A&S Spring 2017 Instructor Report for SP2017.L11.Econ.493.01 - Mathematical Economics (David Lindequist)

A&S Spring 2017 Course Evaluations

Project Audience 20
Responses Received 18
Response Ratio 90.0%

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	4.19
Median	4.00
Mode	4
Standard Deviation	0.70

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	4.43
Median	5.00
Mode	5
Standard Deviation	0.80

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	4.19
Median	4.00
Mode	5
Standard Deviation	0.76

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	4.64
Median	5.00
Mode	5
Standard Deviation	0.59

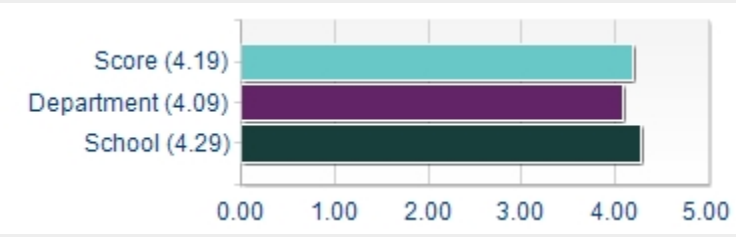
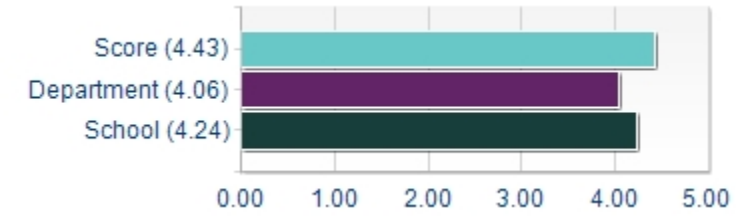
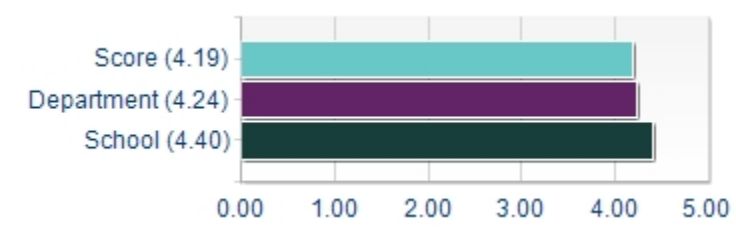
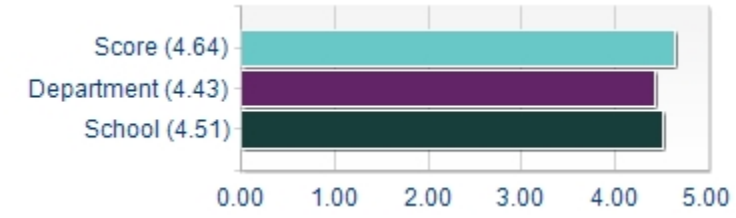
1. Instructor was friendly towards individual students

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

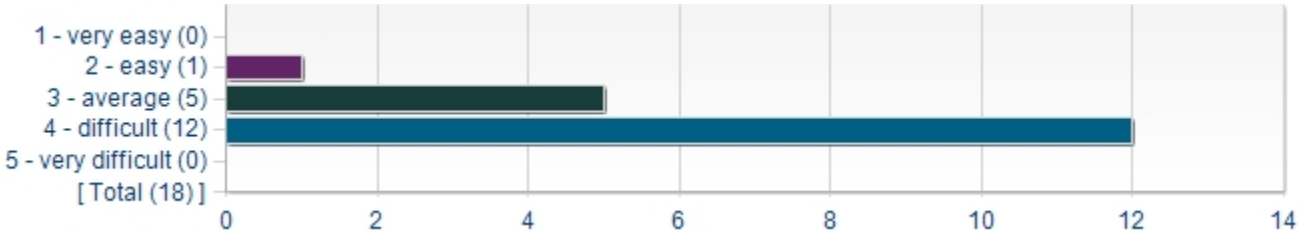
Course and Instructor Evaluation - Comparison Detail

Learning	
Organization	
Enthusiasm (David Lindequist)	
Individual rapport (David Lindequist)	

Varied Rating Scale Responses

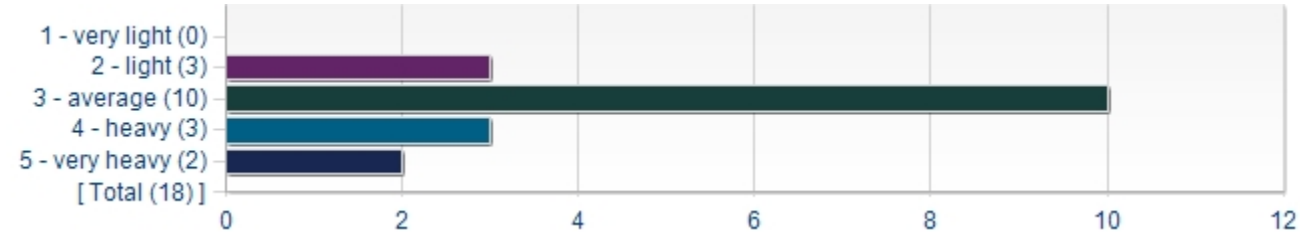
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



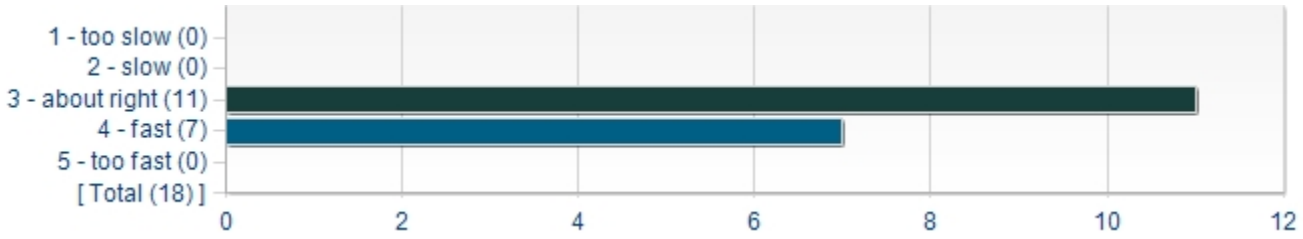
Statistics	Value
Mean	3.61
Median	4.00
Mode	4
Standard Deviation	0.61

Course workload relative to other courses was



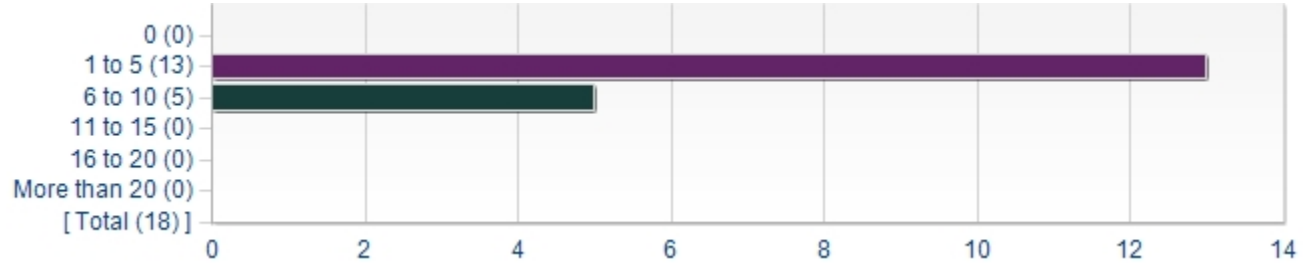
Statistics	Value
Mean	3.22
Median	3.00
Mode	3
Standard Deviation	0.88

Course pace was



Statistics	Value
Mean	3.39
Median	3.00
Mode	3
Standard Deviation	0.50

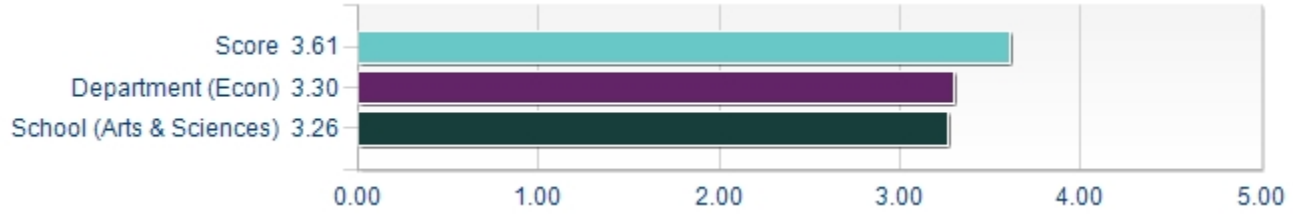
Hours per week required outside of class



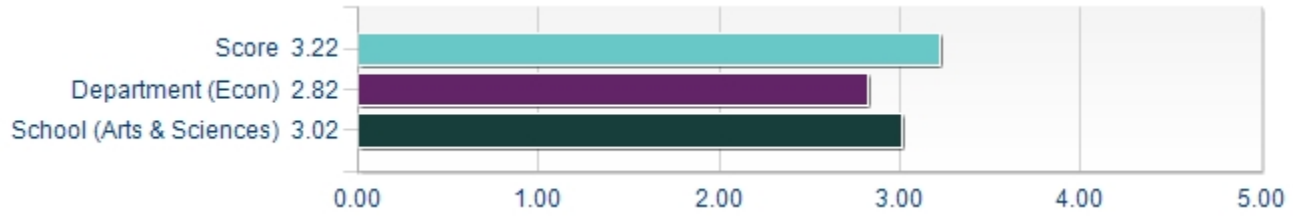
Statistics	Value
Mean	2.28
Median	2.00
Mode	2
Standard Deviation	0.46

Varied Rating Scale - Comparison Detail

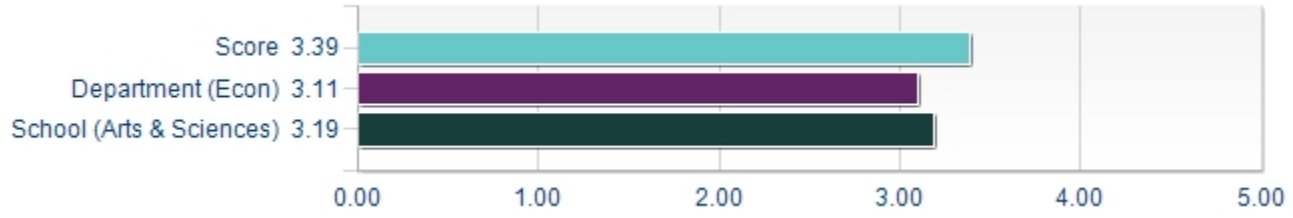
1. Course difficulty relative to other courses was



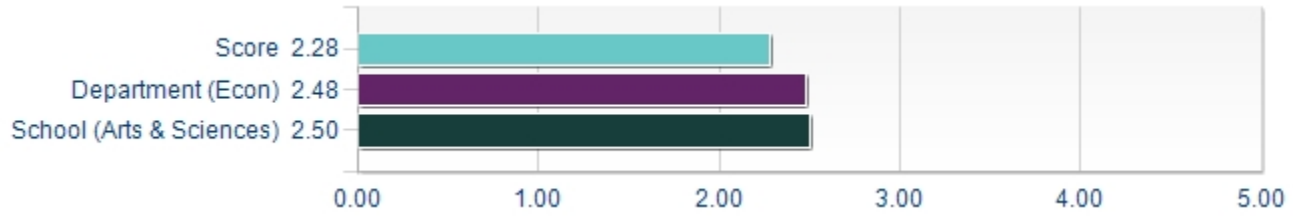
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

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

Comments
The instructor is very helpful when you have questions.
I think it's a good course to take if you're interested in economics
It is tough for 5 weeks and then it's over. Keep up with the material because it all builds and moves quickly.
That it is a fast placed class but the professor was very good and helpful
If you have questions or don't understand a subject, get help as soon as you can. The course moves fast and before you know it, it's over.
If you do not have a strong background in mathematics you will definitely have to allot time outside of class to go over concepts. As long as you do this, the material is not too difficult to learn.
It's basically a 3 credit course for the duration of it, so a reasonable amount of work
Dont buy/rent the book
Definitely take the course if you are an economics major. It helps you actually apply the important concepts you would learn in calc 3.
Use the office hours.
A lot of work.
?
It was a great way to apply mathematical skills specifically to economics
Should take the course if you want to learn more about mathematics used in economics.
I can't imagine that many people are super excited to take Mathematical Economics, but its not a bad class and David was extremely helpful in and outside of class.
Go to the lectures and make sure you start the homework early, because the homework is vital to understanding the course material.
If you ever have any issues with the homework or concepts, you can walk into his office for 15 minutes and genuinely feel like you've mastered the course when you left. I have never had a professor who was as skilled at breaking things down step by step.

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

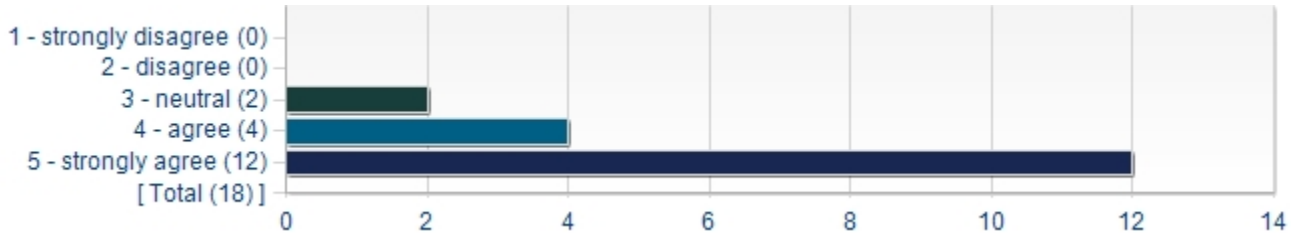
Comments
I took the course at the same time as Intermediate Micro and the material overlapped a lot so that was helpful
I leaned a lot about partial derivatives.
how engaging the professor was with the students
The professor was available during the day and willing to meet outside of class to discuss the course and its materials.
David was always available to meet both during and outside of office hours in order to answer questions.
Bringing it back to real world examples and using numbers instead of all just theorems
solutions to homework
Going into office hours was very helpful.
The detailed explanations of the homework posted on blackboard.
The homework solutions were helpful.
Optimisation under constraint!
Having a small class size made learning the material a lot easier
Various mathematical usages in economics especially the envelope theorem.
David was very helpful and accessible and interested in helping students.
The economic interpretations for the mathematical equations helped me see how I could use the material that was taught in class. I felt that I was learning real, applicable information rather than something that was another formula to memorize.

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

Comments
The textbook wasn't as helpful as it could have been
Going maybe 1-2 weeks longer.
potentially slow it down and make it last a little bit longer
Options for more practice problems outside of class.
We did a lot of derivation of formulas which I personally didn't really care about, but I suppose some students like it. Feel like we could have learned a lot more if not though
Additional practice problems. Not for homework, but just for more studying purposes.
Reviewing homework in class.
More of an overall course outline.
America could be made great again
Having a study guide with summaries of concepts/notes beyond the classroom that'd be available to students after class
N/A
It could be more clearly explained what were derivations (during class) and what were example, so I would be able to know more clearly what I had to study and know and what was not essential to understand.
There could be more examples of the problems involving actual numbers, and how to work with the equations. The theory was often a little obscure, and examples really demonstrated how the equations worked, and what affected what in a real and clear way.

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	4.56
Median	5.00
Mode	5
Standard Deviation	0.70

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

Comments
It was a lecture based class and there was not many chances to promote regarding the diversity of student personal backgrounds and identities and was not needed.
He included everyone in the class, and encouraged everyone equally.