

1. Please comment on the individual instructors with regard to effectiveness and attitude toward students:

Strengths

- A great attitude!
- Great instructor. hot figure and face! Amiable to students, kind and easy to approach. Serious and devoted. Well-prepared.
- Good understanding of the materials help convey unfamiliar concepts effectively; very concerned about the class and students' understanding; responsive to questions
- Luke is one of the best lecturers I have seen. Everything was explained clearly. Class was never too fast or too slow. He had a great understanding of when students were confused. He is a really terrific teacher. I am in awe of his teaching ability.
- very eloquent and explained concepts very clearly
- I can't say enough positive things about Luke's presentation of this material! Especially after comparing notes with students who have taken this course in the past, it is CLEAR that we lucked out this quarter with Luke at the helm. He obviously devoted a ridiculous amount of time and energy to preparing the lectures, and all of us believed that he was genuinely concerned about whether or not we understood the material.
- Luke was amazing. I wish I could give him all excellents -- the critiques I have of the class are mainly things that are out of his hands. In particular, I think he did a great job of: being accessible, trying to keep a good pace of a class with very disparate backgrounds and interests, explaining things both technically and intuitively. I have been dreading this class for over 2 years and I actually enjoyed every lecture.
- Very effective teaching and made sure that students were following the lessons. For a difficult and theoretical topic, the instructor made the lectures engaging and relatively easy to follow.
- Luke is one of the best if not the best professor that I had in my academic journey. He has simply a natural talent as a teacher. Nothing more nothing less.
- Most enthusiastic, personable and helpful instructor I dare say I've ever had.
- Luke is amazingly nice to students and really cares his students. He makes great efforts in class to ensure that every student understand the stuff and his interaction with students makes the class a very enjoyable one.
- Luke is an amazing lecturer. He took material that is near incomprehensible and made it somewhat interesting. He also seemed to really anticipate what things students might struggle with conceptually. I felt like he never was taken off guard by a question about intuition (which is rare in the econ department).
- Luke is an amazing teacher. He was the best teacher I had at Stanford thus far. The slides he created were amazing. They were by far the most concise and clear learning material presented. It's kind of redundant to say, because I'm sure you see it too, but I get the impression that no matter how someone knows this person, that he's going to be a positive force in their life. A real gem to society.
- Enthusiatic, explained materials clearly
- Very very patient, took all our questions and responses and adjusted his teaching accordingly. Was very open and receptive to feedback. Great teacher who is truly concerned for his students.
- Prof. Stein pays a lot of attention to make concepts crystal clear for everyone.
- He tried hard to make everyone in class learn something
- Lectures were very clearly organized and the lecture style was engaging. Luke obviously put a lot of time and thought into teaching and genuinely cared whether students were learning. He answered questions very effectively and was good at identifying people's confusions.

Suggestions for Improvement

- Handling questions would be one area, but he had gotten much better at that as the course has gone on. Other than that, I cannot think of any thing he can improve on.
- Since almost everyone in the class has taught, is teaching, or will teach a class, we all understand where Luke is coming from. Being his first time teaching the course, there were a couple of lectures where his examples weren't 100% perfect yet, but overall we were all floored by how good of a job he did!
- Sometimes Luke loses the control of the pace and makes the class a little lag behind the schedule.
- I might be getting him in trouble with the politics of the department, but I have no doubt that the class would improve if he were teaching both Econ 202 and the 202N lectures. Almost every student I know taking Econ 202 was jealous not to be having Luke as a teacher.
- He tends to spend the first 5-10 minutes of the class summarizing what was taught last class, which is great but sometimes it gets a bit repetitive.

- Prof. Stein usually gives examples which are easy to understand. However, the classroom examples are sometimes too simple, so they do not help in learning the concept.
- He could solve more mathematical examples rather than narrating topics as if it was a social science course. Moreover, he could spend more time on mathematical parts of each topic
- no favoritism

2. Please comment on the strengths and weaknesses, if any, of the textbook(s) and reading(s). What materials were most and least valuable? Why?

Strengths

- Slides help a lot, especially in filling in the missing parts in the lecture notes that are not that obvious
- The volume of material covered in this course is nothing short of tremendous. By the time we compiled all of the lectures notes and slides and section notes, referring to the text book fell in the priority listing. I'm not sure that I referred to it more than a dozen times over the course of the quarter! But the lecture notes were useful and the lecture slides were amazing.
- Mas-Colell was strong and reasonably accessible
- Textbook dense and didn't add a lot to lecture notes. Lecture notes great, but lectures slides were even better.
- The combination of handouts, lecture notes, section notes and the MWG book provide a very complete coverage. Could not ask more. I have some comments on the lecture notes however.
- Lecture slides are a near-perfect distillation of material from the notes.
- Luke's slides is great and, at least I think, better than the professor's notes.
- The lecture slides were the best resource for me, because they helped give me the foundation I needed to approach the lecture notes. I rarely used the recommended texts - they are too long and mostly duplicative.
- Lecture slides were very helpful in understanding and review topics.
- Lecture notes and slides were really good

Suggestions for Improvement

- Key materials are not stressed in the notes, somehow too overwhelming
- Lecture notes would gain to be more detailed. Sometimes MWG is too much and the notes are not enough. Some proofs that are apparently trivial, would be useful to be shown why they are so trivial. The chapter on the choice under uncertainty would gain to be more detailed.... I still confused the way SOSD was presented even if this an easy topic. Unless one more class on GE would have been wishful. I feel that we just touch the tip of the iceberg...
- Perhaps list references on the slides to places where obscure facts come from in the notes.
- Though rigorous math proof is indispensable, we need more intuitive explanations in such an ECON course.
- There is a lot of reading material to follow (the textbooks, lecture slides/notes, section notes), but they are very different although they explain the same theory. It is almost impossible to follow all of them whereas we are expected to do so. I think the material should be reduced by 50%, so that we can spend more time on digesting concepts and coming up with interesting questions on the issues. In the current case, it is not different from undergraduate education.

3. Please comment on assignments and exams (difficulty, length, frequency, usefulness, and their success at testing conceptual understanding rather than recall):

Strengths

- Assignment problems are well designed and organized, and they help practice useful skills in reasoning
- The homework assignments were certainly good practice and definitely provided examples and practice of the objectives learned in class.
- n/a
- Exam was too difficult and didn't seem to be an appropriate measure of what was learned in class. The practice midterm was helpful to encourage early studying, but it was much easier than the final, and so not a very good indicator of how well one would do on the final exam.
- Assignments: really good for learning Exam: see suggestion
- Once I finally saw how to do the homework problems, they were fairly instructional.
- Homework is useful in that it greatly enhances students' ability of solving problems.

Suggestions for Improvement

- Having taken the final exam yesterday, I can say that I think my performance (or lack thereof) on the test is not representative of what I feel I have learned in Econ this quarter. The practice midterm was a good substitute, but

I would have appreciated an actual midterm to get us all focused midway through the quarter.

- I strongly feel that 202N needs different problem sets, exams and sections than 202. My goal for this class was to learn the tools I need to succeed in upper level economics courses. The 202 psets and exam, however, are preparing PhD students for their comps. But the sorts of "tricky math" that got thrown at us was counter-productive. I needed practice getting stronger at setting up and understanding basic models, not dealing with curveballs. But the problem sets took so long that I didn't have time to do the additional work I needed to be successful in this class. Perhaps this could be dealt with by having different discussion sections for 202 and 202N, or even some supplemental workshops (Kuhn Tucker for dummies, maybe?)
- There should be more than one evaluation for this class so everything isn't riding on the very difficult final.
- The exam was not comprehensive. I still wonder why this class does not have two exams rather than only one with 3 questions that spans like 25% of the topics covered during the year. A 75% is also way more stressful. A 50% final exam with a 25% midterm could help to spread the stress.... Assignments: I think the assignments would gain to have more questions, but easier ones. That is, one top of the present questions some questions, complement to the difficult ones would be wishful. The goal would to provide some confidence building and intuition to attack the harder problem. Sometimes we end up proving some nice results, but missing the intuition I think...
- Homework assignments took up nearly half my week-- shorter or bi-monthly assignments would be much nicer.
- The biggest problem with this class is the assignments. Luke tended to focus on intuition, which is exactly what I needed. But the problem sets and exam were pointedly NOT about intuition. The problem sets delved so deep into topics, assuming you knew how to do the simple case, but I had NO IDEA what some of the problem sets were asking, and I didn't feel prepared from lecture. In lecture (and reading the lecture notes), I felt like I more or less knew what was going on. But then I would try the problem set and it was like it was in Greek! I think that 202N should have a different problem set, or at least some pre-problems (even optional) that help us build the skills and understanding we need to answer the difficult problems. I felt like I did not have the tool kit to approach these problems - they were not created to build understanding, they were created to freak us out!
- Homeworks were not well-synchronized with the lectures. We usually learned the subject in the last lecture before the homework due date. I prefer to spend more than one day (e.g. a week) on thinking about the problem set.
- Exam and homework was really hard for a non econ student so I think that it should not be same for 202N students as if they were taking 202
- The exam and assignments were really outside of Luke's control, as I understand it. That said, the assignments needed to have more of a range of difficulty. There were only a few problems on the problem sets that helped build intuition.
- The exam was very long and difficult!

4. Do you have any additional comments on the course over-all?

Strengths

- I really enjoy it. I studied microeconomics before, and I believe that this class was great in every sense: great teacher and TA, relevant material and challenging assignments and exams but helpful for improving learning.
- Luke hands-down the best professor I had this quarter. Older students in my program who heard us talking about our Econ experience were, quite frankly, jealous. Good job, Luke!
- Much of the problem sets and exams seemed to draw upon knowledge and skills outside of the lecture. It would help if the instructor were more explicit about how one might obtain the additional knowledge and skills, such as suggesting certain passages in the textbook, or identifying extra problems that would help a student better anticipate the types of problems on the exam. Past final exams were offered, but this came too late, and was not enough.
- Clayton and Luke made an amazing job.
- Great job! I recommend Luke outright to teach the class again.
- This is tough material, and I really appreciate the thoughtful attention Luke paid to instruction. His teaching made this class bearable.

Suggestions for Improvement

- Maybe contents can be selected more carefully and to emphasize key subjects, give more intuition behind math, especially for students with little ECON backgrounds
- 202N needs to be different in some way from 202 in a way other than having a different instructor. Ideally, I'd love if there were an "applied" version for those of us who want econ as a policy tool.
- As I have discussed above, I think the department needs to think about the differences between 202 and 202N. 202N students are different and are taught differently, so why are we given the same problem sets and exams?!
- As a general observation, I realized that the grades are inflated at Stanford. This reduced my motivation to solve the problem sets in a neat and rigorous way.

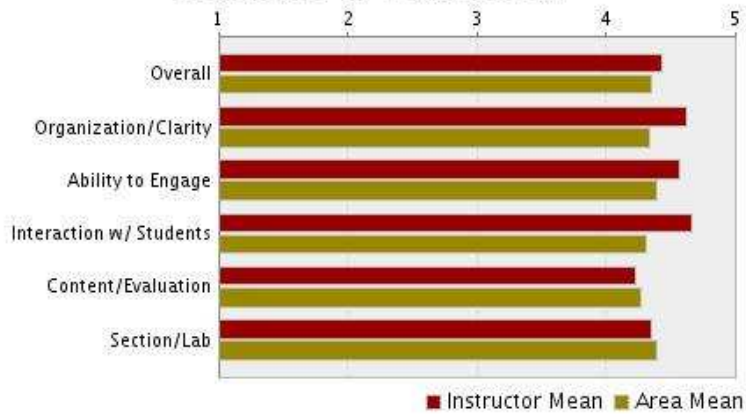
Teaching Evaluation Summary (2007-2008 Autumn)

Ratings Summary

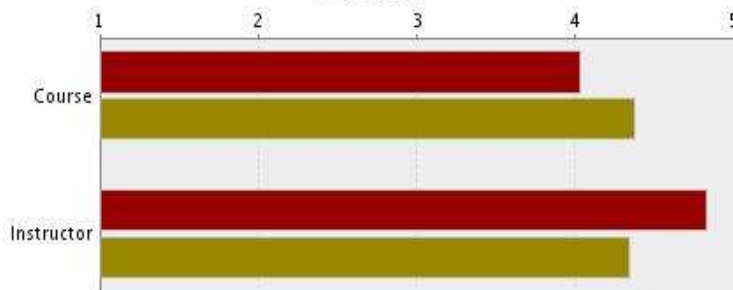
Instructor: **Stein, Luke**
 Subject: **ECON**
 Catalog & Section: **202N, 1**

Course Title: **202 FOR NON-ECON PHD STUDENTS**
 Enrollment: **33** Responses: **29**

Elements of Instruction

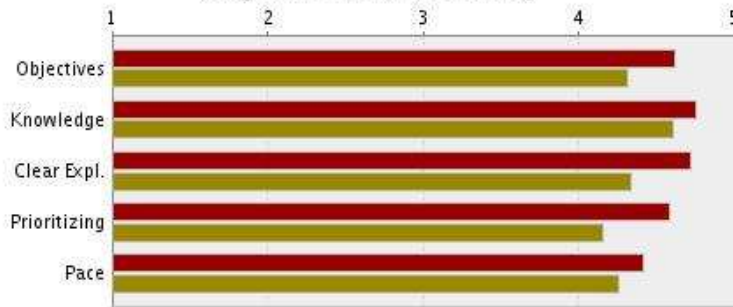


Overall



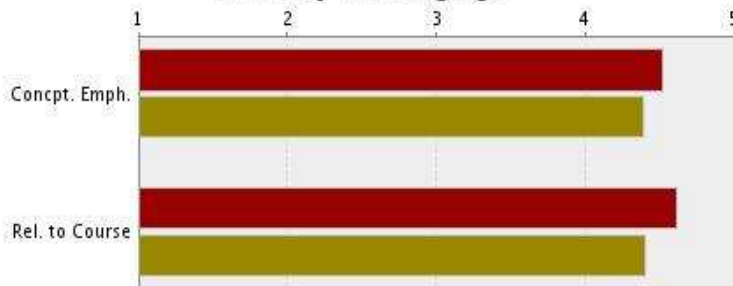
	Mean	%	P	F	G	Vg	Ex	N/A
Course	4.03	0.00	0	6	2	6	15	0
Instructor	4.83	0.00	0	1	1	0	27	0

Organization/Clarity



	Mean	%	P	F	G	Vg	Ex	N/A
Objectives	4.62	0.00	0	0	4	3	22	0
Knowledge	4.76	0.00	0	0	2	3	24	0
Clear Expl.	4.72	0.00	0	1	1	3	24	0
Prioritizing	4.59	0.00	0	0	2	8	19	0
Pace	4.41	0.00	2	0	2	5	20	0

Ability to Engage



	Mean	%	P	F	G	Vg	Ex	N/A
Concept. Emph.	4.52	0.00	0	1	2	7	19	0
Rel. to Course	4.62	0.00	0	1	2	4	22	0

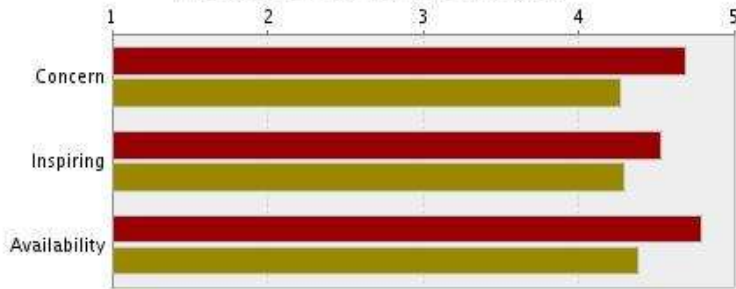
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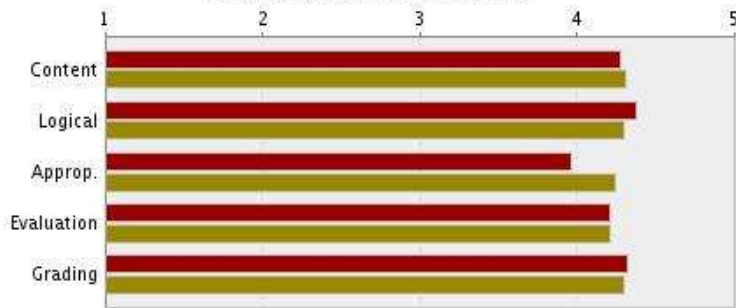
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Interaction w/ Students



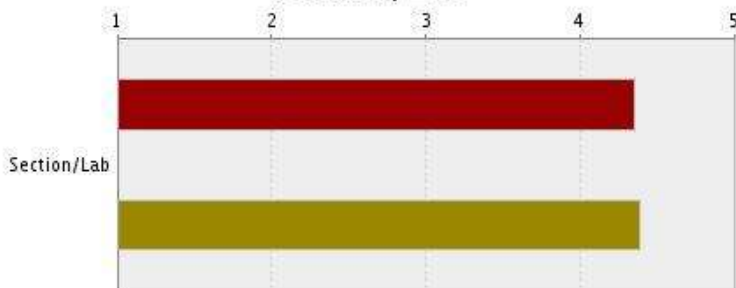
	Mean	%	P	F	G	Vg	Ex	N/A
Concern	4.69	0.00	0	0	4	1	24	0
Inspiring	4.54	0.00	0	1	3	4	20	0
Availability	4.79	0.00	0	0	1	4	24	0

Content/Evaluation



	Mean	%	P	F	G	Vg	Ex	N/A
Content	4.28	0.00	2	1	2	6	18	0
Logical	4.38	0.00	1	1	4	3	20	0
Approp.	3.96	0.00	4	1	3	4	16	0
Evaluation	4.21	0.00	2	2	1	6	17	0
Grading	4.32	0.00	2	1	0	6	16	0

Section/Lab



	Mean	%	P	F	G	Vg	Ex	N/A
Section/Lab	4.36	0.00	0	3	2	3	17	0

Year Total	Area Total	Reason for Course	Attendance	Expected grade	Hours/Week	% Valuable
1 10.34	Science 3.85	Major/minor 58.06	< 20% 0.00	A 58.62	< 1 0.00	< 20% 3.57
2 13.79	Social Science 15.38	GER 3.23	20-40% 0.00	B 37.93	1-5 3.45	20-40% 3.57
3 0.00	Humanities 0.00	Reputation 3.23	40-60% 3.45	C 0.00	5-10 17.24	40-60% 21.43
4 3.45	Engineering 57.69	Interest 35.48	60-80% 0.00	D 3.45	10-15 37.93	60-80% 25.00
5 0.00	Education 23.08	Other 0.00	80-100% 96.55	CR 0.00	> 15 41.38	80-100% 46.43
Masters 10.34	Undecided 0.00	(no resp) 0.00	(no resp) 0.00	NP/NC 0.00	(no resp) 0.00	(no resp) 0.00
PhD 62.07	(no resp) 0.00			S 0.00		
Other 0.00				(no resp) 0.00		