

# CDSE

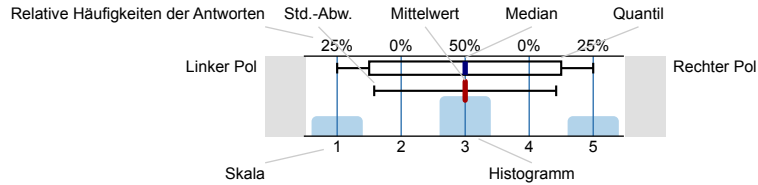
E701 Advanced Microeconomics I\_Exercise (Conteduca) ()  
Erfasste Fragebögen = 27



## Auswertungsteil der geschlossenen Fragen

### Legende

Fragetext

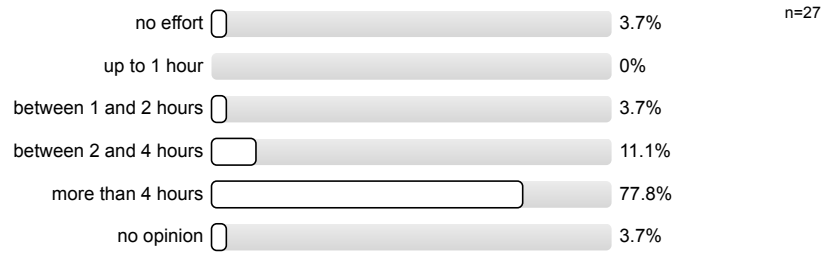


n=Anzahl  
mw=Mittelwert  
md=Median  
s=Std.-Abw.  
E.=Enthaltung

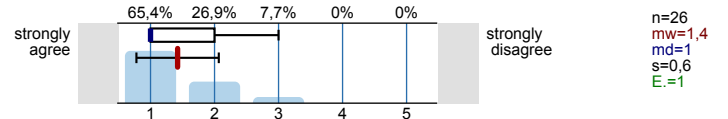
### 1. Course Evaluation

1.1) The course was well structured.		<p>n=25 mw=1,4 md=1 s=0,7 E.=2</p>
1.2) The choice of topics was well explained by the instructor.		<p>n=23 mw=1,5 md=1 s=0,8 E.=4</p>
1.3) Recommended reading materials were useful in facilitating understanding of course content.		<p>n=19 mw=1,7 md=1 s=0,9 E.=8</p>
1.4) Instructor was well prepared.		<p>n=26 mw=1,1 md=1 s=0,4 E.=1</p>
1.5) Instructor provided the opportunity for discussions and questions.		<p>n=26 mw=1,3 md=1 s=0,8 E.=1</p>
1.6) Answers given by the instructor were helpful in clarifying uncertainties.		<p>n=26 mw=1,2 md=1 s=0,4 E.=1</p>
1.7) Instructor's manner of speaking was clear and audible.		<p>n=26 mw=1,2 md=1 s=0,5 E.=1</p>
1.8) Course details were announced in time.		<p>n=25 mw=1,2 md=1 s=0,4 E.=2</p>
1.9) The course has helped me expand my knowledge of the topic / field		<p>n=25 mw=1,4 md=1 s=0,6 E.=1</p>

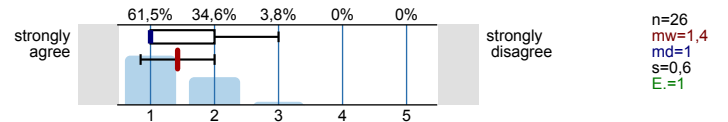
1.10) How much effort did you put into the preparation and wrap-up of the weekly course sessions?



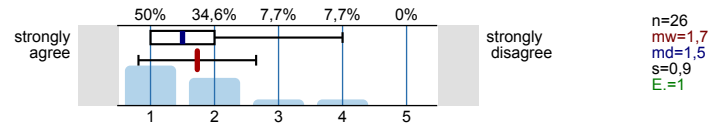
1.11) The course content was difficult.



1.12) The teaching was good.



1.13) Overall, I am satisfied with the course.

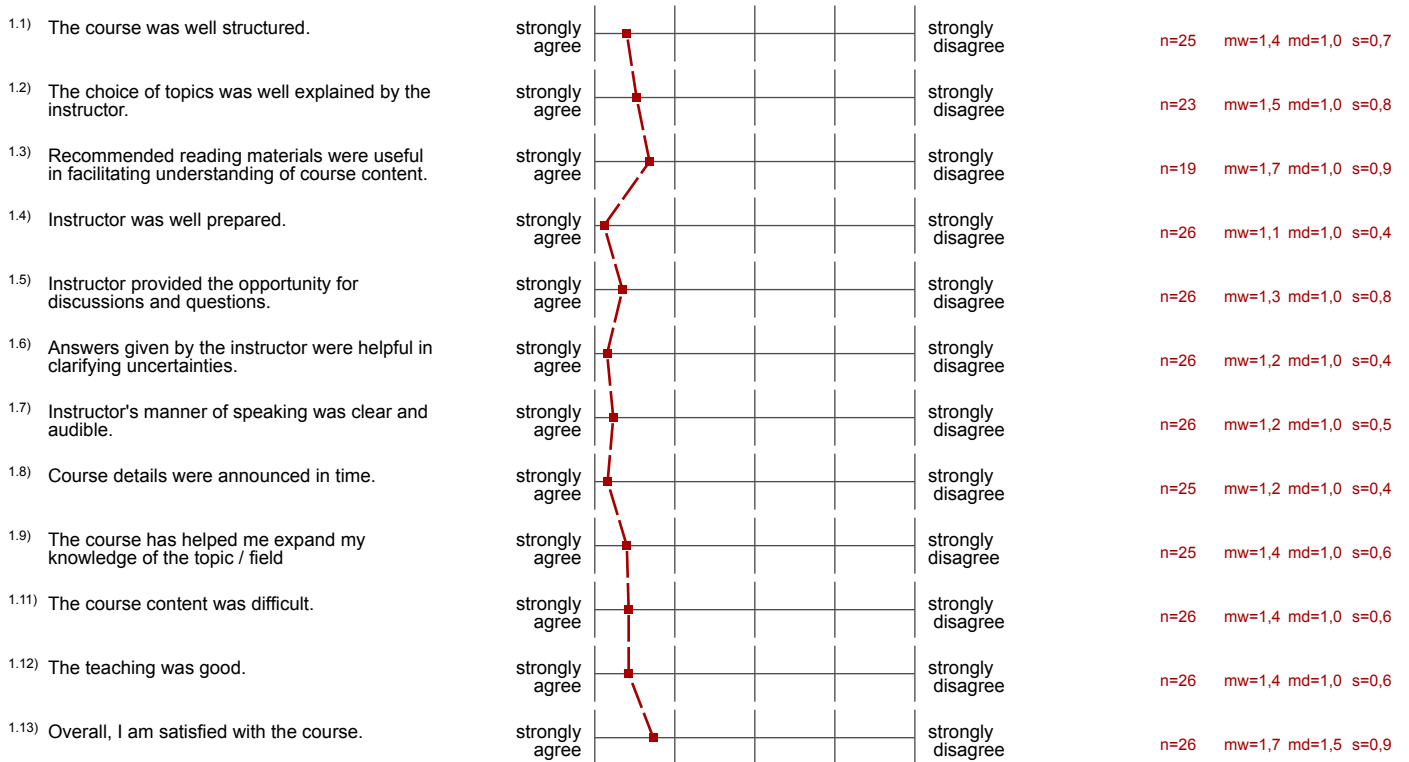


# Profillinie

Teilbereich: GESS  
 Name der/des Lehrenden: CDSE  
 Titel der Lehrveranstaltung: E701 Advanced Microeconomics I\_Exercise (Conteduca)  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

## 1. Course Evaluation



## Auswertungsteil der offenen Fragen

## 1. Course Evaluation

1.14) What did you especially like about the course?

- - good grading policy  
- very helpful comments in the corrected exercise sheets, these helped a lot.
- Detailed answers to any question, very friendly TA
- Francesco was very open to questions and very engaged. We were always asked to send an email, ask questions or just drop by the office which I found very encouraging.
- Paolo is a fun guy! It was good that we received our corrected submissions before the practice sessions. It is apparent that he cares about students and teaching!
- Paolo is a great instructor. He loves teaching and he is willing to help. He is willing to give us from his own time more than office hours. He explained the problem set clearly
- Paolo was always open to questions and answered to questions via e-mail very fast and very detailed. He also told several times that we could come to his office for questions. Due to the group split from the economists I did not feel too stupid.
- The course seems to provide a good basic reference for the econometric tools available in general.  
The slides are well prepared.  
I found the stata class helpful not only because it gave examples for the concepts, but also that you sent the completed do-files so we can reference them for basic commands when needed.
- The exercise was very good in terms of grading the weakly problem sets in time. Good Job! By design of the course the actual exercise session is just copying correct solutions from the board, which might not be optimal given that everyone already spent hours on the problems and likely has a good solution already
- The instructor was always well prepared and very dedicated to teaching. The solutions he provided were very detailed.
- Very dedicated and sympathetic person! Paolo really seemed to be interested in our learning.

1.15) What could/should be improved?

- - perhaps think of a different way to present results from exercise sessions; copying from the board is rather monotone if you have already solved the exercises. You could hand out solution sheets or prepare slides, and solve more problems in the lecture  
- in my opinion, there weren't enough exercises for the game theory part of the lecture..
- I lacked skills in probability theory get some of the proofs done quickly (i.e. Law of iterated expectation, Limiting distribution theory like CLT,...). However, I did not attend the statistics refresher (or only the first section) since it started with things like basic expected value or variance or covariance that appeared to very familiar. I might have come to other sessions of the refresher if I knew what was covered there in advance, because then I might have recognized whether I had seen the stuff before or not.
- I think you could go a bit faster over the material. There is no need to write everything to the board. It would also be nice if you skip the tedious calculations and spend more time with the big picture: Explain how to setup the problem, and the critical steps.
- I think you were a little bit nervous in the beginning (especially the first session). There is absolutely no reason as you seem comfortable with the proofs and topics! If possible you could focus the exercise more on discussing what problems came up in the solutions and discuss those to learn from mistakes that were made. Circulating written solutions is more efficient than having everybody copy from the board ;) Overall still good performance, keep it up!
- Introducing Game Theory could be more precise. Almost no proofs there and notation got less rigorous than in the first 2/3 of the lecture.  
  
Exercise sheets are too long - we almost never finished the TA in time.
- Maybe, you could choose to have a Problem every two weeks to allow the students to study the material a bit better before trying to solve the questions.
- Sometimes solutions were so long that we could not go through all exercises. It would have been nice though to either have more concise solutions or less exercises to make sure everything is covered in the exercise.
- Sometimes the intuition behind the solutions could be also discussed. We focused rather on the technical part of the proofs.
- The writing on the board was sometimes very detailed (i.e. whole sentences etc.), this was very time consuming.
- Time Management of exercises (would be nice to be able to talk about all exercises of a weeks problem set) - maybe present shorter solutions, and some of the details only when students ask for more details - but I guess this is just difficult to handle to "suit" everyone's expectations, could be some like it just the way it is, discussing maybe only 50% but those very detailed..

- less exercises (not Paolo's fault). there is no time to repeat things from "old" lectures/ exercises because we always needed a lot of time to prepare the next problem set.