A&S Fall 2017 Instructor Report for FL2017.L11.Econ.493.02 - 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	4.02
Median	4.00
Mode	4
Standard Deviation	0.81

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	4.67
Median	5.00
Mode	5
Standard Deviation	0.51

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	4.22
Median	4.00
Mode	4, 5
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	4.90
Median	5.00
Mode	5
Standard Deviation	0.30

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 (4.02) — 4.02 Department (4.04) — 4.04 School (4.24) — 4.24

Organization	
	Score (4.67) — 4.67 Department (4.02) — 4.02 School (4.20) — 4.20

Enthusiasm (David Lindequist)	
	Score (4.22) — 4.22 Department (4.20) — 4.20 School (4.41) — 4.41

Individual rapport (David Lindequist)	
	Score (4.90) — 4.90 Department (4.34) — 4.34 School (4.50) — 4.50

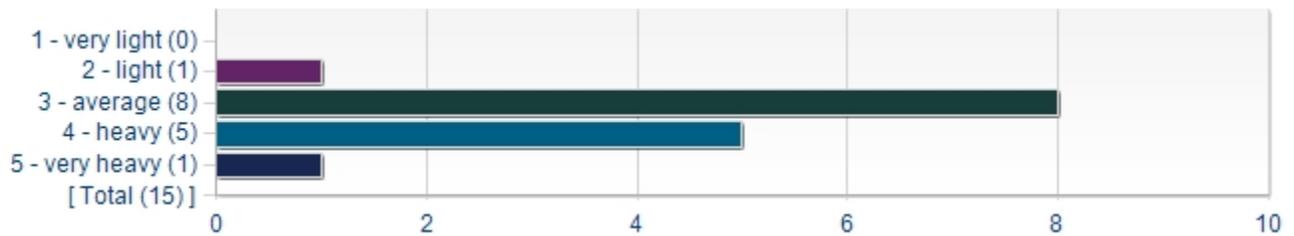# Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

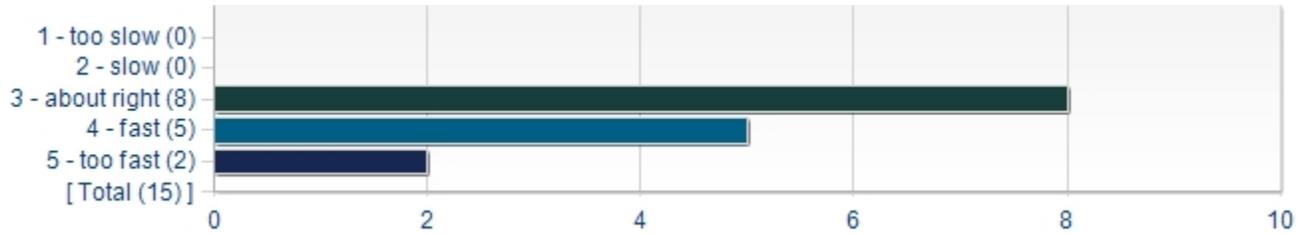## Course difficulty relative to other courses was
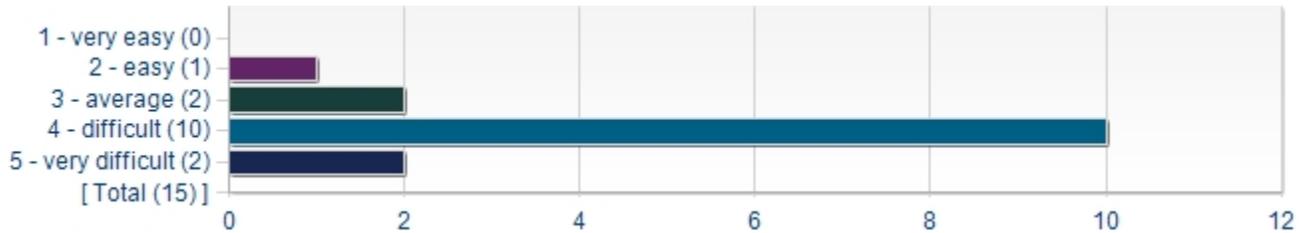
Statistics	Value
Mean	3.87
Median	4.00
Mode	4
Standard Deviation	0.74

Course workload relative to other courses was

Statistics	Value
Mean	3.40
Median	3.00
Mode	3
Standard Deviation	0.74

Course pace was

Statistics	Value
Mean	3.60
Median	3.00
Mode	3
Standard Deviation	0.74

Hours per week required outside of class
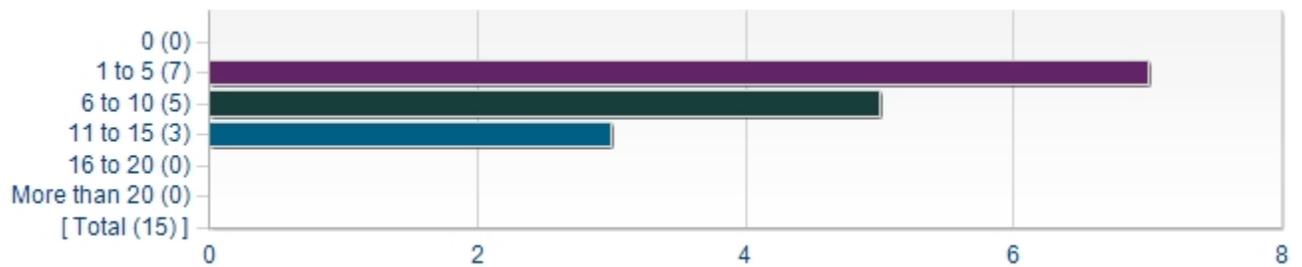
Statistics	Value
Mean	2.73
Median	3.00
Mode	2
Standard Deviation	0.80

Varied Rating Scale - Comparison Detail

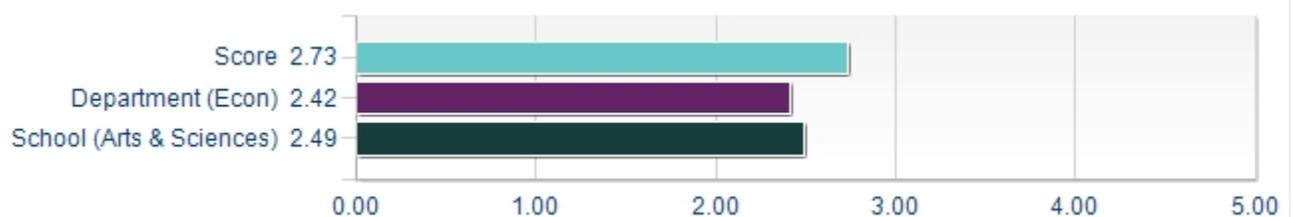### 1. Course difficulty relative to other courses was
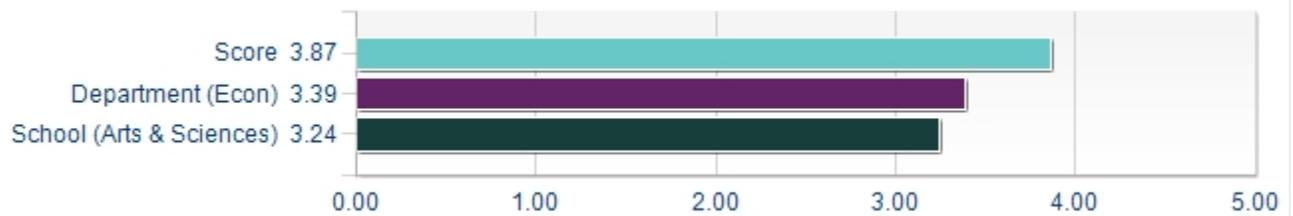
Score	3.87
Department (Econ)	3.39
School (Arts & Sciences)	3.24

2. Course workload relative to other courses was

Score	3.40
Department (Econ)	2.72
School (Arts & Sciences)	2.92

3. Course pace was

Score	3.60
Department (Econ)	3.23
School (Arts & Sciences)	3.21

4. Hours per week required outside of class

Score	2.73
Department (Econ)	2.42
School (Arts & Sciences)	2.49
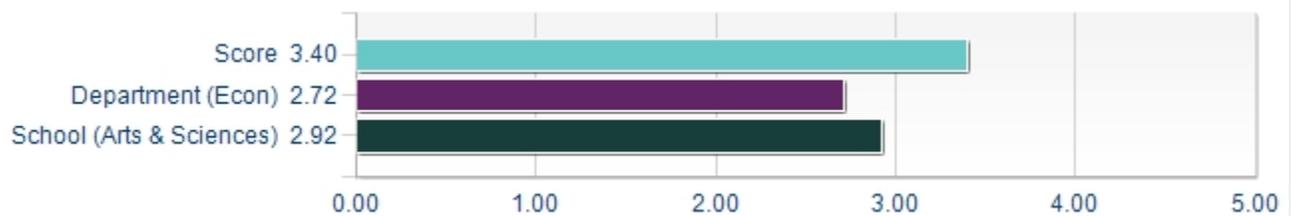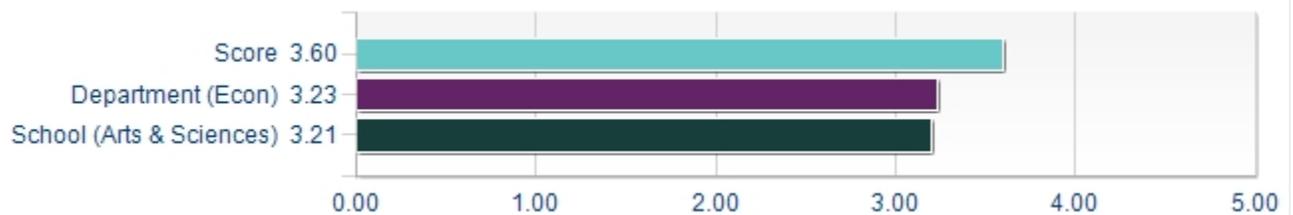
Short Answer Responses

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

Comments
It is an extremely helpful course to take concurrently with Econ 4011; I feel like I understand concepts in micro better due to this class.
It's much better than taking Calc 3!
For econ majors who enjoy math and want to learn more about what actually happens when you set MRS=(p1/p2), this course is great for it! It complemented 4011 really well, especially at the pace both Weinstein (4011) and Lindequist (493) taught it.
Very informative course and easy to follow along with notes when doing homework.
Because this 1 credit class is essentially a three credit class for 6 week it is very intense and fast paced. It is rigorous right from the start.
I would recommend this course to other students. The material expands beyond the class into other economics courses.
The instructor is very good at explaining the material. The course is difficult so make sure to study every week.
it is important for prerequisite, and is a good complement for intermediate micro as it teaches applicable skills.

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

Comments
The professor!
David was extremely helpful outside of class and always made himself available to answer questions.
The problem sets definitely test whether or not you understand what is happening. David also very accessible outside of class and will elaborate if you are confused on a topic!
Class time was spent developing formulas and completing practice problems that mirrored the homework assignments.
Going to office hours.
The weekly homeworks were helpful to practice the material that was taught that week in class.
The instructor's written notes on the board helped me.
Using partial derivatives on utility functions to observe instantaneous effects of single variable change.

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

Comments
More examples during lectures pls!
Maybe one or two more practice problems in class
Don't have any suggestions well put together course
only learn material relevant to intermediate micro
Could post more material to blackboard in order to enhance lectures.
Online notes would help.
slow it down slightly

Classroom Environment

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

Statistics	Value
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	1.06

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

Comments
He was available whenever outside Class and during class he would encourage questions
Lindequist was very inclusive of all students and was very accessible outside of the class.

Personalized Questions

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

Comments
Envelope Theorem
Homework's
Kuhn–Tucker
I really enjoyed learning the math behind perfect substitutes/complements and why we use MRS=P1/P2 for optimality conditions in 4011
constrained optimization
Honestly, most challenging is that the instructor made the examples and algebra very complex and tedious. The understanding of the material was not bad but the examples were so complex with respect to algebra.
Utilitzy maximization
I was challenged when applying class notes to the homework.
Envelope Theorem
Constrained maximization
envelope theorem
Kuhn–Tucker

Would you have rather taken more quizzes and fewer homeworks?

Comments
No, I think homeworks were a useful way to learn the concepts, so we could ask the instructor if we didn't understand.
No
No. I liked the split we had.
No. I liked having the time to digest and think about the homework problems. I feel it was a better help in me actually learning the material.
no
No i preferred the homeworks.
No, I liked the constant homeworks.
I like more homeworks than quizzes so that I could work through each problem with more time.
Yes in the sense that we only had the one quiz early on and now we have the final with no real mode of assessment of the second half of the semester. So yes I feel like one more quiz would have been beneficial.
No, I think the structure and layout of the course was perfect. Having 4 assignments helped reinforce what we learned, and the quizzes made sure we knew what to study/focus on. Any more quizzes and there'd be less to learn but more to study
yes
Yes.