A&S Fall 2017 Instructor Report for FL2017.L11.Econ.493.01 - Mathematical Economics (David Lindequist)

A&S Fall 2017 Course Evaluations

Project Audience 15
Responses Received 15
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 about this report, please contact evals@wustl.edu

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

Creation Date   Tue, Jan 02, 2018

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	4.30
Median	4.00
Mode	5
Standard Deviation	0.83

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	4.53
Median	5.00
Mode	5
Standard Deviation	0.77

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)

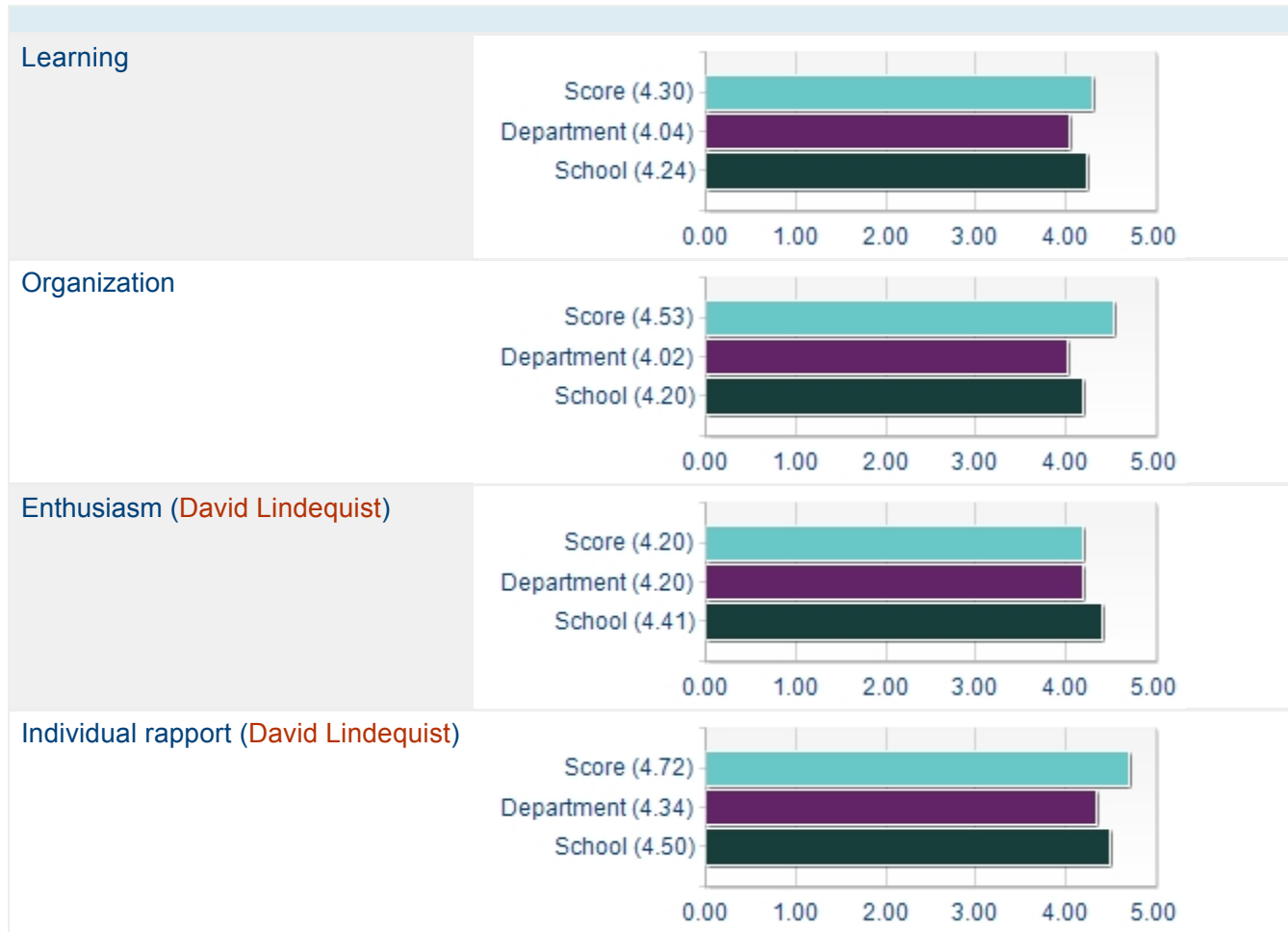| Competency Statistics	Value
Mean	4.20
Median	4.00
Mode	4
Standard Deviation	0.80

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	4.72
Median	5.00
Mode	5
Standard Deviation	0.56

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 (4.30) Department (4.04) School (4.24)

Organization	
	Score (4.53) Department (4.02) School (4.20)

Enthusiasm (David Lindequist)	
	Score (4.20) Department (4.20) School (4.41)

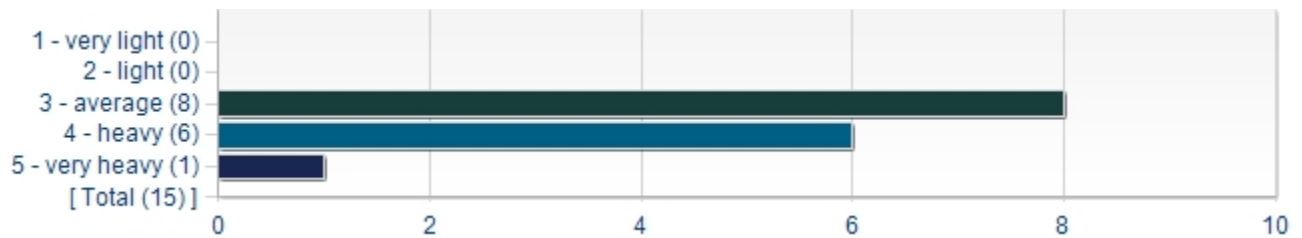| Individual rapport (David Lindequist)	
	Score (4.72) Department (4.34) School (4.50)

Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.
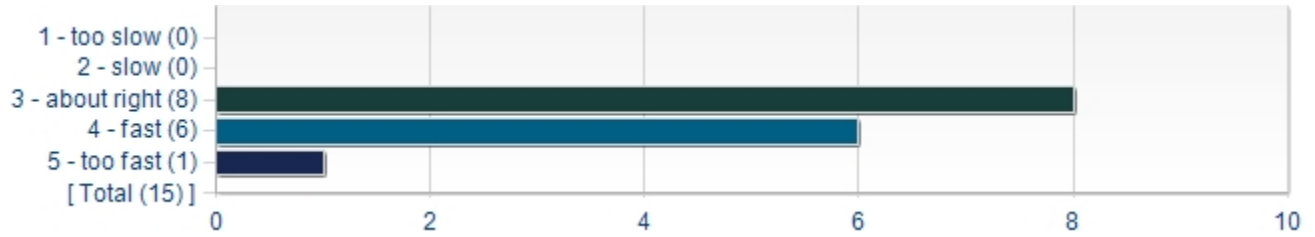
Course difficulty relative to other courses was
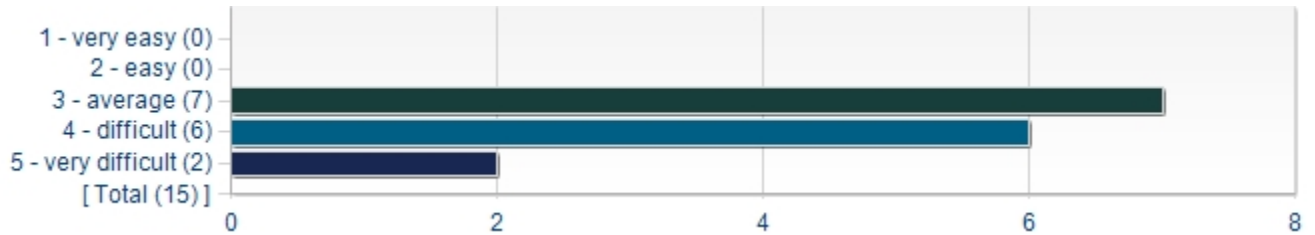
Statistics	Value
Mean	3.67
Median	4.00
Mode	3
Standard Deviation	0.72

Course workload relative to other courses was

Statistics	Value
Mean	3.53
Median	3.00
Mode	3
Standard Deviation	0.64

Course pace was

Statistics	Value
Mean	3.53
Median	3.00
Mode	3
Standard Deviation	0.64

Hours per week required outside of class
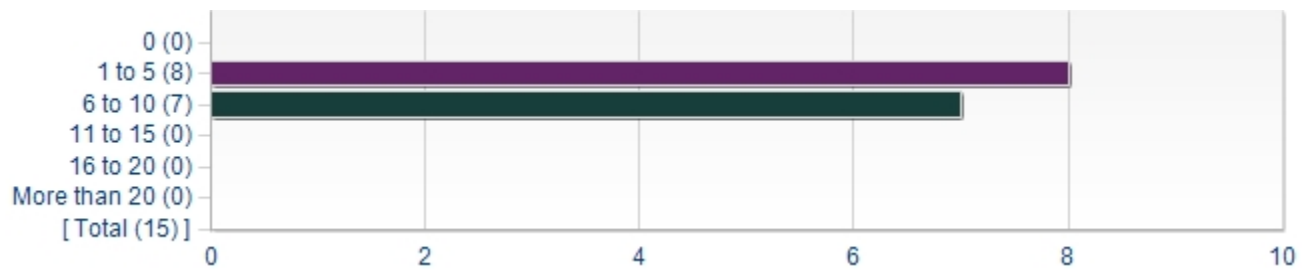
Statistics	Value
Mean	2.47
Median	2.00
Mode	2
Standard Deviation	0.52

Varied Rating Scale - Comparison Detail

1. Course difficulty relative to other courses was
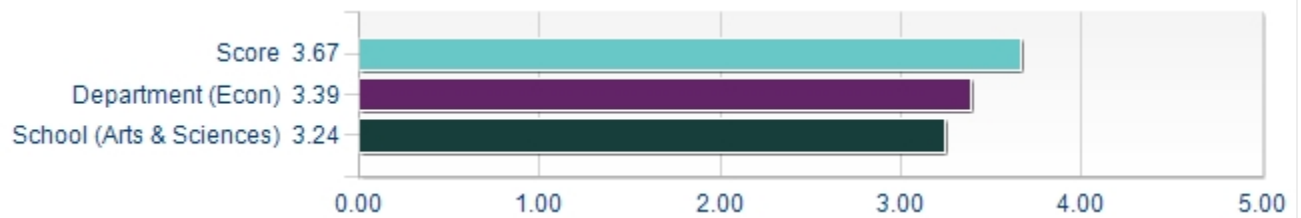
Score	3.67
Department (Econ)	3.39
School (Arts & Sciences)	3.24

2. Course workload relative to other courses was

Score	3.53
Department (Econ)	2.72
School (Arts & Sciences)	2.92

3. Course pace was

Score	3.53
Department (Econ)	3.23
School (Arts & Sciences)	3.21

4. Hours per week required outside of class

Score	2.47
Department (Econ)	2.42
School (Arts & Sciences)	2.49
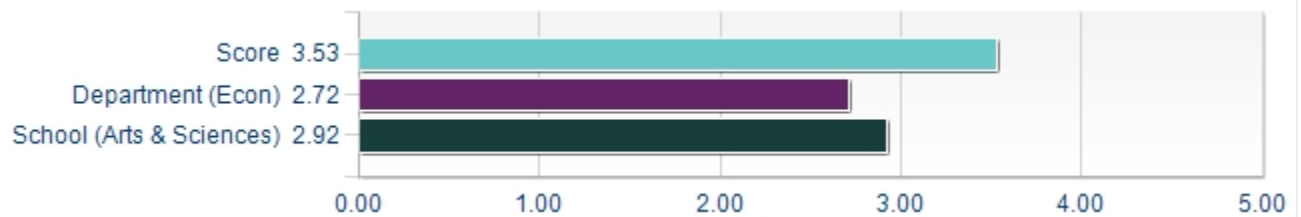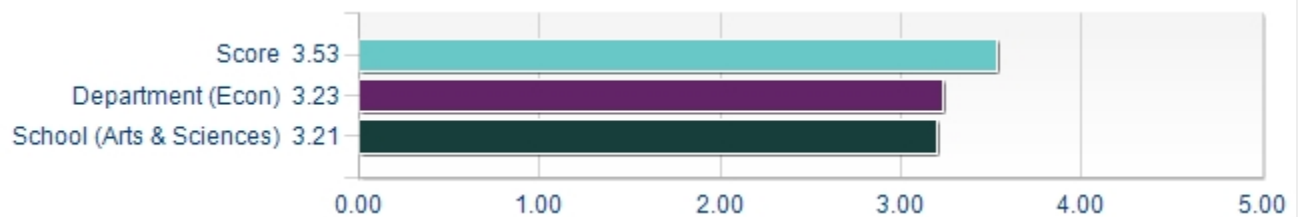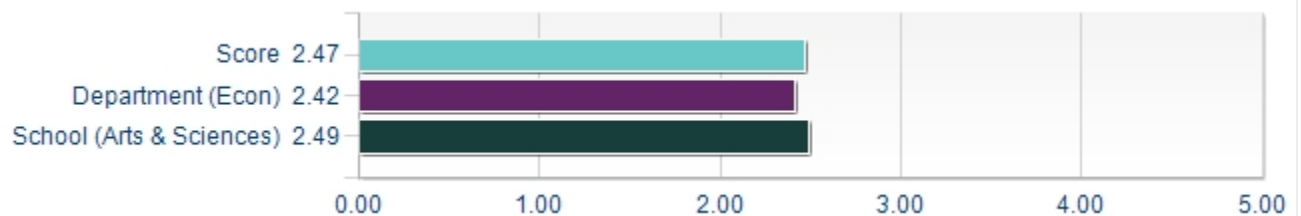
Short Answer Responses

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

Comments
Definitely take it as a substitute to Calc III in the econ major. It is compressed into a short period of time, but you learn a lot.
It is a good substitute for taking Calc 3 for economics majors.
Great class to take in combination with Econ 4011. Taking both classes simultaneously definitely helps reinforce overlapping concepts.
Even though it is just 1 credit, it'll feel like another 3 credit class while you are in it.
Make sure to keep up with the material because it will be a lot harder to catch up once you are behind
This course is taught very well, but going to office hours for the problem sets and reviewing anything you don't understand is crucial.
A fantastic background for later advanced economics courses, this class works through calculus principles through economic applications which provides important context. Thorough instruction, you will understand why the methods work and where they come from.
Go to office hours!
If you are an econ major and you are deciding between taking math econ or calc 3, math econ is the way to go. The material is interesting and applies directly to economics and you are done with the course half way through the semester. While it is stressful because you essentially are adding another 3 credit class during the first half of the semester, it is worth it.
This is a good course that gives you some background in what is being taught in Intermediate Micro
The course moves at a pretty fast pace and the content is fairly difficult.

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

Comments
David was always very receptive to asking for extra help.
The office hours and homework helped me learn the concepts
The homework was pretty long and intense in its calculations; however, this really helped me make sure I was getting enough practice and doing problems correctly especially because the homework is weighted so heavily.
Solidified my understanding of mathematical concepts with respect to economics.
The instructor was very helpful for answering questions both inside and outside of class
Going to office hours and asking questions in class
Partial derivatives, total derivatives, total differentiation, degrees of homogeneity, Kuhn–Tucker and the Lagrangian method, constrained optimization, density functions, and more. All useful skills for math–heavy economics courses.
Working with other class mates
The homework's perfectly covered what we learned in class and what was needed for the final exam and therefore really helped me learn.
Basic Calculus 3
The lecture notes were relevant and easy to follow when doing the homework
The solution keys posted after each assignment were helpful as they had explanations.

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

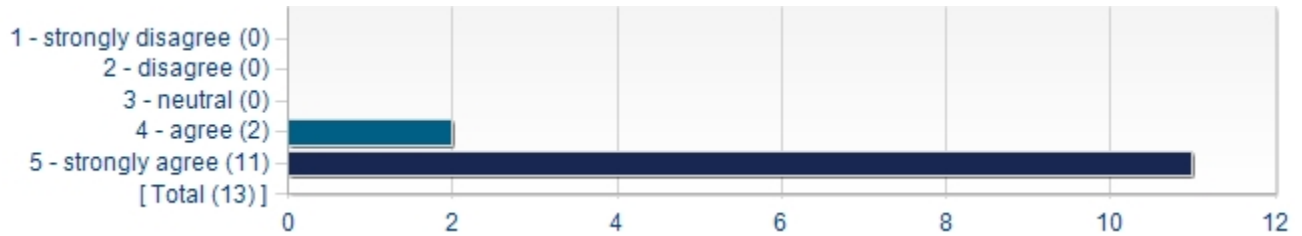| Comments |
| --- |
| I'm not a big fan of the 5:30–7pm on Monday and Wednesdays. |
| Not as many mathematical derivations |
| I personally wish the class could have been offered at an earlier time simply because I'm pretty tired from all of my other classes/activities by 5:30 and sometimes found it hard to pay close attention. |
| There could be more examples of problems online to reference when trying to do the homeworks |
| I feel like if the notes were pre–printed, it would save time during lecture and allow time for more questions or interesting examples. I liked when the economics concepts were expressed in terms of a tangible example, so more of that would be great. |
| A slighter longer class so we can do more practice examples. |
| Maybe hand outs with the notes on them. I found that the pace was such that I could not write and absorb at the same time. The reading was not that helpful so a lot of the learning happened in office hours. I did enjoy this class and think the stuff we learned gave my brain a good work out. |
| Nothing. |
| Slightly easier/more explanatory problem sets |
| If the past year's materials were more relevant it would have been helpful as there would be more examples |

Classroom Environment

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

1 - strongly disagree (0)	
2 - disagree (0)	
3 - neutral (0)	
4 - agree (2)	
5 - strongly agree (11)	
[Total (13)]	

Statistics	Value
Mean	4.85
Median	5.00
Mode	5
Standard Deviation	0.38

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

Comments
Always helpful
Professor Lindequist never treated anyone differently and let his students decide which sections they wanted to attend (M/T) or (W/R). In doing this I think he was being very understanding and considerate of every individual's circumstances and schedules.
This doesn't really seem relevant. This was a math class
David was by the far the best instructor I have had at WUSTL. He was passionate about the subject he teaches and has an accute knowledge of what students want from their instructors. He was always very helpful and made sure that everyone had an equal opportunity to do well in the class.

Personalized Questions

Which part/topic of the class did you find the most challenging?

Comments
Interpreting the Lagrange Multipliers
The homework
Kuhn–Tucker
Langraniam proofs
The very last concept about complementary slackness
Lagrangian method + constrained optimization
The fact that solutions to homework simply had the answers and did not show you steps to how to solve the problems making the material more difficult to learn
Constrained Optimization was hard but Khun Tucker was really hard
The actual content of the class was pretty challenging. This made some of the homeworks very long and stressful.
Proofs of the different theories and the problem sets
The Kuhn–Tucker
The problem sets were difficult and very interconnected within each set so that if you could not figure out one problem, it was very difficult to finish the rest.

Would you have rather taken more quizzes and fewer homeworks?

Comments
No.
No
No I liked the homeworks because they gave me a chance to engage with the material and David was very available to meet to answer questions.
No
No – definitely more homeworks than quizzes.
No
No. The quiz and homeworks required the same amount of work to prepare/complete, but the quiz was just more stressful.
I don't think it would make a huge difference, both are equally useful for learning
I'm not sure
No!!
No
No,I liked how the class was set up.
Yes