A&S Spring 2017 Instructor Report for SP2017.L11.Econ.493.02 - Mathematical Economics (David Lindequist)

A&S Spring 2017 Course Evaluations

Project Audience 7
Responses Received 7
Response Ratio 100%

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from your specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions or concerns about your report, please contact evals@wustl.edu

Reports will not be generated for course sections with no responses.

Creation Date   Wed, Jun 07, 2017

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

Learning

Competency Statistics	Value
Mean	4.21
Median	4.00
Mode	4
Standard Deviation	0.69

1. I have found the course intellectually challenging and stimulating

2. I have learned something which I consider valuable

3. My interest in the subject has increased as a consequence of this course

4. I have learned and understood the subject materials of this course

Organization

Competency Statistics	Value
Mean	4.68
Median	5.00
Mode	5
Standard Deviation	0.48

1. Instructor's explanations were clear

2. Course materials were well prepared and carefully explained

3. Proposed objectives agreed with those actually taught so I knew where the course was going

4. Instructor gave lectures that facilitated taking notes

Enthusiasm (David Lindequist)

Competency Statistics	Value
Mean	4.36
Median	4.00
Mode	4
Standard Deviation	0.63

1. Instructor was enthusiastic about teaching the course

2. Instructor was dynamic and energetic in conducting the course

3. Instructor enhanced presentations with the use of humor

4. Instructor's style of presentation held my interest during class

Individual rapport (David Lindequist)

Competency Statistics	Value
Mean	4.82
Median	5.00
Mode	5
Standard Deviation	0.39

1. Instructor was friendly towards individual students

2. Instructor made students feel welcome in seeking help/advice in or outside of class

3. Instructor had a genuine interest in individual students

4. Instructor was adequately accessible to students during office hours or after class

Course and Instructor Evaluation - Comparison Detail

Learning	
	Score (4.21) Department (4.09) School (4.29)

Organization	
	Score (4.68) Department (4.06) School (4.24)

Enthusiasm (David Lindequist)	
	Score (4.36) Department (4.24) School (4.40)

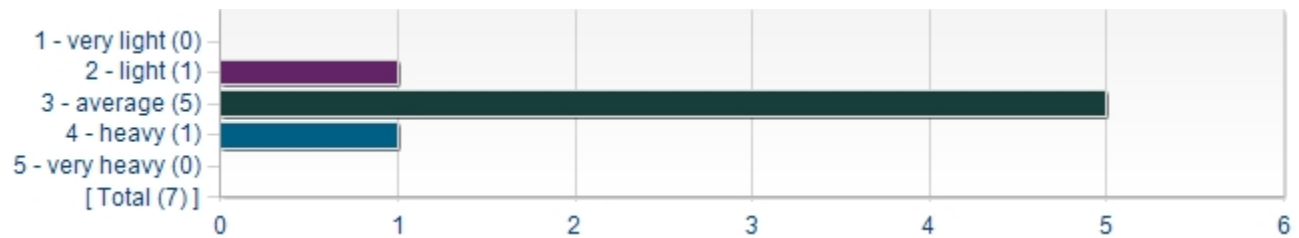| Individual rapport (David Lindequist)	
	Score (4.82) Department (4.43) School (4.51)

Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.
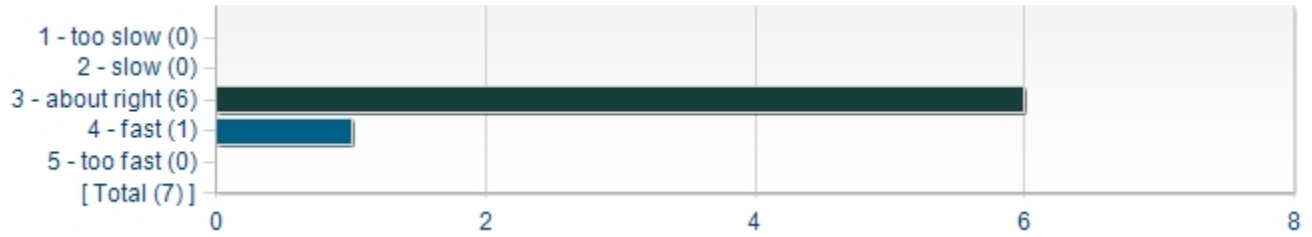
Course difficulty relative to other courses was
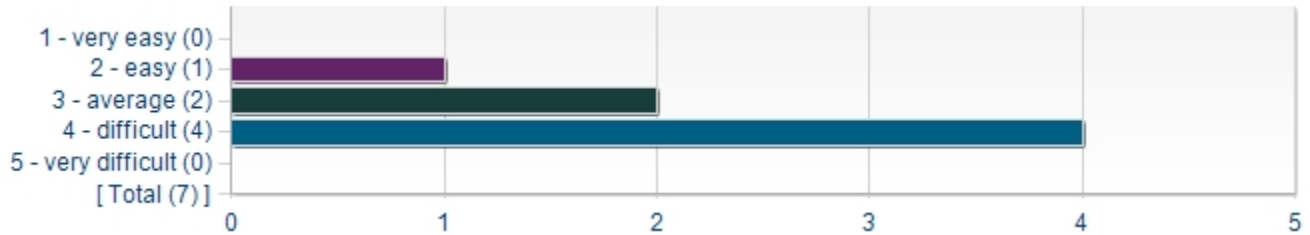
Statistics	Value
Mean	3.43
Median	4.00
Mode	4
Standard Deviation	0.79

Course workload relative to other courses was

Statistics	Value
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	0.58

Course pace was

Statistics	Value
Mean	3.14
Median	3.00
Mode	3
Standard Deviation	0.38

Hours per week required outside of class
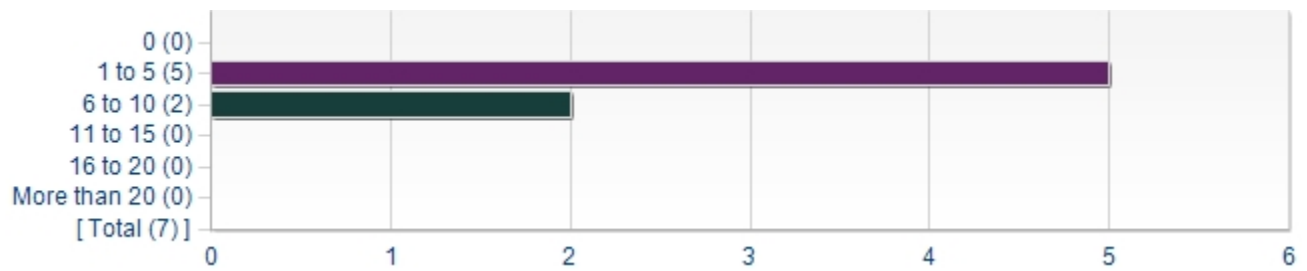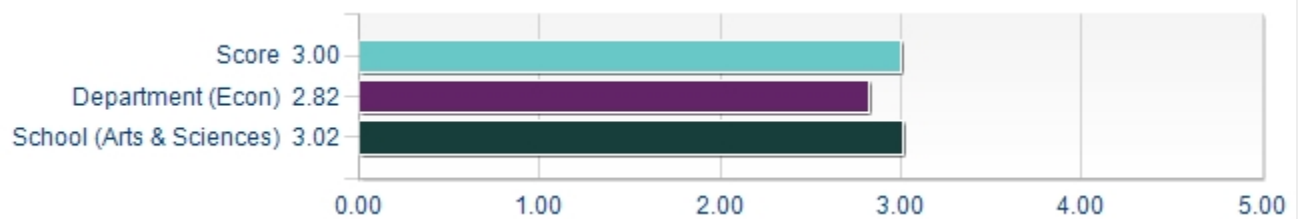

Statistics	Value
Mean	2.29
Median	2.00
Mode	2
Standard Deviation	0.49

Varied Rating Scale - Comparison Detail

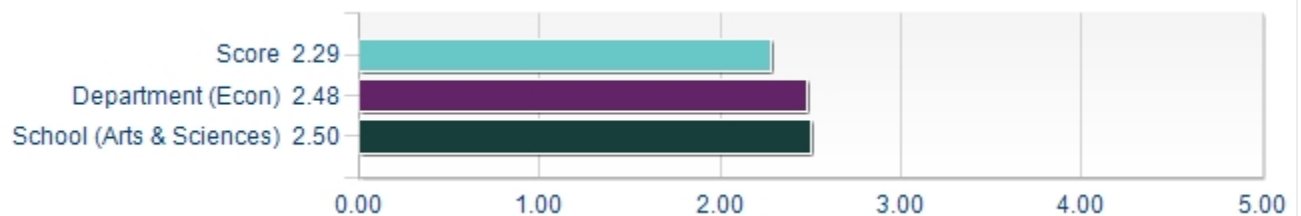### 1. Course difficulty relative to other courses was
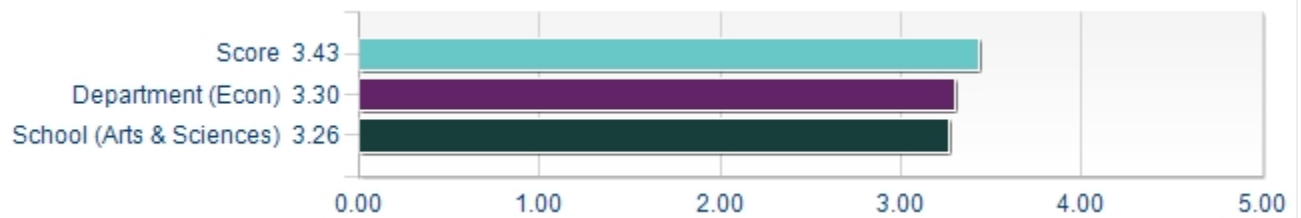
	Score
Score	3.43
Department (Econ)	3.30
School (Arts & Sciences)	3.26

2. Course workload relative to other courses was

	Score
Score	3.00
Department (Econ)	2.82
School (Arts & Sciences)	3.02

3. Course pace was

	Score
Score	3.14
Department (Econ)	3.11
School (Arts & Sciences)	3.19

4. Hours per week required outside of class

	Score
Score	2.29
Department (Econ)	2.48
School (Arts & Sciences)	2.50
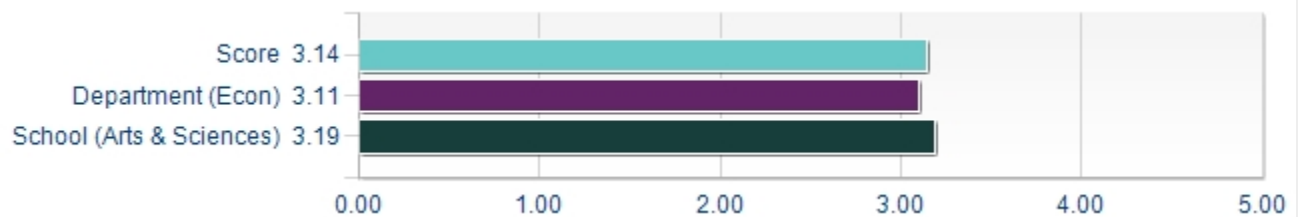
Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
I would strongly recommend this course to other students who are seeking mathematical help in studying economics. The instructor was well-prepared for every lecture, and his teaching style was easy to understand. The instructor also was easy to access to ask questions during office hours,after the class, and via appointment.
Start the problem sets ahead of time, they are long and will not go well if you procrastinate. Also seek outside help, David is very helpful with answering questions you may have.
Do the homework
It moves quickly. Be prepared to follow along and don't get behind.
More work than the 1 unit that the class is worth.
Do it
Keep up with the material; If you don't understand something ask for help sooner rather than later because 493 is only 7 weeks long and it will be time to take the final before you know it.

Describe at least one thing about this course that helped you learn.

Comments
I became more confident with solving mathematical economics problems.
The lectures.
The problem sets helped to give a sense of how the concepts are applied. Also, the flexibility of the schedule was comforting.
Lectures were very helpful and were at a great pace for note taking.
Clear lectures and notes.
Teacher very available
David's problem sets, though difficult, thoroughly covered the material that he wanted us to learn.

Describe at least one thing that could be changed about this course to help you learn.

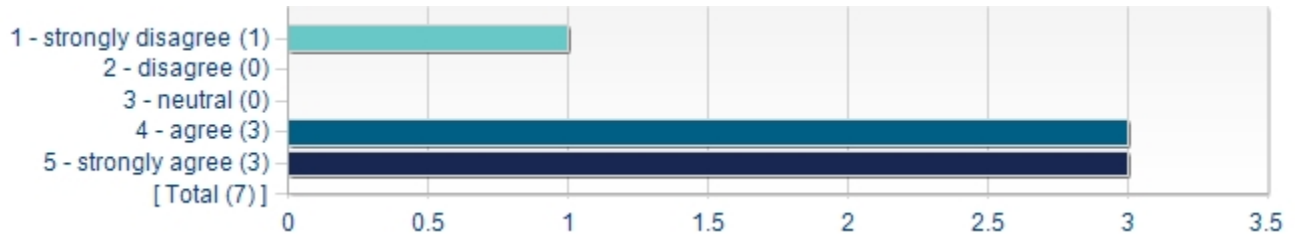| Comments |
| --- |
| I found this course very helpful, and overall am very satisfied with taking this course. I would like to take this course for a semester-long instead, so I could study materials in depth. |
| I think it is a lot to weigh five huge homework assignments as 50% of ones grade, because if you mess up one problem that is a big hit to your overall grade. I think there should be 10 homework assignments 5% each essentially half the length as the old ones and assign two a week. This way there are more opportunities for students to improve their grade. It will also improve students retention of material because they will be looking at it more frequently throughout the week if there are 2 assignments to do. |
| More examples of problems in lectures could have helped more than just some of the theoretical stuff that we went through, even though there is importance there as well. |
| Homework that was less difficult relative to the final exam. |
| Less hard homeowrk |
| Extra optional problem sets would have been nice to use to practice the material |

Classroom Environment

The instructor David Lindequist promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.

Response	Count
1 - strongly disagree	(1)
2 - disagree	(0)
3 - neutral	(0)
4 - agree	(3)
5 - strongly agree	(3)
[Total (7)]	

Statistics	Value
Mean	4.00
Median	4.00
Mode	4, 5
Standard Deviation	1.41

Where relevant, please give specific examples to explain your answer above.

Comments
Seemed very fair to everyone.