

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

Strengths

- I like his excitement for what he is teaching.
- Great person to talk to after class (very approachable).
- Great teacher, explains everything clearly and at a good pace. Also a nice guy.
- great teacher and approachable. really explains stuff in a way that is easy to understand even hard math concepts.
- fantastic instruction. wouldn't have taken the class if not for the instructor.
- Excellent attitude and effectiveness
- easily approachable, helpful, enthusiastic
- I really liked the class. I thought that Luke was engaged as a teacher. He seemed like he wanted to help us.
- Very organized teaching style. It is hard to get lost in lecture.
- very enthusiastic and positive.
- Luke Stein is truly a great teacher and provides his students with a very interactive and in depth learning environment.
- He was extremely energetic and got the class involved. It was hard not to understand the material when you never knew when he'd make you answer a question.
- From the first minute he put himself in respect, but in a very natural and interactive way. First of all Luke is a brilliant instructor, who engage in his students and cares about the students learning. Then he asked to evaluate him after the first couple of lectures so he could improve if we wanted. The result of the evaluation was that everybody was very happy about his ability to communicate and teach. He was very kind to give feedback on problemsets, writing assignments and midterms and already offered us to write him now after the term is done if we would like to ask him any questions.

Suggestions for Improvement

- He should read the exams multiple times before handing them to the students in order to make sure there are no typos.
- .
- Overall he was pretty good. Sometimes he was impatient when he asked a question to a student, which made the student feel awkward.
- Not very inspiring.
- It might be helpful if he asked less questions as these take longer to answer and use up important class time.
- Sometimes the pace was a bit too slow.

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

- The textbook was not well-balanced. Some of the most important subjects we covered in class were barely mentioned in the book and vice versa. There were some nice review questions after each chapter but the methods were so different from class (for certain topics) that having the book and the professor's notes together made things just a bit more confusing.
- .
- n/a
- Excellent materials, excellent exam types.
- Easy to read and to the point.
- The class notes were great.
- The textbook (Besanko) did not go into as much detail as we did in lecture. As a result, you couldn't really use the textbook as a tool for studying for exams, etc. However, the instructor drafted his own notes that he distributed.
- The book is terrible need a new one.
- I wish I had bought the second edition cheap like he recommended. His notes were good.
- did not like the textbook, but loved Luke's personal notes which he (of course, due to his openminded

personality) shared with us. Great material, which i am sure i can use in the future as well.!

Suggestions for Improvement

- The textbook was completely useless. The only time I opened the textbook was when a problem for the problem set was in the textbook.
- If teachers are going to assign a textbook and a pretty heavy amount of chapter reading, he/she should at least address the reading during class! If the reading is not relevant to the day's lecture, fine, but there should be some connection made or the textbook will feel completely useless (which it did for this class, unfortunately).
- The textbook didn't help very much
- .
- n/a
- I understand the concept of stanford having a textbook that's at a slightly lower level then the class. But this book was not to any help what so ever in this class, which is a shame for people that actually use the literature to learn.
- I don't have any.
- Different textbook.

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

Strengths

- The midterm and the assignments were not very difficult, nor long. They were useful, and they tested conceptual understanding rather than recall.
- The midterm was extremely difficult. I understand that an exam should by no means be "easy" and that its objective is to push the student toward new concepts, rather than just a memorization test of old ones; however, this exam went a bit too far. The basic ideas needed for several of the problems were not covered in class and there were a few important typos, which are very frustrating to deal with in this situation.
- .
- Exams were really difficult, and very long. But they needed to be in order to take complete material
- Good writing assignments, they were the least part of our grade but I would say the best example of how you need to think as an economist.
- The exam was comprehensive.
- The difficulty of the questions was appropriate.
- Very very difficult midterm.! A little bit easier final exam. I think it would have been better with a little bit easier midterm because it really killed my mood.

Suggestions for Improvement

- There should not be any typos, especially in exams.
- In class, we only did ONE type of problem for each section (e.g. we always used Cobb-Douglas functions). This is fine for a few sections! But as all the students became familiar with the material, it was again frustrating to not have new functions or problems to apply the new material to. Improve this by making sure the problems in class are just as balanced (medium to hard) as problem set and exam questions might be.
- I thought the problem sets were graded too harshly and the first midterm was too difficult.
- .
- assignments could have been a little more challenging at testing conceptual understanding
- Too calculus based.
- The assignments were a little obscure at times. Maybe put more simpler problems.
- exams and assignment were difficult and lengthy.
- The midterm was a tad long.

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

Strengths

- I enjoyed taking this class.
- It is a summer class, so it is bound to be more rushed than normal. The pace was actually fine until the last few weeks of the class, when new topics and assignments kept piling up. Again, the professor was nice and approachable (I think I learned more by staying after class to review problems) but the TA was not very helpful.
- .
- great job! one of the best instructors I've ever had

- Not really, I enjoyed the class.
- Great Teacher=Great course
- This was a wonderful class. I made many mistakes, but I never doubted my understanding of the material. Luke bent over backwards to see that we got things.
- Very good course. And I think it would be very reasonable to give 95% of the credit for this to Luke Stein. For me he made the course interesting, fun and usefull. I have had many different teachers throughout my time as a student - Luke Stein is the best teacher I have edver had so far!

Suggestions for Improvement

- .
- office hours would have been nice.
- The whole summer course needs to be lengthened because cramming in 10 weeks of stuff (really 11 because usually there is an study week before finals) into 8 weeks is ridiculous. The class should be customized to the time. I'm extremely unhappy with this. Also assignments should be good practice for the exams, this was not the case. The final hasn't been yet at this point, but the midterm was nothing like the problem sets. Luke is a good teacher, but whomever planned the summer course should do it differently though.
- No
- not a very fun course, but i think that is to be expected from the course content.
- The only thing I can think of is to remain more tightly on schedule.