good content that could go in depth.
- I do not have any suggestions for improving this course. The content was well-structured, the materials were effective, and the learning objectives were clearly met. It was a well-designed and informative course that enhanced my understanding of international economics.
- Though a summer course, I do not have much to say.
- NA
- None overall great course taught by a very good instructor.
- n/a
- Nothing
- Discussion board instead of a full paper during summer session.
- N/A
- I have no suggestions.
- N/A
- All good.

- The course would benefit from making the textbook's importance crystal clear from day one, so students don't overlook a key resource. Requiring mandatory homework or graded practice questions would push students to engage with the material more consistently, since optional practice isn't enough. While the single paper had a rubric, providing sample papers or clearer guidance would help reduce confusion and set expectations. The biggest issue was the inability to review past exams, and the lack of clear, proactive communication from the instructor about how to resolve this was frustrating and seriously hindered my learning, preparation, and ultimately my grade. Finally, adding more interactive elements like discussions or case studies would make the material more relevant and engaging overall.
- No improvements
- I honestly really enjoyed the course as is. I also sincerely appreciate that the course was created to fit a summer semester, not cramming an overbearing amount of busy work into 4-weeks, it was manageable to complete.
- use less graphs for instruction and testing
- I thought the course was well structured and conveyed the material well. If I were to make recommendations to potential future students though it would be to try to take the course in a Fall or Spring semester, and not the summer. It was just very difficult to complete lecture videos, reading, and practice questions for the courses in one week ahead of the exam. I pretty much skipped the lecture content for the most part and focused on reading the book and exam prep
- N/A
- None
- More update videos
- I believe the only thing I would do differently is take the class during a full semester.
- Potentially more time on the graphing sections.
- While the course content is valuable, I think it could benefit from a few more interactive or hands-on components, like policy simulations or data analysis exercises. These would help bridge the gap between theory and application.
- None

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Overall very good class and professor. Keep up the good work!
- The instructor demonstrated excellent knowledge of international economics and communicated the material clearly and effectively. Their teaching methods were engaging and well-organized, making complex concepts easier to understand. The instructor consistently aligned lessons and assessments with the course objectives, providing timely feedback that supported student learning. Overall, the instructor created a positive and productive learning environment.
- Enjoyed this course would, take this instructor again.
- NA
- Instructor did a good job explaining all the concepts and was helpful when having any questions!
- n/a
- Instructor does an excellent job at explaining assignments.
- I had this professor in person and its pretty similar to online so I would say he's a great professor
- I think the professor does a great job at trying to keep all students engaged and on the same page.
- I like that grade were completed quickly. Class instruction and format were easy to navigate. Instructor was very organized.
- Instructor was informative and replied quickly to emails, instructions on assignments were clear and easy to follow
- Dr. Meredith is great and I definitely enjoy him in person more. He is helpful, and wants his students to learn!
- I feel that course was very informational and one of the clear classes I've taken so far.
- Instructor seems nice, but I haven't really interacted much outside of the syllabus and a few emails.
- The instructor demonstrated solid knowledge of the subject, and the encouragement of critical thinking was a strong point. However, the teaching methods often lacked engagement and felt somewhat disconnected from practical application, which made it harder to stay focused. Organization was inconsistent—key resources like the textbook weren't emphasized early on, leading to confusion about what to prioritize. Communication was a major weak spot, especially around exam procedures; the lack of clear guidance and follow-up about accessing past exams negatively impacted preparation and confidence. Assessment methods were reasonable, but transparency could be improved, particularly regarding grading expectations. Overall, the instructor has a good foundation but needs to tighten communication, clarify priorities, and make teaching more interactive to improve student experience.
- His lectures are excellent for understanding the material
- The professor's materials were very thorough, and relevant to the tests. I relied on the videos and powerpoint notes for studies and always felt very prepared for the tests with those. Professor Meredith communicated clearly with the class and always provided reminders for when tests were opening/closing so you weren't confused or missing a due date. The videos were engaging and interesting and having them broken down into smaller sections allowed for easier re-review if you needed to go back. Again, I really appreciated that this course was created to fit into a summer semester and wasn't cramming the same workload of a full semester course into 4-weeks. This class was the perfect summer course workload, still challenging but not overbearing to handle on top of work/other responsibilities. Sincerely appreciate Professor Meredith's approach to the course!
- over-reliance on graphs, graphical representations
- Dr. Meredith was great to work with but has very strict expectations when it comes to writing a paper. I wish Dr. Meredith could give out more extra credits where able because exam scores are weighted very very high. If you do well in one exam but don't in another, there is no relief and your grade will suffer.
- Dr. Meredith structured his class well and communicated the material effectively
- Great teacher and relevant information.
- Great course - objectives are clear and there is sufficient content available for students. I liked the paper the most.
- N/A
- Great teacher, I like his structure of his classes. Very helpful
- I've taken a couple courses with Dr. Meredith during my MSFE program. He is a professional, an effective communicator, and sets clear expectations.
- Great job by the professor.
- Less graphs with tricky wording.
- Dr. Meredith is an outstanding instructor. This is my second consecutive semester with him, and I continue to appreciate his clarity, organization, and responsiveness. He replies to emails promptly, provides quick turnaround on grading, and offers valuable feedback on assessments. His teaching methods are very effective—especially in an online format where clarity and structure are critical. The course is intense and the workload is steep, but everything is well-aligned with the learning objectives. The most impactful part of the course is the graph videos. They distill complex ideas into visual logic and bring together multiple concepts in a way that enhances deep understanding. In fact, I found that mastering the graphs was the key to doing well on exams. The lecture videos are also very helpful, but the graphs really elevate the learning experience. A suggestion for future students: always assess your confidence with the graphs for each module—that's a reliable indicator of how well you've understood the content and how you'll perform on the tests.
- Instructor was thorough, concise, and helpful with follow up correspondence.

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Name: Neil Meredith

Evaluation Session: Summer 2025

Comprehensive Report for SEM/INTERNAL ECO DEV (2025SU1*ECON*6341*70) - Meredith, Neil - Summer 2025

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (30 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	28 / 93.33%	2 / 6.67%	5.07	0.25
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (29 Responses)	14 / 48.28%	14 / 48.28%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.50	0.51	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (30 Responses)	20 / 66.67%	10 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.48
2. Course content was consistent with course objectives. (30 Responses)	20 / 66.67%	10 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.48
3. I would recommend this course to a friend. (30 Responses)	16 / 53.33%	14 / 46.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.53	0.51

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (30 Responses)	21 / 70.00%	8 / 26.67%	1 / 3.33%	0 / 0.00%	0 / 0.00%	3.67	0.55
2. My instructor encouraged critical thinking and/or appreciation for the subject. (30 Responses)	18 / 60.00%	12 / 40.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.60	0.50
3. My instructor used teaching methods that enhanced my learning. (30 Responses)	15 / 50.00%	11 / 36.67%	4 / 13.33%	0 / 0.00%	0 / 0.00%	3.37	0.72
4. My instructor explained the course's content clearly. (30 Responses)	19 / 63.33%	8 / 26.67%	2 / 6.67%	0 / 0.00%	1 / 3.33%	3.59	0.63
5. My instructor used effective examples and illustrations. (30 Responses)	17 / 56.67%	11 / 36.67%	1 / 3.33%	0 / 0.00%	1 / 3.33%	3.55	0.57
6. I would take another course from this instructor. (30 Responses)	19 / 63.33%	9 / 30.00%	1 / 3.33%	1 / 3.33%	0 / 0.00%	3.53	0.73

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Online course, I mostly learned through slides.
- The course covered important topics in international economics, and the content was relevant overall. But a lot of it felt more like an overview than a deep dive, which I expected more of in a graduate-level course. The textbook wasn't really used much, even though we had to buy it, and the lectures didn't always explain the harder parts, especially the graphs. Most of the assignments were just multiple-choice exams, so there weren't many chances to really apply what we were learning in a deeper way.
- No comments
- This was by far one of the most interesting course I've taken in the MSFE program. Dr. Meredith did a great job keeping the content relevant and provided supplemental information to tie into real world examples. The paper assignment was also challenging and unique to the rest of the course work I've had, but I really enjoyed the research element.
- over-reliance on graphs, graphical representations
- I enjoyed this course more than I thought I would. Dr. Meredith organized the course well and was on track week over week. This was helpful for a graduate student as it sets the expectation up front of what needs to be completed.
- The content of this course was very relevant and valuable, and I had an easy time relating my work to it.
- Great effort made to make awesome lecture videos. I learned a lot from this course. It was a lot and challenging, but professor provided everything I needed to succeed.
- Please provide grading rubric outside of Turnitin Dropbox. I wasn't able to find it until I went to turn in the paper.
- N/A
- Good course, I learned a lot
- Given timeliness of subject would be nice to have more update videos
- This is an interesting course that I wish I hadn't taken during the summer. The course content and material is a lot to consume during a summer semester for those who work full time. I enjoy it, but this may be my first potential B in any class.
- Great content and perspectives and well done review of academic material.
- Summer course. Had 4 test with lowest grade removed, and one paper submission.
- In my personal opinion the exam multiple choice questions are a little difficult. I think that the short answer questions are great and allows students to show their understanding of the subject matter. It may be just because this is a condensed course for the short summer semester, but I believe that there is too much specific information that is required to do well on the multiple choice questions.
- The course content is well-structured and aligns closely with real-world economic issues. I found the subject matter both intellectually engaging and practically relevant, especially the applications to trade policy and global economics. The balance between theory and real examples helped make the material more understandable.
- No additional comment needed. All was good.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Didn't really use the book, didn't have any homework. There's a paper, but I haven't done it yet. Exams were fine.

- The textbook was solid but wasn't clearly highlighted early as a key resource, so its importance might have been missed by some. There were no required homework assignments—only optional practice questions—so reinforcement of concepts was limited. There was one paper assigned, and it came with a rubric, which helped clarify expectations and grading criteria. The biggest issue was with exams: despite following all Respondus LockDown Browser procedures, I couldn't access past exams for review. This lack of access seriously hurt my ability to prepare, impacted my learning and progress, and ultimately affected my grade. Overall, the resources had potential but needed better integration and transparency.
- All relevant
- The materials for the course were thorough, and well done. I personally did not utilize the book, I relied more on the professor's notes and videos. The supplemental materials that tied the course to current events were intriguing and I enjoyed having that relevancy added to the course.
- over-reliance on graphs, graphical representations
- Writing the paper in this course was not very helpful. It's not my learning style.
- I very much appreciate the use of an up to date textbook, that highlighted events of the last 10 years rather than some dusty old book written in the 80s. Exams were difficult, mainly due to the extensive course material that had to be covered in a short amount of time (common in summer courses of course) While the Developing Economy paper was very challenging, it was honestly one of the most useful exercises I've had in my MBA. The course content and line of thought was able to be practically applied to a real world situation, and I was able to use my own critical thinking and opinions to formulate a plan for my country. I thought it was a lot of fun and super interesting
- N/A
- Just ok
- All resources, materials, and lectures have been essential and well-presented.
- The value of the homework, paper, and exams was above the expected.
- the videos the instructor makes are good. It may be because I work 12-16 hours per day, but the videos get a bit long and by the time of watching videos there is not enough time to read the book for more context.
- The lectures and course materials were thoughtfully designed, and the concepts were presented in a clear and accessible way. The professor does a great job of making complex theories understandable, often incorporating humor and engaging examples to hold interest.
- All very helpful.

Please provide any suggestions for improving this course.

- All good.
- The course would benefit from making the textbook's importance crystal clear from day one, so students don't overlook a key resource. Requiring mandatory homework or graded practice questions would push students to engage with the material more consistently, since optional practice isn't enough. While the single paper had a rubric, providing sample papers or clearer guidance would help reduce confusion and set expectations. The biggest issue was the inability to review past exams, and the lack of clear, proactive communication from the instructor about how to resolve this was frustrating and seriously hindered my learning, preparation, and ultimately my grade. Finally, adding more interactive elements like discussions or case studies would make the material more relevant and engaging overall.
- No improvements
- I honestly really enjoyed the course as is. I also sincerely appreciate that the course was created to fit a summer semester, not cramming an overbearing amount of busy work into 4-weeks, it was manageable to complete.
- use less graphs for instruction and testing
- I thought the course was well structured and conveyed the material well. If I were to make recommendations to potential future students though it would be to try to take the course in a Fall or Spring semester, and not the summer. It was just very difficult to complete lecture videos, reading, and practice questions for the courses in one week ahead of the exam. I pretty much skipped the lecture content for the most part and focused on reading the book and exam prep
- N/A
- None
- More update videos
- I believe the only thing I would do differently is take the class during a full semester.
- Potentially more time on the graphing sections.
- While the course content is valuable, I think it could benefit from a few more interactive or hands-on components, like policy simulations or data analysis exercises. These would help bridge the gap between theory and application.
- None

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Instructor seems nice, but I haven't really interacted much outside of the syllabus and a few emails.
- The instructor demonstrated solid knowledge of the subject, and the encouragement of critical thinking was a strong point. However, the teaching methods often lacked engagement and felt somewhat disconnected from practical application, which made it harder to stay focused. Organization was inconsistent—key resources like the textbook weren't emphasized early on, leading to confusion about what to prioritize. Communication was a major weak spot, especially around exam procedures; the lack of clear guidance and follow-up about accessing past exams negatively impacted preparation and confidence. Assessment methods were reasonable, but transparency could be improved, particularly regarding grading expectations. Overall, the instructor has a good foundation but needs to tighten communication, clarify priorities, and make teaching more interactive to improve student experience.
- His lectures are excellent for understanding the material
- The professor's materials were very thorough, and relevant to the tests. I relied on the videos and powerpoint notes for studies and always felt very prepared for the tests with those. Professor Meredith communicated clearly with the class and always provided reminders for when tests were opening/closing so you weren't confused or missing a due date. The videos were engaging and interesting and having them broken down into smaller sections allowed for easier re-review if you needed to go back. Again, I really appreciated that this course was created to fit into a summer semester and wasn't cramming the same workload of a full semester course into 4-weeks. This class was the perfect summer course workload, still challenging but not overbearing to handle on top of work/other responsibilities. Sincerely appreciate Professor Meredith's approach to the course!
- over-reliance on graphs, graphical representations
- Dr. Meredith was great to work with but has very strict expectations when it comes to writing a paper. I wish Dr. Meredith could give out more extra credits where able because exam scores are weighted very very high. If you do well in one exam but don't in another, there is no relief and your grade will suffer.
- Dr. Meredith structured his class well and communicated the material effectively
- Great teacher and relevant information.
- Great course - objectives are clear and there is sufficient content available for students. I liked the paper the most.
- N/A
- Great teacher, I like his structure of his classes. Very helpful
- I've taken a couple courses with Dr. Meredith during my MSFE program. He is a professional, an effective communicator, and sets clear expectations.
- Great job by the professor.
- Less graphs with tricky wording.
- Dr. Meredith is an outstanding instructor. This is my second consecutive semester with him, and I continue to appreciate his clarity, organization, and responsiveness. He replies to emails promptly, provides quick turnaround on grading, and offers valuable feedback on assessments. His teaching methods are very effective—especially in an online format where clarity and structure are critical. The course is intense and the workload is steep, but everything is well-aligned with the learning objectives. The most impactful part of the course is the graph videos. They distill complex ideas into visual logic and bring together multiple concepts in a way that enhances deep understanding. In fact, I found that mastering the graphs was the key to doing well on exams. The lecture videos are also very helpful, but the graphs really elevate the learning experience. A suggestion for future students: always assess your confidence with the graphs for each module—that's a reliable indicator of how well you've understood the content and how you'll perform on the tests.
- Instructor was thorough, concise, and helpful with follow up correspondence.

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